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**AN ANALYSIS OF COHESION IN ENGLISH AND THAI
SHORT STORIES : A COMPARATIVE STUDY**

JUTAMAD THEPPREEDA

With compliments
of
Faculty of Graduate Studies
MAHIDOL UNIVERSITY

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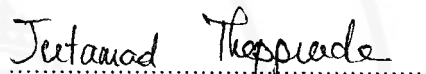
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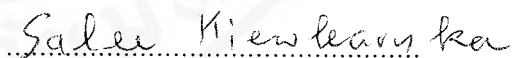
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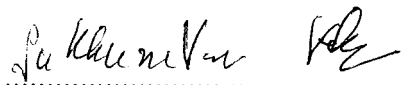
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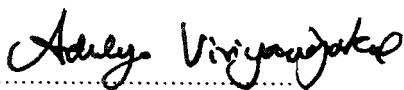
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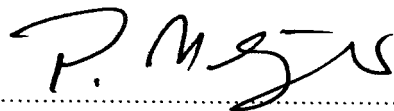
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This research is a study of cohesion in English and Thai short stories. The objective of the study is to explore natural characteristics in the use of cohesive devices and cohesive patterns in the two languages and establish similarities and differences in the use of cohesion in English and Thai short stories. The analysis is performed on three English short stories and three Thai short stories, following the method of cohesion analysis proposed by Halliday and Hasan (1976). The cohesive devices being studied are reference, substitution, ellipsis, conjunction, and lexical cohesion, as categorized by Halliday and Hasan.

The results show that both English and Thai short stories have a preference for reference and use substitution least, among the five kinds of cohesion. There are differences in the proportion of the instances of each kind of cohesion. In English short stories, reference is used with very high proportion in comparison with other kinds of cohesion, whereas in Thai short stories the use of reference is not much higher in proportion to other cohesive devices. Moreover, the use of cohesion in Thai short stories is more varied than in English short stories. The comparative study of linguistic features of the two languages reveals that differences in the use of some cohesive devices result from the differences in certain grammatical features between English and Thai, for instance, the omission of subject in Thai sentences, or the obligation to have an item preceeding most common nouns in English.

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จุฑามาศ เทพปรีดา : การศึกษาเปรียบเทียบ วิเคราะห์จวนะสัมพันธ์ในเรื่องสั้นภาษาไทย และภาษาอังกฤษ (AN ANALYSIS OF COHESION IN ENGLISH AND THAI SHORT STORIES : A COMPARATIVE STUDY). คณะกรรมการควบคุมวิทยานิพนธ์ Maurice M. Broughton M.A. สาลี เกี่ยวการค้า Ph.D. 178 หน้า ISBN 974-589-957-7

การวิจัยครั้งนี้เป็นการศึกษาลักษณะการใช้จวนะสัมพันธ์ในเรื่องสั้นภาษาไทย และภาษาอังกฤษ โดยมีวัตถุประสงค์เพื่อศึกษาลักษณะการเชื่อมโยงความในเรื่องสั้นและเปรียบเทียบความเหมือนและความแตกต่างในการใช้วิธีการเชื่อมโยงความของภาษาไทยและภาษาอังกฤษ รวมทั้งรูปแบบของจวนะสัมพันธ์จากการใช้วิธีเชื่อมโยงความแต่ละประเภท ทั้งนี้โดยทำการวิเคราะห์เรื่องสั้นภาษาไทยสามเรื่อง และเรื่องสั้นภาษาอังกฤษสามเรื่องตามวิธีการวิเคราะห์จวนะสัมพันธ์ของ Halliday และ Hasan (1976) มุ่งศึกษาลักษณะการเชื่อมโยงความห้าประเภท ได้แก่ การอ้างอิง การแทนที่ การละคำหรือข้อความ การใช้คำเชื่อม และการใช้คำเหมือนหรือคำในกลุ่มเดียวกัน ตามการจำแนกของ Halliday และ Hasan

ผลการวิจัยพบว่า ทั้งเรื่องสั้นภาษาไทยและภาษาอังกฤษต่างใช้การเชื่อมโยงความด้วยการอ้างอิงมากที่สุด และใช้การแทนที่คำน้อยที่สุด พบความแตกต่างในสัดส่วนของการใช้จวนะสัมพันธ์แต่ละประเภท นั่นคือ เรื่องสั้นภาษาอังกฤษใช้การเชื่อมความโดยการอ้างอิงในสัดส่วนสูงมากเมื่อเปรียบเทียบกับ การเชื่อมโยงความชนิดอื่นๆ ขณะที่ในเรื่องสั้นภาษาไทยพบว่าสัดส่วนในการใช้วิธีการเชื่อมโยงความต่างๆ ไม่แตกต่างกันมากนัก นอกจากนี้ยังพบว่าเรื่องสั้นภาษาไทยมีแนวโน้มในการใช้การเชื่อมโยงความหลากหลายชนิดกว่าเรื่องสั้นภาษาอังกฤษ จากการศึกษาเปรียบเทียบรูปแบบภาษาไทยและภาษาอังกฤษพบว่าความแตกต่างในการใช้วิธีการเชื่อมโยงความของทั้งสองภาษาเป็นผลมาจากความแตกต่างในรูปแบบภาษาบางประการ อาทิ การละประธานในประโยคภาษาไทย หรือ การใช้คำนำหน้านามในภาษาอังกฤษ เป็นต้น.

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LIST OF ABBREVIATIONS

ES	=	English short story
TS	=	Thai short story
R	=	Reference
R1	=	Personal reference
R2	=	Demonstrative reference
R3	=	Comparative reference
S	=	Substitution
S1	=	Nominal substitution
S2	=	Verbal substitution
S3	=	Clausal substitution
E	=	Ellipsis
E1	=	Nominal ellipsis
E2	=	Verbal ellipsis
E3	=	Clausal ellipsis
C	=	Conjunction
C1	=	Additive conjunction
C2	=	Adversative conjunction
C3	=	Causal conjunction
C4	=	Temporal conjunction
C5	=	Continuitive conjunction

L	=	Lexical cohesion
L1	=	Repetition
L2	=	Synonym or Near-synonym
L3	=	Superordinate
L4	=	General word
L5	=	Collocation

CHAPTER I

Introduction

There are 6 chapters in my study of cohesive devices used in English and Thai short stories : Chapter 1 : Introduction; Chapter 2 : Review of Related Literature; Chapter 3 : Data Analysis; Chapter 4 : Result; Chapter 5 : Comparative Study ; and Chapter 6 : Conclusion and Recommendations.

1.1 Background of the Study

Despite the fact that English is the foreign language which is most widely taught in Thailand and there has been an enormous amount of translation work both from English into Thai and vice versa, there are very few comparative studies of cohesion between English and Thai. Previous comparative studies were concerned with the use of tenses, structural patterns, or the use of particular words. There is no systematic comparative study focusing on cohesion. It is very likely that most of the translation work done in Thailand is performed intuitively and is mostly based on the translator's background knowledge, partly because of the lack of systematic study to use as a reference. Such performance may lead to major problems in translation such as loss of meaning or loss of the target language's natural characteristics.

This study, therefore, attempts to explore cohesion - 'the network of lexical, grammatical and other relationships which provide links between various parts of a text' (Baker, 1992 : 180). According to Halliday and Hasan (1976 : 27), whose framework this study follows, intersentence cohesion is an important feature because it is the text forming component in the linguistic system whereby the elements which are structurally unrelated link together. It contributes to the unity of a text, expresses continuity that exists within a text, supplies components for the interpretation of a text, and enables receivers to interpret a text. Hence in linguistic performance which requires thorough comprehension, such as translation, the performer needs to recognize cohesive quality of the text with which he or she is dealing. The study of cohesion, according to Newmark (1982: 295), tends to be the most useful constituent of text linguistics applicable to translation.

Nevertheless, few studies have been done on the subject of cohesion. Most of the studies are concerned with literal analysis of the work of particular writers (Baker, 1992 : 113). Moreover, the studies are mostly concerned with patterns of English language and there are very few studies of language less widely used, like the Thai language.

In *Cohesion in English* (Halliday and Hasan, 1976), the authors suggest categorization of cohesive items in order to systematize cohesion analysis because cohesive items function differently in providing relation between sentences within a text. The categorization specifies what form cohesion takes and provides a practical

means of analyzing texts. Although there are very few systematic analysis of cohesive devices in Thai language, there are some studies of cohesion, for example, the Study of Thai Hortatory Discourse by Dissaya Supparathayothin., 1989; the Study of Thai Procedural Discourse by Payung Pattapong, 1990; the Structure of Thai Expository Discourse by Seetala Kanoksin, 1989, among others.

Contrastive linguistics is particularly useful in foreign-language teaching, as suggested by Nickel (1977: 3), in order to learn more about the system of one's own language through comparative study and analytical procedure. Comparative study is not only a useful contribution to foreign-language teaching, it is also suggested as a tool to solve problems in translation equivalence (Nida, 1964; Catford, 1965) since the difference between linguistic system is a major source of problems in translation. Morton, for example, proposed the application of comparative study to translation practice as follows :

The translator will also be able to use the contrastive grammar as a reference book that may often prompt the best solution of a particular problem in translation. Less experienced translators will probably profit from a systemic study of a grammar as a part of the theoretical preparation for their work. The same applies to translator trainers and those organizing courses in translation.

(Morton, 1981 : 169)

This present research study is designed to study cohesion in English and Thai language short stories. Following Halliday and Hasan's method of cohesion analysis (1976 : 329-355), the study concentrates on how the sentences in a story are linked together by the use of cohesive devices. Apart from the pattern of cohesive devices used in each language, the study also compares similarities and differences of cohesion used in the two languages. The result, then, could be a source of reference in translation practice and in the teaching and learning of the two languages.

Apart from the reason that short stories are widely translated in Thailand, appearing in almost every printed source for general readers such as newspapers and magazines, another reason for analyzing short stories is the popularity of the genre. The targeted readers of short stories are not limited within a particular area or discipline. A short story tends to be less restricted to writing conventions, whereas a written text of a particular discipline may have convention about style of presentation of content or the order of presentation to match the expectation of people within the same discourse community (Dudley-Evans, 1994 : 219 - 220). Consequently, a writer of short story writes with his or her own style within the limitation that the writing must convey coherence, leading to total unity at the end of the story.

Furthermore, this study aims to explore the use of cohesion at all levels in communication events, following the idea that language does not only function as an information channel but it also functions as a regulator of interpersonal relationship as well as a medium for attitude. A short story imitates social situation, consisting of

interpersonal interaction within a social setting. Therefore, the results gained from an analysis of a short story are not only the use of cohesion to release information along sequences of sentences but there are also the use of cohesion in speech events within a social setting.

1.2 Purpose of the Study and Research Questions

This study is designed to achieve the following goals:

1. To study how sentences in English and Thai short stories are linked together by the use of cohesive devices;
2. To identify natural characteristics and patterns of cohesive devices used in short stories written in English and Thai;
3. To establish similarities and differences between the use of cohesive devices in English and Thai short stories.

The research questions are :

1. What are the natural characteristics and patterns of cohesive devices used in English and Thai?
2. What are the similarities and what are the differences in cohesive devices used in English and Thai?

1.3 **Scope and Limitation of the Study**

The study is carried out within the following framework :

1. Three English short stories and three Thai short stories are analyzed, focusing on the use of cohesive devices.
2. The short stories are written by native speakers of each language to ensure natural quality of the text.
3. The analysis is done on intersentence cohesion, excluding intrasentence cohesion.
4. Five kinds of cohesion : reference, substitution, ellipsis, conjunction, and lexical cohesion, including the subcategories are identified by following Halliday and Hasan's categorization.
5. The analysis is done by following Halliday and Hasan's method of analysis.

1.4 **Definition of Terms**

The terms used in this study are defined as follows:

1. **Intersentence cohesion** is the cohesion that occurs between sentences. When one sentence requires making reference to some other item in another sentence, there is intersentence cohesion.

Example *He said so.*

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From the example, although the sentence is structurally complete, it is uninterpretable. A reader needs more information : who he is and what he said, which, presumably, could be found from another sentence in the same text.

The following example presents intrasentence cohesion which is excluded from the analysis.

Example *John took off his hat and hung it on a peg.*

The sentence is interpretable, although there are cohesive devices. The information necessary for comprehension are all in the sentence and it is not necessary to look beyond sentence level to interpret this sentence.

2. Sentence

This study follows the definition that a sentence refers to an utterance which is acceptable to have the meaning in itself with respect to the communicative event between the speaker/ writer and the listener/ reader.

In his study to define the term ‘sentence’, Prayuth Guysakorn concludes that although there are different definitions of sentence, especially in the Thai language which does not have punctuation marks to definitely separate each sentence^{*}, there is an agreement that the main indication to define a sentence is the comprehension

^{*} In ‘A Study of Spacing in Thai writing’ (Kobkool Tawaranon, 1978), the researcher concludes that although spacing is used at the end of each sentence, it is also used to separate other grammatical units. The spaces used in writing materials are various and there is not a certain pattern of space used for certain grammatical unit. The study also shows that those who work in printing, editing, or typewriting are not concerned about spacing during the process of publishing.

between the speaker/writer and the listener/reader (Prayuth Guysakorn, 1984 ; 135). A sentence needs not to consist of subject and verb completely if it can transfer a message to the receiver.

In his proposal of discourse exploration, Van Dijk presents a similar opinion (1977: 2). He stated that an utterance should not only be characterized only in terms of internal structure and meaning. Therefore, the appropriateness with respect to the communicative event makes the utterance acceptable when we look at language at discourse level.

In this study, therefore, a sentence in Thai text is defined by the following criteria:

- Firstly, spacing is considered as a punctuation mark, indicating the writer's intention to separate sentences.

- When the use of spacing is unclear, a sentence is defined on the basis that a reader can comprehend and can get the message of the utterance in particular context.

In addition, the message being transferred should be coherence within a sentence.

Example

นางกระเถิบออกไปชิดฝาด้านตรงข้ามเพราะที่คับแคบในห้องนี้เป็นทั้งครัวและที่นอนของนาง ถึงเวลาอาหารคราใด ที่ตรงนี้วุ่นวายนัก นางทำเป็นไม่สนใจก็้มลงมองหาุงตัวใหญ่ตามแขนขา กะจังหวะเหมาะเมื่อใดก็ได้การ

She moved towards the opposite wall because the narrow space of this room was both the kitchen and her bedroom. Whenever it was a mealtime, this place was so busy. She pretended uninterested, watching out for big mosquitoes around (her) legs and arms, waiting for the right time to hit them.

From the example, there is a space between the phrases *ถึงเวลาอาหารคราใด* (whenever it was a mealtime) and *ที่ตรงนี้นุ่นวายนัก* (this place was so busy). Although the space is similar to the space between *ที่ตรงนี้นุ่นวายนัก* (this place was so busy) and *นางทำเป็นไม่สนใจ..* (she pretended uninterested...), the phrase 'whenever it was a meal time' does not carry complete message for a reader's comprehension. Therefore, the next phrase- 'this place was so busy' is considered as a part of the same sentence though there is a space inbetween.

3. **Cohesive device** refers to linguistic items which provide cohesive effects between structurally independent sentences in a text. There are five kinds of cohesive devices, as suggested by Halliday and Hasan : reference, substitution, ellipsis, conjunction and lexical cohesion.

4. **Reference** refers to a cohesive item from which the relation of meaning is specified through particular thing or class of things that is being referred to. It is divided into 3 kinds:

4.1 **Personal reference** refers to the use of reference representing person or thing in the speech situation;

4.2 **Demonstrative reference** refers to the use of reference referring back to the foregoing item by means of location in either aspect of place, time, or nominality;

4.3 **Comparative reference** refers to the use of reference by comparison to the previous item which may be the comparing of similarity, difference, quality, or comparison of quantity.

5. **Substitution** is a replacement of one item by another item. There are three types of substitution.

5.1 **Nominal substitution** is the use of substitution to replace a noun or noun group.

5.2 **Verbal substitution** is the use of substitution to replace a verbal group. The substituted item, consequently, can function as a verb or verbal group.

5.3 **Clausal substitution** is the use of a substitution to replace a clause. The substituted item is interpreted as the whole substituted clause.

6. **Ellipsis** refers to the cohesive item for which a specific element is omitted and can be understood by filling in the element from another sentence in the text. There are three types of ellipsis.

6.1 **Nominal ellipsis** is the ellipsis in which a noun head is omitted and a modifier of that noun functions as a noun by itself,

6.2 **Verbal ellipsis** is the ellipsis in which part of a foregoing verbal group is omitted.

6.3 **Clausal ellipsis** is the ellipsis in which a clause in a previous sentence is omitted.

7. **Conjunction** is a cohesive device which provides relationship between sentences by expressing certain meaning. In this study, following Halliday and Hasan's categorization, conjunction is classified into 5 groups.

7.1 **Additive conjunction** is the conjunction signifying that there are more information to be added to the foregoing sentence;

7.2 **Adversative conjunction** is the conjunction expressing that the following sentence is in contrast to the previous one;

7.3 **Causal conjunction** refers to conjunction which expresses the cause-result or conditioning relationship between the following sentence and the foregoing one;

7.4 **Temporal conjunction** is the conjunction expressing chronological relationship between sentences, including the present and the end of the sequence;

7.5 **Continuative conjunction** is the item which expresses continuity from one sentence to another sentence in a context.

8. **Lexical cohesion** refers to the use of certain words to create relationship between sentences. The selection of a word for cohesive effect ranges from the same word to a more general word. There are 5 types of lexical cohesion.

8.1 **Repetition** refers to the use of the same word to express connection between sentences.

8.2 **Synonym** or near-synonym is the use of a word with similar meaning or very close meaning.

8.3 **Superordinate** is the use of a word which covers the meaning of the word previously used.

8.4 **General item** is the use of a word which is used generally in place of the previous word.

8.5 **Collocation** is the use of a word which has similar pattern and tends to appear in similar context.

9. **Reiteration** refers to the use of a lexical item which has a common referent with another lexical item already used. It may be the same word, synonym or near-synonym, a superordinate or a general word.

10. **Tie** refers to an occurrence of a pair of cohesive items. It implies that there is a relation between the cohesive element itself and the item which connects to it. A tie may be an immediate or non-immediate tie.

10.1 **Immediate tie** refers to an instance of cohesion in which there is not an intervening sentence between the sentence which contains the cohesive item and the sentence which contains the presupposed item.

Example a.) Wash and core six cooking apples.

b.) Put the apples into a fireproof dish.

There is a link between six cooking apples in a.) and the apples in b.). The tie is an immediate tie.

10.2 **Non-immediate tie** refers to an instance of cohesion in which there is a distance between the cohesive item and its presupposed item.

Example a.) Wash and core six cooking apples.

b.) Pour water into a fireproof dish.

c.) Put the apples into the fireproof dish.

There is a link between six cooking apples in a.) and the apples in c.). The tie is a non-immediate tie with a sentence between the cohesive item and its presupposed item.

11. **Distance** refers to the number of intervening sentences between the cohesive items and the presupposed items. It shows the way in which cohesive relations build up in a text.

Example a.) *I think our mailbox was the best one we ever made.*

b.) *We just made this box out of wood.*

c.) *The box was red.*

There is a link between mailbox in a.) and this box in b.). The distance is 0 because there is not an intervening sentence between a.) and b.). At the same time, there is a tie between mailbox in a.) and the box in c.) and the distance is 1 because there is a sentence b.) intervening between a.) and c.).

12. **Decontextualization** refers to the separation of sentences in a text in order to study each sentence individually.

1.5 **Methodology**

In order to explore cohesive patterns in English and Thai and compare the patterns and characteristics between the two language, a number of studies of cohesion in both languages are reviewed along with cohesion analysis proposed by Halliday and Hasan (1976). After reviewing the related literature the study has been carried out as follows:

1. Each short story is decontextualized into individual sentences;
2. An instance of intersentence cohesion is monitored on the basis that a sentence is uninterpretable unless there is more information from another sentence by the linkage between any particular items in both sentences;

3. Each story is studied sentence by sentence to indicate instance of cohesive ties, number, type and distance between each instance;
4. When the analysis is completed, each type of cohesive device is counted and expressed as the percentage of total ties in order to compare the use of each type and find out the preference for certain cohesive devices between the two languages;
5. The distance numbers of each cohesive tie are collected and compared between different types of cohesion. The result is also used in comparing the English and Thai language.
6. The result of the analysis is discussed in both qualitative and quantitative terms. Consequently, the similarities of cohesion in English and Thai short stories are presented and the differences are compared.

CHAPTER II

Review of Related Literature

This chapter is divided into three major sections. The first section, Contrastive Analysis, reviews general principles of contrastive analysis as presented by James (1980), followed by the comparative studies concerning cohesion analysis and comparative studies between English and Thai. The second section, Cohesion in English, presents work concerning cohesion analysis, including Halliday and Hasan's *Cohesion in English* (1976), on whose conceptual framework this study is based. The last section is about cohesion in Thai in which studies about cohesion in Thai discourse are reviewed.

2.1 Contrastive Analysis

In contrastive analysis, an analyst needs to identify constant (or sameness) and variables (or differences) between languages. James (1980 : 169) proposes that different languages are comparable in principle because comparability does not presuppose absolute identity but only a degree of shared similarity. The analyst should make sure that the two languages to be compared must share certain attributes, while differing in some aspects.

The author proposes textual characterization as one of the possible approaches for text analysis. Textual characterization, according to James, refers to collection of data on the preferences shown by each language comparing the use of certain devices for achieving textual cohesion. The point is while every language has a set of devices for maintaining textual cohesion, different languages have preference for certain of these devices and neglect certain others.

The paper '*Cohesion and Coherence in Composition in Malay and in English*' (Johnson, 1987) supports James' suggestion that textual cohesion is constant in every language. In other words, every language has the relationship-type between sentences. In this study, the researcher compared compositions written by native speakers of Malay and English. She found that good compositions have more intersentence semantic ties in both languages.

The study by Williams (1990) shows the differences in pattern of cohesion and text development in English and Arabic. The result of cohesion analysis shows that the two languages have different preferences in the use of cohesive devices, as James claimed that it would occur in different languages (1980 : 140). Arabic, for example, tends to avoid ellipsis and uses pronouns in a higher proportion than English. On the other hand, English uses cohesive synonym more than Arabic and uses substitution less.

Although there are some contrastive studies between English and Thai, there is not a contrastive study focusing on cohesion. There are studies concerning sentence structures, for example, *A Contrastive Study of English and Thai* (Pongsri Lekawatana et al., 1969), or *Linguistic Realization of Yes-No Question in English - Thai Translation* (Chaleo Ekniyom, 1986). There are some studies focusing on tense expression. For example, *Present Tense in English and Thai : A Comparative Study* (Poolsook Ratanothayanonth,, 1981), *A Contrastive Study of the Expression of Past Time in English and Thai* (Malee Kusamit, 1984). My own study, therefore, is a new contrastive study to explore cohesive patterns of English and Thai and to identify the preference for certain cohesive devices in these two languages.

The following sections are descriptions of cohesive devices used in English and Thai. The list of cohesive device is used as a guideline in systematic comparative study of the two languages.

2.2 Cohesion in English

Apart from Halliday and Hasan's *Cohesion in English* (1976) which is thoroughly reviewed because it provides the conceptual framework for this study, James' suggestion about cohesion study in text analysis performance (James, 1980) is presented here as well as Cook's categorization of cohesive devices in *Discourse* (1989).

2.2.1 Halliday and Hasan's *Cohesion in English* (1976)

The concept of cohesion is set up to account for relation in discourse beyond structural linkage between sentences, according to Halliday and Hasan. It is required when a text is studied beyond sentence level. Since we can not list the set of possible structures for a text like we can specify possible structure within a sentence, we have to show how sentences which are structurally unrelated may be linked together through particular features.

To explore the cohesive property of a text, Halliday and Hasan suggest a practical means of cohesion analysis, which is presented in detail in Chapter III of this study. They also classify cohesive items on the basis of how the items function differently in providing a relationship to create linkage between sentences. The categorization does not only provide practical means for analyzing a text but also describes its cohesive properties. Although these categories have the property of signaling that the interpreting of the sentence depends on something in another sentence of the passage, they have different theoretical bases, and are represented in texts by particular features - repetition, omission, occurrences of certain words and connection, as discussed in detail below.

2.2.1.1 Reference

This type of cohesion is characterized by the specific nature of information which needs to be retrieved. The information is the referential meaning, the

identity of a particular thing or class of things that is being referred to. There are three types of reference : personal, demonstrative, and comparative.

2.2.1.1.1 **Personal reference** is reference by means of function in the speech situation. It is identified through the category of person or thing.

Example a.) *John took his hat off.*

b.) *He hung it on a peg.*

He and *it* in sentence b.) are personal references of *John* and *his hat* in sentence a.).

2.2.1.1.2 **Demonstrative reference** is reference by means of location on a scale of proximity in either aspect of place, time, or nominality.

Example a.) *My best friend has three kids.*

b.) *Those kids are very well behaved.*

Those kids in sentence b.) is a demonstrative reference referring to *three kids* in sentence a.)

2.2.1.1.3 **Comparative reference** is reference by means of comparison which may be the comparing of identity, similarity, difference, comparison of quality, or comparison of quantity.

Example a.) *He comes every week.*

b.) *I never knew why he comes so often.*

So often in sentence b.) is a comparative reference referring to *every week* in sentence a.).

2.2.1.2 Substitution

Substitution is the relationship between linguistic items when a group of words which has appeared earlier is substituted with another word or phrase. The substituted item has the same structural function as the item it substitutes because it is replacing the same kind of linguistic element. The criterion in defining different types of substitution is the grammatical function of the substitute item. Halliday and Hasan state that the substituted item in English may function as a noun, a verb, or a clause. These, then, are classified into 3 types: nominal, verbal, and clausal.

2.2.1.2.1 **Nominal substitution** is the substitution of noun or noun group.

- Example
- a.) *Which shirt do you like?*
 - b.) *I like the blue one.*

One in sentence b.) substitutes for the noun *shirt* in sentence a.)

2.2.1.2.2 **Verbal substitution** is the substitution of verbal group. Halliday and Hasan suggest that the word 'do' is verbal substitution in English which may substitute either a verb or a verb phrase.

- Example
- a.) *The children work very hard in the garden.*
They must do.

- b.) *Does Laura sing?*
No, but Mary does.

In example a.), *do* substitutes the verbal group *work very hard in the garden*.

In example b.), *does* is a substitution for the verb *sing*.

2.2.1.2.3 Clausal substitution is the substitution in which

the entire clause is substituted. The words used in this kind of substitution are ‘so’ and ‘not’.

Example *Has everyone gone home?*

a.) *I hope not.*

b.) *I hope so.*

Sentence a.) and b.) are examples of negative and positive clausal substitution related to the question above. Sentence a.) could be replaced by the substituted clause and becomes : *I hope everyone has not gone home*. In the same way, sentence b.) can be rewritten as *I hope everyone has gone home*.

2.2.1.3 Ellipsis

Ellipsis is a cohesive relation in which part of a sentence is omitted on the assumption that some element from the earlier sentence can fill in the omitted part. An elliptical item is the item which leaves specific structural element to be filled from else where. It is ‘substitution by zero’. Therefore, an elliptical group can be filled by its full non-elliptical equivalent in a similar way to substitution and is also classified into three groups on the basis of grammatical function like substitution: nominal, verbal, and clausal.

2.2.1.3.1 **Nominal ellipsis** is ellipsis in which the common noun is omitted and the modifier of the noun is upgraded to the status of common noun.

- Example
- a.) *The flat has a sitting-room, a dinning-room, and one bedroom.*
 - b.) *Each has a window overlooking the park.*

The word *Each* in sentence b.) is related to *a sitting-room, a dinning-room and one bedroom* in sentence a.). The word *room* is, however, omitted in the following sentences and *each* is upgraded to a noun functioning as a subject of sentence b.).

2.2.1.3.2 **Verbal ellipsis** is an omission in a verbal group. It may be the omission of the lexical verb or the omission of the operator of the verbal group.

- Example
- a.) *Has she been crying? No, laughing.*
 - b.) *Were you laughing? No, I wasn't.*

In example a.), the operator of the verbal group is omitted in the following sentence. If the operator is filled in, the answer will be *No, she has been laughing*. On the other hand, in example b.), the lexical verb is omitted from the answer. When it is filled in, the answer is *No, I wasn't laughing*. Both examples, however, have cohesive effect between question-answer sentences by the use of verbal ellipsis.

2.2.1.3.3 **Clausal ellipsis** is the omission of part of the clause in the presupposed item. It often occurs in question-answer process.

- Example a.) *How did they break in?*
- b.) *I'll show you how.*

In relating to sentence a.), a clause is omitted in sentence b.). When it is filled in, the answer will be *I'll show you how they broke in.*

2.2.1.4 Conjunction

Conjunction is the cohesive device which provides cohesive effect by its meaning. It explicitly shows the relationship between sentences through certain meaning. Halliday and Hasan categorize conjunction into four groups: additive, adversative, clausal, and temporal, according to the relationship between sentences. Additionally, the authors suggest another group to be included in the study: continuative conjunction, for the item which does not express any particular one of the four conjunctive relations but is used with the cohesive force in a text.

2.2.1.4.1 **Additive conjunction** is the conjunction expressing that there is more to say beyond the preceding sentence.

2.2.1.4.2 **Adversative conjunction** is used to show that the following sentence is contrary to the expectation from the message in the preceding sentence.

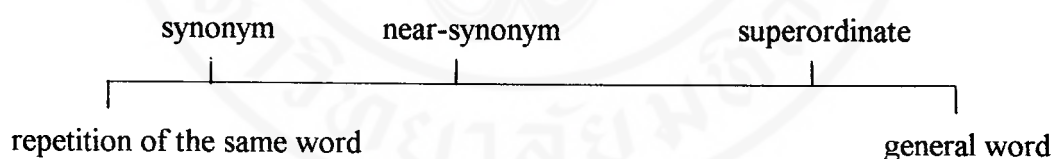
2.2.1.4.3 **Causal conjunction** expresses cause-result relationship between sentences which involves the relationship in either aspect of result, reason, purpose, or condition.

2.2.1.4.4 **Temporal conjunction** is used to express sequence of time including the present period and the end of the sequence.

2.2.1.4.5 **Continuitive conjunction** is the word or phrase used to express continuity from one sentence to another sentence.

2.2.1.5 Lexical cohesion

This kind of cohesion is the use of a word which can create the linkage of sentences when a lexical item coheres with a preceding occurrence of the same item whether there is any referential relationship between them or not. The use of a lexical item which provides cohesive effect covers from the repetition to the use of general words which could be presented on a scale as follows:



According to this scale, lexical cohesion is divided into four groups:

1. the use of the same item or repetition;
2. the use of synonym or near-synonym;
3. the use of superordinate item;
4. the use of general item.

The use of the same word to create linkage between sentences is called reiteration. The difference between these four kinds of reiteration is exemplified below:

- Example
- a.) *There's a boy climbing that tree.*
 - b.)
 - i. *The boy's going to fall if he doesn't take care.*
 - ii. *The lad's going to fall if he doesn't take care.*
 - iii. *The child's going to fall if he doesn't take care.*
 - iv. *The idiot's going to fall if he doesn't take care.*

Boy, lad, child and *idiot* are repetition, synonym, superordinate, and general word used as lexical items referring to *a boy* in sentence a.) respectively.

However, there are some lexical items which have similar patterns and tend to appear in similar context. This will generate cohesive force when it occurs in a passage.

Halliday and Hasan suggest it as another kind of lexical cohesion naming collocation.

- Example
- a.) *Why do these boys wriggle all the time?*
 - b.) *Girls don't wriggle.*

The words *boys* and *girls* have collocative effect in this passage.

2.2.2 Cohesion Study in Text Analysis and Discourse Analysis

According to James (1980), a text is not just a random sequence of content-related sentences. There are formal devices which signal relationship between the successive sentences. These devices may be lexical, grammatical, or intonational (in speech). He proposes the study of these formal devices as part of text analysis and classifies syntactical devices for achieving cohesion into four groups as follows:

2.2.2.1 Lexical devices

James presents an example to show that a set of words in different sentences are capable of being seen as the same item in a passage although they are not freely substitutable for one another in all contexts. The use of this set of words in a text creates a linkage between them.

2.2.2.2 Grammatical devices

Referring to Halliday and Hasan (1976), James suggests that there are four grammatical devices: reference, substitution, ellipsis, and conjunction. But only reference and ellipsis are discussed in his book. Reference is mainly discussed in terms of exophoric and endophoric reference. Exophoric reference is the item which brings the interpretation out of the context and the receiver interacts to the text by connection to the real world. For example, my shoes, your hat, etc. This kind of reference plays a secondary role in textual organization. Endophoric reference is a reference-in-text. In order to interpret this kind of reference the receiver needs to refer the item back to the sentences within a text. Therefore, it plays a significant role in textual organization. The author suggests an analyst to pay attention to endophoric rather than exophoric reference.

James considers ellipsis as a further step of reduction of an item used elsewhere in a context. The cohesive effect of ellipsis, he suggests, is the work that the receiver of the text has to do. If a segment in a context which is previously explicit is ellipted, the receiver, thereby, accepts the explicit contribution and does not consider it is necessary to repeat when the item is used again.

2.2.2.3 Comparison

The cohesive effect occurs when the receiver of the text has to work to relate comparative meaning between sentences.

Example *There are ten boys in his class.*

John is the most intelligent.

The reader must work to find the ellipted information - *most* ... (by comparing to what?), which is in the first sentence.

2.2.2.4 Parallel structure

James suggests that sometimes a writer may write strings of two or three sentences with parallel structure. The effect of this is to tie the sentences together continually so that they are read as one cohesive entity of text.

Example *Have you ever seen a pig fly?*

Have you ever seen a fish walk?

In fact, the author states, we could supply a conjunction to link these sentences but the linking is just as successfully achieved by the parallelism itself.

In his suggestion for discourse analysis, Cook (1989) proposes the study of cohesive devices in searching for the source of discourse coherence. He proposes a list of cohesive devices as follows:

1. Verb form : when the verb in one sentence limits the choice of verb in the next sentence.

2. Parallelism : when one sentence suggests connection with another sentence because of the repetition of form.
3. Referring expression : the word whose meaning can only be discovered by referring to other words or the element of the context.
4. Repetition : the repetition of a word can create the linkage of sentences.
5. Substitution : a word or group of words which have appeared earlier are substituted with another word or phrase.
6. Ellipsis : part of a sentence is omitted on the assumption that the earlier sentences or the context can make it clear.
7. Conjunction : the words or phrase which explicitly show the relationship between sentences.

Reviewing the three works reveals similarities in categorization of cohesive devices between them, although the theoretical basis on which the categorization are based are different. The similarities are:

1. Reference is mentioned in James' *Contrastive Analysis* mainly in terms of exophoric and endophoric reference. These two terms are also discussed in Halliday and Hasan's *Cohesion in English* but in the method of cohesion analysis the authors propose the subcategories on the basis of functional reference, whereas exophoric/endophoric reference are situational reference. Moreover, as previously

mentioned, exophoric reference plays only a secondary role in textual organization, therefore, cohesion analysis takes only little account of this kind of reference.

In Cook's list of cohesive devices there is referring expression which, by his definition, is as same as reference.

2. Substitution is categorized in Cook's list. It is not discussed in detail in James' book but he mentioned it as a kind of grammatical cohesive device.

3. Ellipsis is discussed in the three works under the same definition.

4. Conjunction is classified as a type of cohesive device in both Cook's and Halliday and Hasan's work. James mentions the use of conjunction between sentences in place of parallelism.

5. Lexical devices in James' categorization are the same as the use of lexical cohesion in Halliday and Hasan's categorization. Although he uses different terms such as hyponymy and hyperonymy, the fact that the cohesive effect occurs by the selection of words and there are different kinds of lexical cohesion classified by generality of word meaning is the same as the categorization by Halliday and Hasan's definition.

Cook's categorization contains repetition in discussing the use of a word to create cohesion. There is, however, the use of verb form as a kind of cohesive device.

This use of verb form could be a lexical cohesion as well since it is a selection of words to create linkage between sentences.

6. Parallelism is classified as a cohesive device in both Cook's and James' book but not in Halliday and Hasan. However, Halliday and Hasan state in their introduction that 'cohesion refers to the range of possibilities that exist for linking something with what has gone before. Since the linking is achieved through relation in MEANING (we are excluding from consideration the effects of formal devices such as syntactic parallelism, metre, and rhyme), what is in question is the set of meaning relations which function in this way: the semantic resources which are drawn on for the purpose of creating text' (1976:10). Hence the authors are aware of the cohesive effect of parallelism, but it is not considered as a device in their method of practical analysis.

2.2.3 Studies of Cohesion in English

There are studies of cohesion in English which are based on Halliday and Hasan's categorization and cohesion analysis method. The studies are applied to language teaching in many ways. For example, Lindeberg (1984) presented the use of patterns of cohesion in assessing composition writing. She found that weaker composition writers have more difficulty in selecting words to move up to more general meaning and good essays show less instance of repetition. In a way this result presents an indication of good and bad writing in English through cohesive patterns.

2.3 Cohesion in Thai

In this section the literature under review is divided into three groups. The first group is the literature which proposes a list of cohesive devices used in Thai. The second group is the study of Thai discourse in which cohesion study is included. And the third is the study of particular cohesive devices used in Thai written discourse.

2.3.1 Cohesive Devices Used in Thai

In *Thai Grammar* (Nawawan Pantumetha, 1982), the author states that there is a linguistic feature linking sentences which refer to the same event, thing or action. The linguistic feature may be:

a. **reiteration** : words which are similar in meaning or tend to appear in the same situation such as hot-cold, sister-brother, are used in different sentences. It may be the use of words in the same group in which the meaning of one word can cover another word. For example, boy-girl-children;

b. **repetition** : the same word is used again in another sentence;

c. **omission** : a word or phrase in a sentence is omitted on the basis that there is another sentence containing the same word or phrase in fuller form;



d. **substitution** : another word is replaced for the word previously used. This category includes pronoun which is a word used to replace person, according to the author;

e. **conjunction** : this item is used to reflect how the meaning of one sentence relates with another sentence.

Another way to identify cohesion in Thai is suggested in *Discourse* (Somsong Burusphat, 1994 ; written in Thai). The author categorizes cohesion in Thai discourse as follows:

2.3.1.1 Cohesion through Discourse Structure

This type of cohesion is based on the idea that each part of a discourse is constructed within one theme. The structure provides basic formula for a certain type of discourse. Hence the way a discourse is constructed can serve as linkage of the whole text.

2.3.1.2 Theme Cohesion

The author suggests that the organization of words which reflects the theme of discourse can create cohesive effect. When the theme is shown, the sentences which are arranged within that main theme or under the same topic are related to each other.

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2.3.1.3 Cohesion through Reference

This kind of cohesion occurs when a linguistic item is uninterpretable unless it is referred to another linguistic item. It is divided into three types:

- personal reference : refers to person. Personal reference in Thai may be pronoun or PRO-form - words which are used as pronoun such as proper noun, relative noun, etc.;
- demonstrative reference is the use of demonstrative which is needed to be interpreted;
- comparative reference : the cohesive item is compared to another item which could be found from another sentence.

2.3.1.4 Cohesion through Substitution and Ellipsis

In substitution, a word or phrase is replaced for another word or phrase to avoid repetition. The interpretation of the substitution item depends on the substituted item. In ellipsis, when an item is ellipted the information does not disappear from the text, but it can be found from the item in another sentence.

2.3.1.5 Cohesion by conjunction-linkage

The author divides this kind of cohesion into two types:

- explicit linkage is the use of explicit grammatical form. This kind of linkage includes conjunction morphemes such as and, but, because. etc. ; parallelism- part of the structure already used is repeated; and paraphrase-restatement;

- implicit linkage is the linkage which occurs where there is no linguistic item appearing in the text, but the receiver can recognize the connection between sentences from the context. This kind of linkage involves logical relationship, temporal relationship, and grouping - the sentences with the same content are arranged in the same paragraph which always contains a theme.

2.3.1.6 Cohesion through Lexical items-vocabulary

This is the choice of vocabulary used to create connection. It may be repetition, synonym, or near-synonym.

2.3.1.7 Pragmatic cohesion

This kind of cohesion does not rely on the context or the grammatical form but on the background knowledge between the speaker/writer and listener/reader. It relates to external text situation and the receiver needs to link the context to the real world.

The categorization of cohesion by Somsong Burusphat, apparently covers a wider range than the categorization suggested by Nawawan Pantumetha. Both categorizations, however, are similar to Halliday and Hasan's categorization of cohesion in English especially when looking at the way cohesive devices create connection between sentences. Although the terms used in these two works are different, the definitions are similar. English and Thai languages, therefore, share certain attributes in creating textual cohesion. There are also similarities in grammatical

form and function of cohesive devices in these two languages. The cohesive patterns and preferences for cohesion, however, are yet to be studied.

2.3.2 Cohesion Studies in Thai discourse

In the research entitled *Cohesion in Thai* presented by Yajai Chuwicha (1986), the researcher studied oral Thai narrative discourse focusing on cohesion. The result was divided into three groups: participant cohesion, theme cohesion, and structural cohesion. Participant cohesion focused on how a participant is identified and what devices are used. Theme cohesion focused on how the theme of the discourse is developed and what devices are used to relate each idea to the theme. Structural cohesion is the study of macro-structure together with the markers used to provide connection.

Other studies of Thai discourse : *A study of Thai Hortatory Discourse* (Dissaya Supparathayothin, 1989), *The Structure of Thai Expository Discourse* (Seetala Kanoksin, 1989), and *A Study of Thai Procedural Discourse* (Payung Puttapong, 1990), present cohesion in a similar way to Yajai Chuwicha's study. In Thai hortatory discourse, cohesion is divided into theme cohesion, structure cohesion, and participant cohesion. In Thai expository discourse, cohesion is divided into theme marker, relative clause, rhetorical question, and summary. In Thai procedural discourse, cohesion is divided into cohesion of steps and cohesion of non-steps.

Cohesion study in these works, therefore, is classified according to the overall structure of the discourse, presenting how a text is constructed. There are, however, the uses of cohesive devices in describing characteristics of the cohesion in detail. For example, in *Cohesion in Thai*, reference, collocation, and reiteration are used in serving participant cohesion; reiteration and repetition of grammatical structure are used in theme cohesion; and conjunction is used in structural cohesion. In *The Study of Thai Hortatory Discourse*, there are repetition, substitution, and selection of verb used to provide theme cohesion; noun phrase, pronoun, and zero anaphora are used for participant cohesion; and connector is used in structural cohesion.

Although the cohesive devices presented in these works provide cohesive effect by grammatical form and function, they are categorized on the basis of discourse structure. Hence they are, sometimes, included in the same categorization as a grammatical unit or a marker such as relative clause or ordinal number. The literature being reviewed in the following section presents an attempt to study cohesive devices in the aspect of grammatical form and function.

2.3.3 A Study of Cohesive Devices in Thai Written Discourse

There is an analytical study of cohesive devices used in Thai written discourse which is an attempt to explore how the devices are used in Thai discourse both in terms of quantity and quality. The study is entitled *The Use of Noun-Substitutes as Cohesive Devices in Thai Written Discourse* (Prapaporn Maneeroje, 1985), focusing on the use of zero noun phrase, repeated noun phrase, demonstrative noun phrase, and pronoun.

In defining terms for these four devices, the researcher compared them with the categorization proposed by Halliday and Hasan (1976) and concluded that zero noun phrase is similar to ellipsis, repeated noun phrase is similar to reiteration, demonstrative noun phrase is similar to demonstrative reference, and pronoun is the same as personal reference. The result of the study shows that in Thai written discourse, zero noun phrase is mostly used, followed by repeated noun phrase, demonstrative noun phrase, and pronoun comparatively. The study also shows that these four kinds of devices are non-replaceable. When one kind of cohesive device is used in one sentence, it can not be replaced by another kind of cohesive device.

Prapaporn Maneeroje's study is additional evidence of the similarity between cohesive devices used in English and Thai. Halliday and Hasan's categorization of cohesive devices, apparently, covers the cohesive devices used in Thai although the subcategories and other details still need further study.

This present study follows Halliday and Hasan's definition and categorization of cohesive devices in performing cohesion analysis on English and Thai short stories. As shown by the work previously discussed, grammatical form and function of cohesion in Thai is very similar to the categorization proposed by Halliday and Hasan. Nevertheless, I am aware of certain linguistic forms of each language all through the process of analysis. For example, the use of relative nouns as pronouns in Thai, the use of 'do' which can be either verbal substitution or modal operator in English. At the

same time, the use of certain linguistic items to create cohesion in both languages will be discussed and compared later in the following chapters.



CHAPTER III

Data Analysis

The procedure of cohesion analysis and the collection of data are presented in this chapter. Firstly, the selection of short stories which are the source of the data is discussed. Secondly, the analysis method suggested by Halliday and Hasan (1976) is reviewed as the framework to explore cohesion pattern and cohesive devices used in English and Thai short stories. Thirdly, the collection of the data is discussed, followed by further analysis of the data.

3.1 Source of the Data

The analysis is performed on three English short stories and three Thai short stories. The short stories of both languages were selected on the basis of the following criteria :

1. The short stories are written by native speakers of each language to ensure natural use of the language.
2. The short stories are intended for general readers and are widely read, indicating that are generally accessible.

3. The short stories contain social setting and interpersonal interaction, indicating that they are representative of communication in social setting.

4. The short stories are of similar length - about 8-10 pages of printed text.

The analysis of three short stories of each language may be very little amount in comparison with the amount of all short stories written in English and Thai. Nevertheless, in linguistic analysis the incompleteness of data should require little comment. Referring to Langacker (1972 : 16), no matter how many written texts an analyst scan, the sentences he/or she observes will never cover all the expressions of the language. In addition, the analyst can never be sure that he/or she has come across all the lexical items of the language, regardless of how many sentences are examined.

Langacker (1972 : 16) also wrote about the imperfection of language data resulting from either writers' mistakes or distortion for stylistic effect. This study, therefore, selected short stories from different writers in order to lessen the possibility of the imperfection of the data.

The three English short stories to be analyzed are

- 1.) 'Night in Paris' written by Patricia Chaplin;
- 2.) The Winning Way written by Lorn Macintyre; and
- 3.) The Butterfly written by Willie Orr.

The three Thai short stories are

- 1.) ทะเลร่ำ ลมโศก (Weeping Sea, Sorrow Wind) written by Assiri Thammachote
- 2.) ราคาของยาย (The Price of Grandma) written by Sridawreung
- 3.) พี่ชาย (Brother) written by Saikam Pakai

More information about the selected books, the publishers and the year of publication are given in Appendix A.

3.2 Cohesion Analysis

The study follows the practical method of cohesion analysis proposed by Halliday and Hasan (1976 : 329-332). The authors suggest the concept of 'tie' - a single instance of cohesion, as the basic concept to analyze a text in terms of cohesive properties and give a systematic account of text patterns. They also point out that a tie includes both the cohesive item itself and the element which is presupposed by it. It may be an immediate tie, for which the presupposed item is immediately in the preceding sentence, or it may be a non-immediate tie, for which the presupposed item is still further back. If a tie is non-immediate, it may be a mediated tie, which has some other cohesive items referring to the same presupposed item inbetween, or it may be a remote tie which does not have an intermediate cohesion between the cohesive item and its presupposed item. A tie, however, can be both mediated and remote. During the analysis of cohesion, Halliday and

Hasan suggest an analyst to look at the distance - total number of intervening sentences between a cohesive item and its presupposed items, to understand how cohesive relations build up a text. Hence in the process of cohesion analysis, while each sentence in a text is being studied, the following aspects are indicated:

- 1.) how many intersentence cohesive ties each sentence contains;
- 2) what type of cohesion is involved in each of the ties; and
- 3.) how many intervening sentences there are between each pair of ties.

Following this framework, each short story in this study is analyzed step by step as follows:

1. A short story is mapped into separated sentences and the sentences are numbered in order.
2. In each sentence an instance of intersentence cohesion - or a tie, is monitored on the basis that the sentence is uninterpretable unless there is more information supplied from another sentence by linking between particular items in both sentences. There may be more than one tie in a sentence or may be none.
3. For each instance of intersentence cohesion, the cohesive item is traced back to the foregoing element by which it is ultimately resolved.
4. The cohesive item is identified with regard to whether it is reference, substitution, ellipsis, conjunction, or lexical cohesion and which subcategory it falls into, according to Halliday and Hasan's categorization.

5. The number of intervening sentences is counted as the distance of the cohesive relation.

6. In the case of non-immediate ties (or distance number > 0), the data notes whether the tie is remote or mediated tie.

As previously stated, a sentence may contain more than one tie; in such case every tie is traced back, the cohesive item is identified, and the distance number is monitored. The performance is repeated on each tie separately until every instance of intersentence cohesion in the sentence is thoroughly explored. After that the analysis is done on the next sentence in the same way until a text is finished.

3.3 Collection of the Data

After a short story is separated into individual sentences, the sentences are arranged in a table which is used to order the data: number of ties, cohesive item, type of cohesion, distance and presupposed items as shown in Figure I.

Sentence No.	No of Ties	Cohesive item	Type of Cohesion	Distance	Presupposed item

Figure 1 The table used for collecting data in cohesion analysis

In order to identify type of cohesion, Halliday and Hasan propose a coding scheme (1976 : 333-339), which is developed from the categorization of cohesive items. The coding scheme is applied to the present study as follows:

<u>Type of cohesion</u>	<u>Coding</u>
Reference	R
Personal reference	R1
Demonstrative reference	R2
Comparative reference	R3
Substitution	S
Nominal substitution	S1
Verbal substitution	S2
Clausal substitution	S3
Ellipsis	E
Nominal ellipsis	E1
Verbal ellipsis	E2
Clausal ellipsis	E3
Conjunction	C
Additive conjunction	C1
Adversative conjunction	C2
Causal conjunction	C3
Temporal conjunction	C4
Continuity conjunction	C5
Lexical cohesion	L
Repetition	L1
Synonym/ near-synonym	L2
Superordinate	L3
General word	L4
Collocation	L5
Number of intervening remote tie	N (No.)
Number of intervening mediated tie	M (No.)

The following table demonstrates how sentences in a text are analyzed.

Sentence No.	No of Ties	Cohesive item	Type of Cohesion	Distance	Presupposed item
... 28. Lucy's mother rushed into the bedroom and got out the writing paper. ...	1	the (writing paper)	R2	N8	the writing paper
29. She turned the mauve folder over to scribble a greeting on the back. ...	2	She the mauve folder	R1 R2	0 M5+N5	Lucy's mother a stiff mauve folder

Figure 2 The analysis of cohesion in English sentences

3.4 Data Analysis

In order to investigate the preference for the use of certain cohesive devices, frequency count is performed on the data gathered from the cohesion analysis. Instances of each kind of cohesive devices are counted, and then the number of instances is expressed in percentage of the total instance of cohesive ties. The higher percentage indicates that the particular kind of cohesive device is used more than other kinds. In other words, it tends to be a preferred cohesive device of the writer. Nevertheless, the results obtained from all three short stories are to be considered together to identify the preference for certain cohesive device of each language.

In addition to the frequency count of each type of cohesion, the frequency of distance number is also counted. The distance occurring in each instance of cohesive tie is recorded on the basis that it is the distance of the same type of cohesion. Number of each distance is expressed in percentage of the total instance of cohesion created by the particular kind of cohesive device. As a result, the higher percentage reflects the trend of textual pattern built up by that cohesive device. If the lower distance number is higher in percentage, the cohesive device is used in close linkage, connecting a sentence to a sentence nearby. On the other hand, if the higher distance number is higher in percentage, the cohesive device is likely to connect sentences further away from each other. Consequently, the building of a text could be figured out, considering that a text is built upon the connection between sentences. The pattern of textual cohesion, then, is reflected in the distance of cohesion.

In summary, the data gathered from cohesion analysis is further analyzed under frequency count method in two aspects:

1. the frequency count of each type of cohesive device;
2. the frequency count of distance numbers occurring in each kind of cohesion.

Moreover, the additional result from the notification of the type of non-immediate tie will clarify the building of a text. The result will demonstrate how a cohesive device is used in each language, how cohesive devices provide cohesive forces in a text and if there are similarities and differences between English and Thai in this aspect.

This analysis, then, provides a profile of preference for certain cohesive devices used in English and Thai short stories, and cohesion pattern of text from the way cohesive devices function in both languages. It also adds to our knowledge of the two languages, identifying similarities and differences in the use of cohesive devices in English and Thai.



CHAPTER IV

Results

The result of the cohesion analysis performed on three English short stories and three Thai short stories presented in this chapter is mainly quantitative data. The chapter is divided into two main sections. The first section is the result of a frequency count of each type of cohesive device found in English and Thai short stories. The second section is the result of a frequency count of the distance number occurring in each instance of cohesive ties in English and Thai short stories. The results from the analysis on English and Thai short stories are presented separately in both main sections.

4.1 The Frequency Count of Each Type of Cohesive Device

4.1.1 The Frequency Count of Each Type of Cohesive Device Used in the English Short Stories

The cohesion analysis of the three English short stories revealed a total of 1586 instances of cohesive ties. The numbers of instances of each cohesive device occurring in a text are significantly different. The result of the frequency count of the instances of each kind of cohesive device in three English short stories is shown in Table 1.

Table 1 The frequency count of each kind of cohesive device used in the English short stories

ES Type of Cohesion	ES1 (The Winning Way)	ES2 (‘Night in Paris’)	ES3 (The Butterfly)	Total
R1	363	201	356	920 (58.01%)
R2	43	72	92	207 (13.05%)
R3	1	1	9	11 (0.69%)
S1	0	0	0	0
S2	0	0	0	0
S3	1	2	0	3 (0.19%)
E1	6	18	7	31 (1.95%)
E2	10	10	9	29 (1.83%)
E3	14	9	2	35 (2.21%)
C1	5	3	1	9 (0.57%)
C2	7	8	4	19 (1.20%)
C3	2	0	3	5 (0.32%)
C4	4	2	4	10 (0.63%)
C5	2	2	0	4 (0.25%)
L1	34	47	44	125 (7.88%)
L2	9	13	28	50 (3.15%)
L3	8	9	17	34 (2.14%)
L4	6	7	13	26 (1.64%)
L5	15	24	29	68 (4.29%)
Total	530	438	618	1586 (100%)

The result shows that the instance of R1 - personal reference, has the highest frequency in every short story. The next most frequent tie in every story is the instance of R2 - demonstrative reference. The third highest frequency of tie is the instance of L1 - repetition. Apart from the three most frequent cohesive devices, the frequency of the instances of other kinds of cohesive device in the three short stories are different.

It is noteworthy that the instance of R1 is distinctively more frequent than other types of cohesion (58.01% of the total ties). Comparatively, the instance of R3 occurs very rarely (0.69% of the total ties) whereas another type of reference - R2 is often used (13.05% of the total ties) although the instance is much less than the instance of R1.

The instance of lexical cohesion is found to be of medium high frequency. L1 is the third most frequent tie (7.88% of the total ties). The instance of L5 (4.29%), L2 (3.15%) and L3 (2.14%) can be considered as the higher frequency ties when compared with other kinds of cohesive device. L4 (1.64%) is the only cohesive device in this category whose instance of tie is less frequent than the instance of ellipsis.

The instance of elliptic tie is not of high frequency. Among the three subcategories, E3 is used most with a percentage of 2.21 of the total ties, followed by E1 (1.95%) and E2 (1.83%).

Conjunction is used with very low frequency in comparison with other kinds of cohesion. Within this category, C2 is used most (1.20%), followed by C4 (0.63%) and C1 (0.57%). The instances of C3 and C5 are found only 0.32 and 0.25 percent of the total ties respectively.

The instance of substitution is the lowest frequency in the three English short stories. S3 is found in 0.19 percent of the total ties. There is no instance of S1 nor S2 found in the three English short stories.

In the total 1586 cohesive ties, the frequency count shows that English short stories have a preference for R1, followed by R2 and L1. On the other hand, the least used cohesive device is S1 and S2. For major category of cohesion, the data shows that English short stories have a preference for reference. The second preferred cohesion is lexical cohesion, followed by ellipsis and conjunction. The least used cohesion is shown in Table 2, arranged in order from high to low frequency.

Table 2 The frequency count of each type of cohesion in the English short stories

Type of Cohesion	Instance of Tie
Reference	1138 (71.75%)
Lexical cohesion	303 (19.10%)
Ellipsis	95 (5.99%)
Conjunction	47 (2.96%)
Substitution	3 (0.19%)
Total	1586 (100%)

4.1.2 The Frequency Count of Each Type of Cohesive Device in the Thai Short Stories

The cohesion analysis of three Thai short stories resulted in a total of 1314 instances of cohesive ties. There is every kind of cohesion found in the stories. The result of the frequency count of the instance of each kind of cohesive device in each story is shown in Table 3.

The result shows that the instance of R1 - personal reference, is of highest frequency in every Thai short story. The cohesive device which is used next in order of frequency in every short story is E2 - verbal ellipsis. The third most frequent tie, however, is different in the three Thai short stories : R2 - demonstrative reference is used at the third highest frequency of the total ties in a short story, whereas L1 - repetition and L5 - collocation, is used at the third highest frequency of the total ties in the other two short stories.

The data from all three short stories shows that although R1 is the most preferred cohesive device with a percentage of 41.02 of the total ties, R2 is not used as much (6.93%) and R3 is used least in Thai short stories with a percentage of 0.30 of the total ties.

The instance of ellipsis occurs in a same way as the instance of reference. Whereas the instance of E2 is the second most frequent tie with a percentage of 19.10

of the total ties, E3 is found in 1.67 percent of the total ties and E1 is found only in 1.07 percent.

Lexical cohesion is found to be of medium high frequency in the three Thai short stories, L1 occurring with the third highest frequency of the total ties (6.85%, followed by L5 (4.64%). L3 and L2 are used with a percentage of 2.36 and 1.60, respectively. L4 is the least frequent used in this category. It is found in only 1.22 percent of the total ties.

Every kind of conjunction is found in the three Thai short stories. The instance of C2 is of highest frequency in this category with a percentage of 3.96, followed by C1 (2.97) and C5 (2.21). C4 and C3 are used less with a percentage of 1.07 and 0.91, respectively.

The instance of substitution is of very low frequency in the three Thai short stories. S3 is found 1.14 percent of the total ties whereas S1 and S2 occur fewer with a percentage of 0.76 and 0.23 of the total ties respectively.

Table 3 The frequency count of each kind of cohesive device used in the Thai short stories

Type of Cohesion \ TS	TS1 (The Brother)	TS2 (The Price of Grandma)	TS3 (Weeping Sea, Sorrow Wind)	Total
R1	286	112	141	539 (41.02%)
R2	63	10	18	91 (6.93%)
R3	0	2	2	4 (0.23%)
S1	4	3	3	10 (0.76%)
S2	0	3	0	3 (0.23%)
S3	7	5	3	15 (1.14%)
E1	4	4	6	14 (1.07%)
E2	84	86	81	251 (19.10%)
E3	6	13	3	22 (1.67%)
C1	12	7	20	39 (2.97%)
C2	21	17	14	52 (3.96%)
C3	6	2	4	12 (0.91%)
C4	7	1	6	14 (1.07%)
C5	9	19	1	29 (2.21%)
L1	29	12	49	90 (6.85%)
L2	7	3	11	21 (1.60%)
L3	14	15	2	31 (2.36%)
L4	12	2	2	16 (1.22%)
L5	19	24	18	61 (4.64%)
Total	590	340	384	1314 (100%)

The frequency count shows that Thai short stories have a preference for R1. The next most frequent tie is the instance of E2. Although the frequency of instances of other kinds of cohesive device is varied in each short story, the least frequent cohesive device is the same in every short story. There are very rare instances of S2 (0.23% of the total ties) in the three short stories.

Among five major categories of cohesion, Thai short stories have a preference for reference at a percentage of 48.25 of the total ties, followed by ellipsis at a percentage of 21.84. The next in order of frequency is lexical cohesion (16.67%) and conjunction (11.11%). The least used cohesion in the Thai short stories is substitution (2.13%). Table 4 shows the result of the frequency count of each kind of cohesion, ranked from high to low frequency.

Table 4 The frequency count of each type of cohesion in the Thai short stories

Type of Cohesion	Instance of Tie
Reference	634 (48.25%)
Ellipsis	287 (21.84%)
Lexical cohesion	219 (16.67%)
Conjunction	146 (11.02%)
Substitution	28 (2.13%)
Total	1314 (100%)

4.2 The Frequency Count of Distance Number Occurring in Each Type of Cohesion

The frequency count of distance number is presented in ranging level with the interval of ten sentences in each level, except the first level. The first level of distance number is for the instances of ties whose distance number = 0, or there is no intervening sentence between the cohesive item and its presupposed item. In other words, the tie with distance number = 0 is an immediate tie and the tie with distance number higher than 0 is a non-immediate tie. The highest range is when the distance number is higher than 100, which means the cohesive item is very far from its presupposed item.

There are excerpts extracted from the analyzed short stories to exemplify the topic being discussed in this section. In the examples, only a presupposed item and its cohesive ties concerning the topic are underlined with the type of cohesion and distance number stated in the bracket below. The number of each sentence is the number according the full text. For Thai texts, there is an English translation presented with each sentence. The Thai sentences are translated word by word on the basis that the word order is similar to the original text and the sentence is comprehensible at the same time.

4.2.1 The Frequency Count of Distance Number Occurring in Each Type of Cohesion in English Short Stories

The cohesion analysis of three English short stories resulted in a total 1586 instances of cohesive ties. Among these ties, 1138 ties are reference, 303 ties are lexical cohesion, 95 ties are ellipsis, 47 ties are conjunction, and 3 ties are substitution. The result of the frequency count of the distance number of each tie is presented in groups, regarding categorization of cohesion.

4.2.1.1 The Frequency Count of the Distance Number of Each Instance of Reference in the English Short Stories

In the 1138 reference ties found in three English short stories, 920 of them are R1, 207 ties are R2, and 11 ties are R3. The frequency count of the distance number of each tie is shown in Table 5.

Table 5 The frequency count of the distance number of each instance of reference in the English short stories

Type of Cohesion Distance	R1	R2	R3
0	129 (14.10%)	43 (20.77%)	2 (18.18%)
1-10	409 (44.46%)	81 (39.13%)	6 (54.55%)
11-20	173 (18.80%)	24 (11.59%)	-
21-30	84 (9.13%)	10 (4.83%)	-
31-40	40 (4.35%)	10 (4.83%)	1 (9.09%)
41-50	31 (3.37%)	9 (4.35%)	1 (9.09%)
51-60	32 (3.48%)	8 (3.86%)	1 (9.09%)
61-70	12 (1.30%)	6 (2.90%)	-
71-80	2 (0.22%)	3 (1.45%)	-
81-90	1 (0.11%)	2 (0.97%)	-
91-100	2 (0.22%)	3 (1.45%)	-
101+	5 (0.54%)	8 (3.86%)	-
Total	920 (100%)	207 (100%)	11 (100%)

The result shows that the instance of R1 is of highest frequency in the distance number range 1-10 (44.46%), followed by the distance number range 11-20 (18.80%) and the distance number 0 (14.02%). There are fewer instances of R1 when there are more intervening sentences. However, there are instances of R1 found in the distance greater than 100 sentences (0.54% of the total ties).

The highest frequency of the instance of R2 is in the distance number range 1-10 (39.13%). The next highest frequency occurs when the distance number = 0 (20.77%). The instance of R2 is found in a wide range of distance number, including the range in which the distance is greater than 100 sentences.

The instance of R3 is of low frequency in comparison with the instance of R1 and R2, but the result of frequency count of the distance number is similar to the occurrence of R1 and R2. The instance of R3 is most frequent in the distance number range 1-10 (54.55%) . There is no instance of R3 when the distance is greater than 60 sentences.

Reference, therefore is used to create both immediate and non-immediate ties. The cohesive pattern created by reference tends to be a close pattern. Although the distance between the cohesive item and its presupposed item could be greater than 100 sentences, the cohesive item with long distance are either mediated ties or mediated-remote ties. When reference is used to connect a sentence to the sentence further away, the cohesive force is generated through mediated ties as shown in the following example.

Example 1 The use of reference as non-immediate tie in an English short story

- 54.) In 1952 Lucy again received a bottle of 'Night in Paris' perfume for Christmas.
- 55.) This time it came from Reverend Maude and his wife who
(R1-0)
lived in Weymouth.

- 56.) Lucy wouldn't have thought twice about it if she hadn't
 $(R1-M1)$
 seen, faintly scratched on the box, 'Cousin Violet ... 50'
- 57.) Her mother said for all the Reverend Maude's snobbery he
 was a cheapskate.
- 58.) 'But how did they get my present that I passed on to Cousin
 Violet?'
- 59.) 'Your cousin was made to pass it on to the Reverend's
 wife, that's why.
- 60.) Your Auntie Vi wouldn't let her daughter use that muck.
 $(R2+L4-M2+N3)$
- 61.) You know the sort who use that.
 $(E1-M3+N3)$
- 62.) That year Lucy had started wearing 'California Poppy'
 perfume, Woolworth's one and six a bottle, so she decided
 to put the present in her drawer until the other was finished.
 $(R2+L3-M4+N3)$
- 63.) When she came to use it, however, it had gone.
 $(R1-M5+N3) (R1-M5+N3)$
- 64.) Her mother had sent it to Aunt Ethel for her birthday.
 $(R1-M6+N3)$

(From 'Night in Paris')

From the example, the presupposed item is 'a bottle of 'Night in Paris' perfume' in sentence 54.), which is referred again in the following sentences. Apart from the use of R1 - 'it', in sentence 55.) which is an immediate tie, the cohesive item 'it' in sentences 56.), 63.), and 64.) are either mediated or mediated-remote ties. A reader needs to follow the chain of these cohesive items to the ultimate presupposed item - 'A bottle of 'Night in Paris' perfume'. Therefore, although reference is used to connect sentences to a remote sentence, the connection is built up in a close pattern by

linking a cohesive tie with another cohesive tie referring to the same presupposed item. Consequently, the cohesion provides cohesive force covering a wide area of text.

4.2.1.2 The Frequency Count of the Distance Number of Each Instance of Substitution in the English Short Stories

The analysis of three English short stories resulted in 3 substitution ties which are S3. There is no instance of S1 and S2 found in the three English short stories. The result of frequency count of the distance number of each tie is shown in Table 6.

Table 6 The frequency count of the distance number of each instance of substitution in the English short stories

Type of Cohesion Distance	S1	S2	S3
0	-	-	3 (100%)
1-10	-	-	-
Total	-	-	3 (100%)

The result shows that S3 is mostly used to create immediate ties, connecting a sentence to the next sentence. Hence the cohesive pattern created by substitution is a very close pattern. Nevertheless, the instance of substitution found in this study is of very low frequency. Further study is needed to support this finding.



4.2.1.3 The Frequency count of the Distance Number of Each Instance of Ellipsis in the English Short Stories

Among the total 95 elliptic ties, 31 ties are E1, 29 ties are E2, and 35 ties are E3. The frequency count of the distance number of each tie is shown in Table 7.

The frequency count shows that the instance of E1 is most frequent when there is no intervening sentence between the cohesive item and the presupposed item (45.16%). The next most frequent instance of tie is in the distance number range 1-10 (22.58%). There is a lower frequency of tie in the higher distance number ranges and there is no instance of E1 when the distance is greater than 40 sentences, except for one tie found at the distance number range higher than 100.

The instance of E2 is similar to occurrence in the instance of E1 : the highest frequency range is when the distance number = 0 (37.93%), followed by the distance number range 1-10 (31.03%). There are few instances of E2 in the distance number range higher than 40 but there is no instance with the distance number higher than 100.

The instance of E3 is of highest frequency when the distance number = 0 (60.00%). Other instances of E3 are found with the distance numbers in the range 1-10 (40.00%). There is no instance of E3 with the distance number higher than 10.

Table 7 The frequency count of the distance number of each instance of ellipsis in English short stories

Type of Cohesion Distance	E1	E2	E3
0	14 (45.16%)	11 (37.93%)	21 (60.00%)
1-10	7 (22.58%)	9 (31.03%)	14 (40.00%)
11-20	3 (9.68%)	4 (13.79%)	-
21-30	4 (12.90%)	-	-
31-40	2 (6.45%)	2 (6.90%)	-
41-50	-	2 (6.90%)	-
51-60	-	-	-
61-70	-	1 (3.45%)	-
71-80	-	-	-
81-90	-	-	-
91-100	-	-	-
101+	1 (3.23%)	-	-
Total	31 (100%)	29 (100%)	35 (100%)

Ellipsis, therefore, is used mostly to create an immediate tie. When it is used as a non-immediate tie, there are not many intervening sentences between the cohesive item and the presupposed item. Furthermore, the non-immediate tie is either a mediated tie or a mediated-remote tie rather than a remote tie. The writers, then, tend to omit part of an item when the full item is not distant. If the presupposed item is distant, the elliptic item can be traced back through other cohesive ties of the same presupposed item. Therefore, the cohesive pattern created by ellipsis is a close pattern.

4.2.1.4 The Frequency Count of the Distance Number of
Instances of Conjunction in the English Short
Stories

In the total 47 instances of conjunction found in three English short stories, 9 ties are C1, 19 ties are C2, 5 ties are C3, 10 ties are C4, and 4 ties are C5. The result of the frequency count of the distance number of each tie is shown in Table 8.

Table 8 The frequency count of the distance number of each instance of conjunction in the English short stories

Type of Cohesion Distance	C1	C2	C3	C4	C5
0	2 (22.22%)	15 (78.95%)	5 (100%)	8 (80%)	3 (75%)
1-10	7 (77.78%)	4 (21.05%)	-	2 (20%)	1 (25%)
Total	9 (100%)	19 (100%)	5 (100%)	10 (100%)	4 (100%)

The result shows that the instance of C1 is of highest frequency in the distance number range 1-10 (77.78%). In the other four kinds of conjunction, however, the instance of tie is most frequent when there is no intervening sentence between the cohesive item and its presupposed item. There is no instance of conjunction with the distance number higher than 10.

Conjunction, therefore, is mostly used to create an immediate tie, connecting a sentence to the next sentence. The cohesive pattern created by conjunction is in a

close position. C1, whose the result of frequency count is different from other kinds of conjunction, creating a similar pattern. Although there are some sentences between the cohesive item and its presupposed item, the distance is not very great. Moreover, it is noteworthy that an instance of conjunction occurs as a non-immediate tie when there is an interruption of a sequence of sentences. The interruption may be description, narration, speech, or thought, as shown in the following examples.

Example 2 The use of conjunction as a non-immediate tie in the English short stories

Example 2.1

- 36.) 'You'd better be going,' she said, looking at the clock.
- 37.) Her mother would be coming soon.
- 38.) 'And don't forget my change.'

(C1-N1)

(From The Winning Way)

Example 2.2

- 21.) Her mother opened the folder.
- 22.) "Good.
- 23.) Ethel hasn't written in it.
- 24.) I can give it to your Auntie Vi.
- 25.) I don't need posh stuff like this."

- 26.) 'And she put it away in the dressing table

(C1-N4)

(From 'Night in Paris')

In example 2.1, 'And' of sentence 38.) connects the sentence to the phrase 'You'd better be going' in sentence 36.). the two sentences are interrupted by sentence 37.), but the distance of this tie is not great and the two connected sentences can be interpreted together.

As for the example 2.2, 'And' in sentence 26.) connects the sentence to sentence 21.). There are four sentences of a speech event in-between, intervening the sequence of sentences describing a character's action.

In addition, when conjunction is used as a non-immediate tie, the tie is always a remote tie. The cohesive force, then, is not generated through a chain of ties. In other words, conjunction provides cohesive force directly from a sentence to its connected sentence.

4.2.1.5 The Frequency Count of the Distance Number of Each Instance of Lexical Cohesion in the English Short Stories

Among the total instances of cohesion in three English short stories, 303 ties are lexical cohesion. 125 ties are L1, 50 ties are L2, 34 ties are L3, 26 ties are L4, and 68 ties are L5. The frequency count of the distance number of each tie is shown in Table 9.

Table 9 The frequency count of the distance number of each instance of lexical cohesion in the English short stories

Type of Cohesion Distance	L1	L2	L3	L4	L5
0	11 (8.80%)	7 (14.00%)	10 (29.41%)	10 (38.46%)	23 (33.82%)
1-10	38 (30.40%)	22 (44.00%)	12 (35.29%)	13 (50.00%)	32 (47.06%)
11-20	14 (11.20%)	11 (22.00%)	5 (14.71%)	2 (7.69%)	4 (5.88%)
21-30	11 (8.80%)	2 (4.00%)	1 (2.94%)	1 (3.85%)	-
31-40	7 (5.60%)	2 (4.00%)	2 (5.88%)	-	1 (1.47%)
41-50	10 (8.00%)	1 (2.00%)	2 (5.88%)	-	-
51-60	8 (6.40%)	1 (2.00%)	1 (2.94%)	-	-
61-70	6 (4.80%)	2 (4.00%)	-	-	2 (2.94%)
71-80	5 (4.00%)	-	-	-	3 (4.41%)
81-90	2 (1.60%)	1 (2.00%)	-	-	-
91-100	3 (2.44%)	-	1 (2.94%)	-	-
101+	10 (8.00%)	1 (2.00%)	-	-	3 (4.41%)
Total	125 (100%)	50 (100%)	34 (100%)	26 (100%)	68 (100%)

The frequency count shows that in every kind of lexical cohesion, the instance of tie is of highest frequency in the distance number range 1-10 (30.40% in L1, 44.00% in L2, 35.29% in L3, 50.00% in L4, and 47.06% in L5). The second highest frequency of the instance of L1 is in the distance number range 11-20 (11.20%). For other subcategories of lexical cohesion, the second highest frequency of tie is when the distance number = 0. The instances of L1, L2, L3, and L5 are found in various distance number ranges, regardless to the number of intervening sentences.

The writers of the English short stories, therefore, tend to use lexical cohesion with varied distances. Although it is mostly used when the distance is in the range 1-10, lexical cohesion is also used to provide cohesive force covering a wide area of text. Nevertheless, lexical cohesive tie with a great distance is always a mediated-remote tie with very great distance between the mediated tie. It is very likely that cohesive force is not generated through a chain of ties to stretch the force to a distant sentence. On the other hand, the cohesive pattern created by lexical cohesion is a loose pattern. The related sentences are connected by meaning of words which may be placed very close or very far from each other. The example below shows the use of lexical cohesion with various distances.

Example 3 The use of lexical cohesion as non-immediate ties with various distances

- 111.) Then he undressed and, standing in front of the glass, slipped into his sister's clothes.
- 112.) He was excited and his thick fingers tremble as they fought with the tiny buttons.
(L5-0)
- ...
- 116.) With his chest padded and his hips concealed in the loose dress he
(L3 - M1+N2)
might have passed for a woman.
- ...
- 156.) Repeating this defiantly several times, he decided suddenly not to change his clothes.
(L1 - M4+N40)
- ...
- 180.) He was sailing in the calm sea of his own freedom, feeling the long hair move across his face as he walked and the soft dress slide
(L3 - M6+N62)
across his knees.

(From The Butterfly)

From the example, 'his sister's clothes' in sentence 111.) is the presupposed item which is referred to again in the following sentences with different words. The distance numbers in sentences such as sentence 156.) and sentence 180.) mean that the ties are mediated-remote ties. The numbers, however, show that there is a great distance without an intermediate tie (N=40 and N=62 in sentence 156.) and sentence 180.), respectively. Moreover, there are only few mediated ties occurring in these long distances (M=4 in sentence 156.) and M=6 in sentence 180.)). It is likely that when lexical cohesion is used to connect remote sentences, it is not closely constructed. The cohesive force may have other cohesive ties to link the force but the in-between mediated ties tend to connect in a loose pattern.

4.2.2 The Frequency Count of Distance Number Occurring in Each Type of Cohesion in the Thai Short Stories

The cohesion analysis in three Thai short stories revealed a total 1314 instances of cohesive ties. The frequency count of the distance number of each kind of cohesion is presented in five sections, regarding the categorization of cohesive device.

4.2.2.1 The Frequency Count of the Distance Number of Each Instance of Reference in the Thai Short Stories

There are 634 instances of reference found in three Thai short stories. 539 ties are R1, 91 ties are R2, and 4 ties are R3, the frequency count of the distance number of each tie is shown in Table 10.

Table 10 The frequency count of the distance number of each instance of reference in the Thai short stories

Type of Cohesion Distance	R1	R2	R3
0	46 (8.53%)	30 (32.97%)	3 (75.00%)
1-10	125 (23.19%)	24 (26.37%)	-
11-20	61 (11.32%)	8 (13.11%)	1 (25.00%)
21-30	49 (9.09%)	5 (5.49%)	-
31-40	27 (5.01%)	1 (1.10%)	-
41-50	43 (7.98%)	-	-
51-60	27 (5.01%)	3 (3.30%)	-
61-70	13 (2.41%)	1 (1.10%)	-
71-80	14 (2.60%)	2 (2.20%)	-
81-90	22 (4.08%)	2 (2.20%)	-
91-100	19 (3.53%)	1 (1.10%)	-
101+	93 (17.25%)	14 (15.38%)	-
Total	539 (100%)	91 (100%)	4 (100%)

The result shows that the instance of R1 is of highest frequency in the distance number range 1-10 (23.19%). The second highest frequency is when the distance number = 0. When the distance number is higher than 30, the instance of R1 is varied, regardless to the number of the intervening sentences. When the distance is longer than 100 sentences, the instance of R1 is moderately high in comparison with the total instances of R1 (17.25% of the total ties).

The instance of R2 is of highest frequency when there is no intervening sentence between a cohesive item and its presupposed item (32.97%). The next in order of frequency is found in the distance number range 1-10 (26.37%). within the distance number range higher than 100, there are instances of R2 with a percentage of 15.38 of the total instances of R2.

The instance of R3 is of highest frequency when the distance number = 0 (75.00%). Another instance of R3 is found in the distance number range 11-20. There is no instance of R3 in the distance number range higher than 20.

The writers of Thai short stories, therefore, use reference to create both immediate and non-immediate ties. R2 and R3 are frequently used to create an immediate tie whereas R1 is used to connect sentences which have a few sentence in-between. R1 and R2 are also used to provide cohesive force covering a wide area of text. Nevertheless, the cohesive pattern created by reference in Thai short stories is a close pattern. Although there are instances of reference tie with great distance, including distance greater than 100 sentences, the ties are mostly mediated or

mediated-remote ties. The distance numbers reflect that the tie with great distance refers to the ultimate presupposed item through the chain of cohesive ties. The cohesive property created by reference, therefore, covers a wide area of text with a close cohesive pattern as shown in the following example.

Example 4 The use of reference as non-immediate ties in remote sentences in a

Thai short story

- 295.) เขาชอบเล่าถึงไร่ในป่าลึกให้ผมฟังอยู่เสมอ ขณะที่ผมยังเป็นเด็ก
He liked to tell me about the farm in the deep forest
 (R1-M47+N46)
 when I was a kid.
- 296.) และทุกครั้งที่เอ่ยถึงเรื่องนี้ เขาจะนั่งมองออกไปไกลๆ
 And every time (he) talked about this story, he would
 (R1-M48+N46)
 gaze afar.
- 297.) ผมสามารถมองเห็นดวงตาอันรวดราวของเขาได้อย่างแจ่มชัด
 I could see his painful eyes clearly.
 (R1-M49+N46)
- 298.) มันคงเป็นความทรงจำที่แสนขมขื่นตลอดช่วงชีวิตวัยเด็กของเขา หากเรื่อง
 เล่าของเขานั้นมีส่วนจริงอยู่บ้าง
 It might be a very bitter memory all through his
 (R1-M50+N46)
 childhood if his story has any truth.
 (R1-M50+N46)

(From 'The Brother')

From the example, 'he' in sentences 295.), 296.), 297.) and 298.) refers to 'the brother' in the preceding excerpt. The writer uses R1 in many following sentences to refer to the same item. The distance numbers shown in the above example show that there are many mediated ties before the use of he in sentence 295.) and the following ties are constructed upon the previous tie in the same way.

4.2.2.2 The Frequency Count of the Distance Number of Each Instance of Substitution in the Thai Short Stories

Among the 28 substitution ties from three Thai short stories, 10 ties are S1, 3 ties are S2 and 15 ties are S3. The result of the frequency count of the distance number of each tie is shown in Table 11.

Table 11 The frequency count of the distance number of each instance of substitution in the Thai short stories

Type of Cohesion Distance	S1	S2	S3
0	1 (10.00%)	-	8 (53.33%)
1-10	3 (30.00%)	1 (33.33%)	5 (33.33%)
11-20	5 (50.00%)	1 (33.33%)	-
21-30	-	-	-
31-40	-	1 (33.33%)	2 (13.33%)
41-50	1 (10.00%)	-	-
Total	10 (100%)	3 (100%)	15 (100%)

The highest frequency of the instance of S1 is in the distance number range 11-20 (50.00%). The second highest frequency is in the distance number range 1-10 (30.00%). There is only one instance of S1 found at a distance greater than 20 sentences.

There are only 3 instances of S2 found in three Thai short stories. The instances of S2 are in various distance number ranges : one instance found in the range 1-10, the other two instances found in the range 11-20 and 31-40.

The instance of S3 is of highest frequency in the distance number range 0 (53.33%). The second highest frequency is in the distance number range 1-10 (33.33%). The highest distance range of which there are instances of S3 is the range 31-40 with a percentage of 13.33 of the total instances of S3.

The cohesive patterns created by the three subcategories of substitution, therefore, are different. S1 and S2 are mostly used to create non-immediate tie, whereas S3 is used more as an immediate tie. the use of S2 is more random than the use of S1. Nevertheless, the frequency of the instances of S2 is very low and more information is needed to determine the cohesive pattern created by S2 in Thai short stories. The result of the instance of S3 shows that the cohesive pattern created by S3 is a close pattern. The cohesive pattern and the presupposed item related by S3 are not very far from each other. The cohesive force created by S1, on the other hand, covers a wide area of text. Nevertheless, the analysis shows that when the distance of an S1 tie is longer than 10 sentences, it is always a mediated-remote tie. Therefore, the cohesive force is stretched through the connection between cohesive ties. The cohesive pattern is a close pattern though the distance between the cohesive item and its presupposed item is long.

4.2.2.3 The Frequency Count of the Distance Number of Each Instance of Ellipsis in the Thai Short Stories

Among the total instances of elliptic ties, 14 ties are E1, 251 ties are E2, and 22 ties are E3. The frequency count of the distance number of each tie is shown in Table 12.

The result shows that the instance of E1 is of highest frequency in the distance number range 1-10 (42.86%). The next in order of frequency is when the distance number = 0 (35.71%). There are few instances of E1 when the distance is greater than 10 sentences.

The instance of E2 is found in every distance number range, including the range with distance number higher than 100. The highest frequency of the instance of E2 is in the distance number range 1-10 (38.25%). The next in order of frequency is when the distance number = 0 (18.73%). The instance of E2 is varied regardless to the distance. It is found in the distance number range higher than 100 with a percentage of 11.95 of the total instances of E2, or the third most frequent of the E2 ties.

The instance of E3 is of highest frequency when there is no intervening sentence between a cohesive item and its presupposed item (59.09%). The second most frequent ties are in the distance number range 1-10 (36.36%). There is only one instance of E3 with the distance longer than 10 sentences.

Table 12 The frequency count of the distance number of each instance of ellipsis in the Thai short stories

Type of Cohesion Distance	E1	E2	E3
0	5 (35.71%)	47 (18.73%)	13 (59.09%)
1-10	6 (42.86%)	96 (38.25%)	8 (36.36%)
11-20	2 (14.29%)	18 (7.17%)	1 (4.55%)
21-30	-	8 (3.19%)	-
31-40	-	14 (5.58%)	-
41-50	-	9 (3.59%)	-
51-60	1 (7.14%)	10 (3.98%)	-
61-70	-	5 (1.99%)	-
71-80	-	5 (1.99%)	-
81-90	-	7 (2.79%)	-
91-100	-	2 (0.80%)	-
101+	-	30 (11.95%)	-
Total	14 (100%)	251 (100%)	22 (100%)

E1 and E3, therefore, tend to provide similar cohesive patterns in Thai short stories. They are used to create either immediate tie or non-immediate tie whose distance is not very great. Consequently, the cohesive pattern is a close pattern. E2 is used differently from other subcategories. It provides cohesive force covering a wide area of text. Nevertheless, the connection is generated through other cohesive ties of the same presupposed item as the result of the analysis shows that most of the non-immediate ties with long distance are mediated-remote ties. The pattern of cohesion

created by E2, therefore, is a close pattern. The following extract exemplifies how E2 generates cohesive force through other cohesive items.

Example 5 The use of verbal ellipsis as non-immediate ties in a Thai short story

69.) นางชอบมอง

She liked to watch.

(R1-M7+N11)

70.) ชอบฟังวิถีชีวิตที่พวกเขาเจริญเติบโต

- Liked to listen to the way of life which they had grown up.

(E2-M8+N11)

71.) ครั้นพอรู้ว่ามีคนมองมา นางจะหันมาตบุง

When (she) knew that there was somebody looking, she would

(R1-M9+N11)

turn to hit the mosquitoes.

72.) ทำเป็นไม่สนใจ

- Pretended uninterested.

(E2-M10+N11)

(From The Price of Grandma)

The verbal elliptic ties in sentence 70.) and sentence 72.) are both operator ellipsis. The item omitted in both sentences is 'she' in sentence 69.) and sentence 71.) which refers to the word 'Grandma' in sentence 50.) of the preceding text. The two elliptic ties are constructed upon other cohesive items in a close position though the ultimate presupposed item is 18 and 21 sentences away from them.

4.2.2.4 The Frequency Count of the Distance Number of Each Instance of Conjunction in the Thai Short Stories

In three Thai short stories, there are 146 instances of conjunctive ties. Among these ties there are 39 instances of C1, 52 instances of C2, 12 instances of C3, 14 instances of C4, and 29 instances of C5. The result of the frequency count of the distance number of each tie is shown in Table 13.

Table 13 The frequency count of the distance number of each instance of conjunction in the Thai short stories

Type of Cohesion Distance	C1	C2	C3	C4	C5
0	38 (97.44%)	47 (90.38%)	12 (100%)	11 (78.5%)	25 (86.21%)
1-10	1 (2.56%)	5 (9.62%)	-	2 (14.29%)	4 (13.79%)
11-20	-	-	-	1 (7.14%)	-
Total	39 (100%)	52 (100%)	12 (100%)	14 (100%)	29 (100%)

The result shows that the instance of every kind of conjunction is of highest frequency when the distance number = 0. The percentages of the instances are distinctively high in comparison with the percentages of the instances in other distance number ranges. As for the conjunctive ties which are non-immediate, they are all remote ties with the distance number not higher than 20.

Hence the cohesive pattern created by conjunction is in a very close position. In the rare instances of remote tie, conjunction is used either to connect sentences which are intervened within the same kind of communication mode or to connect sentences which are interrupted by the change of the mode of communication as shown in the following examples.

Example 6 The use of conjunction as non-immediate ties in the Thai short stories

Example 6.1

- 33.) มีงูไหม
You know?
- 34.) บอกให้แกอยู่เฉยๆ
I told her to do nothing.
- 35.) ไม่ต้องดิ้นรนอะไร
Don't have to struggle for anything.
- 36.) ถึงจะเป็นหนี้เป็นสินยังไง ก็เลี้ยงได้
How much debt (I) have, I can feed.
- 37.) ยายคนเดียวนะ ทำไมจะเลี้ยงไม่ได้
Only one grandma, why can't (I) feed?
- 38.) แต่ไม่เชื่อ
But don't believe me.
(C2-N2)

(From The Price of Grandma)

'But' in sentence 38.) connects the sentence to sentence 35.) with two sentences inbetween. The intervening sentences are in the same speech event, expressing the speaker's opinion. Although the connected sentences are intervened, a reader is able to recognize the connection of the two sentences.

Example 6.2

- 124.) อะไรก็พอว่า แต่งงานบ้านตัวเองอดเข่าไฮโลนี่ถือว่าแย่!”
Whatever... but not playing the dice in the funeral at (my own home, I say...(that's) bad.”
- 125.) ทิดพูดสูงๆ ต่ำๆ เพราะ เบียร์เริ่มออกฤทธิ์
The ex-monk said with inconstant tone because the beer had started the effect.
- 126.) ส่วนสีทองก็ชักเสียงดังเพราะฤทธิ์เหล้าเสีย
As for Sithong, (her) voice was getting loud because of the effect of ‘Sua’ liquor.
- 127.) “แต่ทิดคุณะ...
“But you see...
(C1-N2)

(From The Price of Grandma)

‘But’ in sentence 127.) responds to sentence 124.). The intervening sentences are narration which interrupts the ongoing speech event.

4.2.2.5 The Frequency Count of the Distance Number of Each Instance of Lexical Cohesion in the Thai Short Stories

There are 219 instances of lexical cohesion in three Thai short stories. Among these instances 90 ties are L1, 21 ties are L2, 31 ties are L3, 16 ties are L4, and 61 ties are L5. The result of the frequency count of the distance number of each tie is shown in Table 14.

Table 14 The frequency count of the distance number of each instance of lexical cohesion in the Thai short stories

Type of Cohesion Distance	L1	L2	L3	L4	L5
0	16 (17.78%)	8 (38.10%)	5 (16.13%)	4 (25.00%)	23 (37.70%)
1-10	24 (26.67%)	7 (33.33%)	10 (32.26%)	8 (50.00%)	19 (31.15%)
11-20	12 (13.33%)	3 (14.26%)	14 (12.90%)	2 (12.50%)	5 (8.20%)
21-30	5 (5.56%)	-	2 (6.45%)	1 (6.25%)	5 (8.20%)
31-40	5 (5.56%)	1 (4.76%)	2 (6.45%)	-	2 (3.28%)
41-50	2 (2.22%)	-	3 (9.68%)	-	1 (1.64%)
51-60	6 (6.67%)	-	1 (3.23%)	1 (6.25%)	2 (3.28%)
61-70	2 (2.22%)	1 (4.76%)	1 (3.23%)	-	1 (1.64%)
71-80	1 (1.11%)	-	1 (3.23%)	-	1 (1.64%)
81-90	1 (1.11%)	-	1 (3.23%)	-	-
91-100	1 (1.11%)	-	-	-	2 (3.28%)
101+	15 (16.67%)	1 (4.76%)	1 (3.23%)	-	1 (1.64%)
Total	90 (100%)	21 (100%)	31 (100%)	16 (100%)	61 (100%)

The result shows that the instances of L1, L3, L4, and L5 are of highest frequency in the distance number range 1-10 with percentages of 26.67, 32.26, 50.00, and 31.15, respectively. The second most frequent of the four kinds of lexical cohesion are all in the distance number 0. The occurrence of the instance of L2 is vice versa: most frequent when the distance number = 0 (38.10%) and second most frequent in the distance number range 1-10 (33.33%). All five kinds of lexical cohesion are found randomly with various distance numbers. However, there are fewer instances of lexical

cohesion when the distance is greater than 20 sentences, except for the instance of L1.

Thai writers, then, tend to use lexical cohesion to provide cohesive force covering a wide area of text. Although lexical cohesion is used to create an immediate tie as well as a non-immediate tie, the instance of immediate tie is not of high frequency in comparison with the total instances of ties. Moreover, it is noteworthy that although most of the non-immediate ties with long distance are mediated-remote tie, the number of remote distance is always much higher than the number of mediated distance. In other words, the connection between cohesive items of the same presupposed item are of great distance. The cohesive pattern, therefore, is a loose pattern. The following example illustrates the distance between cohesive item and its presupposed item.

Example 7 The use of lexical cohesion as non-immediate tie in a Thai short story

- 282.) ร้านขายยาหลังตลาดของเราโดนไฟไหม้สิ้นเนื้อประดาตัวกันก็ตอนนั้น จน
ต้องกระเซอะกระเซิงไปถางป่าทำไร่ไถ่งดี ก
Our traditional medicine shop behind a market was on fire
with nothing left at that time until (we) had to ramble to
clear the forest, setting up a farm in a deep forest.

...

- 295.) เขาชอบเล่าถึงไร่ในป่าดงลึกให้ผมฟังอยู่เสมอ ขณะที่ผมยังเป็นเด็ก
He liked to tell me about the farm in the deep forest when I
(L1-M3+N8)
was a kid.

- ...
- 319.) ไร่ที่เคยเป็นป่าดงลึกแห่งนั้นเปลี่ยนไปมากเมื่อมีถนนลาดยางตัดผ่าน
The farm which used to be the deep forest there had
 (L1 - M4+N227)
 changed a lot when there was a tarmac road passing by.
- 320.) เดี๋ยวนี้ที่นั่นมีทั้งไม้ผล ผัก และข้าวโพดปลูกแซมกันสะเปะสะปะไปทั่วไร่
 Now there are fruits vegetables and corn growing disorderly
 among each other all over the farm.
 (L1- M5+N227)

(From The Brother)

From the example, the presupposed item is the word 'farm' in sentence 282.). The word is used again in some of the following sentences. In sentence 319.) the distance number shows that the presupposed item is 231 sentences away with only four intermediate ties in between and there are 227 sentences which are not involved in the connection in between. Therefore, the cohesive force is unlikely to construct upon cohesive ties of the same item. The cohesive pattern is a loose pattern. The cohesive force is generated through the meaning of words which are placed randomly.

The implications of cohesion analysis from the results presented above are discussed in the following chapter. The similarities and differences in the use of cohesion between English and Thai language are identified in both the aspect of frequency count of the instance of each kind of cohesion and the cohesive pattern created by each kind. Furthermore, the descriptive comparison of different characteristics of cohesion in English and Thai is also discussed.

CHAPTER V

Comparative Study

In this chapter the quantitative results of the cohesion analysis in English and Thai short stories are used to identify similarities and differences in the use of cohesion between the two languages. In the first section, the instances of each kind of cohesion occurring in English and Thai short stories are compared to present a preference for a particular cohesive device and the frequency of the usage of each kind of cohesion in both languages. The second section consists of a comparison of the similarities and differences in the linguistic nature of the use of each kind of cohesion and its subcategories in the two languages, as found in the analysis of texts, including the cohesive pattern created by each kind of cohesion. Finally, in the third section other findings concerning the use of different kinds of cohesion and the structural nature of each language are presented.

The examples given in this chapter are extracted from the analyzed short stories. The number of each sentence in the example is the number according to the full text. Only the cohesive device being discussed is underlined with the type and distance number of the tie stated in the bracket below. For the Thai texts, there is an English translation of every sentence. The translation is intended to maintain the word order of the original text and to make the sentence comprehensible at the same time. Therefore, the English translation may not be grammatically correct according to the grammar of English.

5.1 The Instances of each kind of cohesion in English and Thai Short Stories

The results of the frequency count of the instances of each kind of cohesion in English and Thai short stories are compared by means of a bar chart in Figure 3.

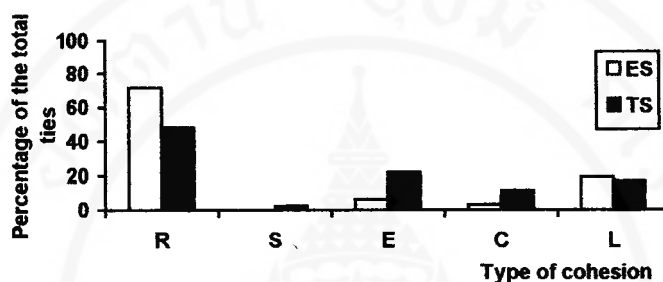


Figure 3 The percentage of the total instances of each kind of cohesion in English and Thai short stories

The data reveals that both English and Thai short stories have a preference for reference. Furthermore, the cohesion which is used least in both languages is also the same: substitution. Conjunction is used the second least of all. The cohesive devices which are most different in the two languages are lexical cohesion and ellipsis. In English short stories, the instances of lexical cohesion are more frequent than the instances of ellipsis. The frequency of instance is the opposite in Thai short stories.

It is noteworthy that the percentage of instances of reference in English short stories is distinctively high (71.75% of the total ties) in comparison with other kinds of cohesion. In addition, it is much higher than the frequency of the instances of reference in Thai short stories (48.25% of the total ties). The percentage of instances of other

four kinds of cohesion in English short stories is of lower frequency than the instances in Thai short stories.

The data indicates that English writers tend to use reference much more than other kinds of cohesion. The percentage of instances of lexical cohesion (19.10% of the total ties), which is the second in order of frequency, is much lower than the percentage of instances of reference. As for Thai writers, although they use reference most, the frequency is not as distinctively high as the frequency in English short stories. The percentage of instances of ellipsis, the second most frequent cohesive device, is not much lower than the percentage of instances of reference. Moreover, in Thai short stories, other kinds of cohesion are used more frequently than they are in English short stories. Thai writers, therefore, tend to use cohesion more variably than English writers.

In summary, English and Thai short stories have similarities and differences in the use of cohesion as follows:

1. Both English and Thai short stories have a preference for reference.
2. Among the five kinds of cohesion, substitution is used least in both English and Thai short stories.
3. In English short stories, lexical cohesion is preferred to ellipsis, whereas in Thai short stories ellipsis is preferred to lexical cohesion.

4. English short stories have a very high preference for reference. The use of other kinds of cohesion is much less frequent than the use of reference.
5. Thai short stories tend to use more varied kinds of cohesion than English short stories. The use of cohesion in Thai short stories is spread across five kinds of cohesion with the frequency of the instance of each kind not much lower than each other.

The study of text in the process of cohesion analysis reveals differences in linguistic nature between English and Thai which leads to the understanding of the differences in the frequency of usage discussed above. The qualitative findings of the different linguistic nature between English and Thai are discussed comparatively in groups, regarding the categorization of cohesion.

5.2 Comparative Study of the Use of Cohesion in English and Thai Short Stories

5.2.1 The Use of Reference in English and Thai Short Stories

The result of the frequency count of the instance of each kind of reference in English and Thai short stories is illustrated with a bar chart in Figure 4.

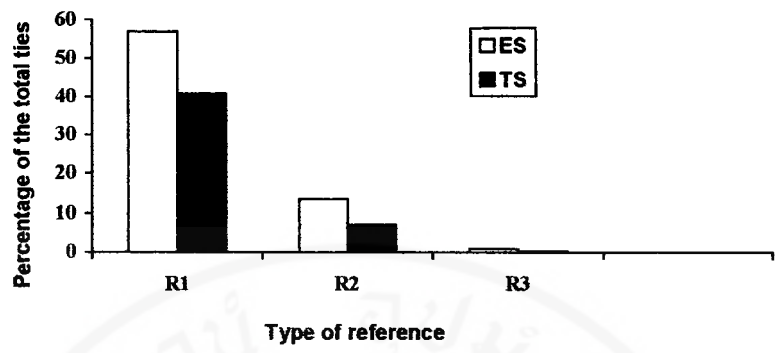


Figure 4 The percentage of the total instances of each kind of reference in English and Thai short stories

The data indicates that every kind of reference is used more frequently in English short stories than it is used in Thai short stories, especially R2- demonstrative reference. The use of each kind in the two languages is compared during the analysis process as discussed below.

5.2.1.1 The Use of Personal Reference in English and Thai Short Stories

There is a different linguistic nature in the characteristics of the items used as personal reference in English and Thai. For example, the use of personal pronouns which indicates interpersonal relationship is more common in Thai than in English, or the English grammatical forms of pronoun such as possessive adjective and possessive pronoun, which do not exist in Thai. Nevertheless, the differences do not lead to major difference in the use of personal reference in English and Thai short stories. The following examples illustrate how the different forms of the two languages do not affect the function of personal reference.

Example 1 The use of personal pronoun which indicates interpersonal relationship in
a Thai short story

204.) คุณไม่ต้องเกรงใจหรอก
Uncle (*You*) don't have to think too much.

205.) คุณมีค่ารถแน่แล้วหรือ
Uncle (*You*) have the bus fare, sure?

(From Weeping Sea, Sorrow Wind)

The above example is translated word-for-word . The speaker addressed another person with the word ‘ลุง (*uncle*)’ , according to the relationship between them. Although the word ‘uncle’ has a grammatical form as a noun, it functions as a second person pronoun in this context, like the word ‘you’ in English. Therefore, it functions as a personal reference, referring to a person previously mentioned in the preceding text.

Example 2 The possessive form in Thai

Example 2.1

ครอบครัวของเขา (*his family*)
family of he

เรื่องเล่าของเขา (*his telling the story*)
story tell of he

The possessive form in Thai is ‘ของ (*of*) + noun or pronoun’. Despite the non - existence of possessive adjective like ‘his’ or objective pronoun like ‘him’, there is still the use of personal reference ‘he’ in Thai. Hence the grammatical difference does not

lead to major difference in the use of personal reference in English and Thai short stories.

The study of text reveals that the major difference in the use of personal reference in English and Thai short stories comes from more frequent use of possessive adjectives - a form of personal reference, in English. It may result from the linguistic nature of English: every common noun is always preceded by an article, or a demonstrative, or a genitive, which is not an obligation in Thai. The following example illustrates how often possessive adjectives are used in English sentences in comparison with Thai sentences.

Example 3 The use of possessive form in English sentences and in Thai sentences

Example 3.1

98.) He had such a white bit to his eyes, such ready smiles and she liked his lips.

(From The Winning Way)

17.) ซอกฟันของเขาดึงได้เหลืองเขระพอกๆ กับคราบขี้ไคลที่เกาะอยู่ตามซอกคอ

So the teeth gap of he is so yellowish dirty as same as scurf cast of skin which fixed around crack of neck.

(From The Brother)

Example 3.2

- 12.) With his boots planted in the loose earth and his small, round, wrinkled face as still as the rock in the head-rig, he seemed to blend with the bleak landscape - a squat imitation of the slender monolith on the moor behind him.
- 13.) His clumsy fingers, curled round the shaft of the shovel, twitched spasmodically as he blundered through the threads of his thoughts like a blunt shuttle and his lips quivered as the fabric formed words in his mind.
- 14.) He was thinking of the case under his bed and the key concealed in the toe of his shoe.

(From The Butterfly)

- 159.) เขาทิ้งก้นบุหรี่ลงบนพื้น
He dropped cigarette stub on floor.
- 160.) ขี้ด้วยรองเท้าฟองน้ำสึกบาง
Crushed with worn-out, thin rubber sandal
- 161.) แล้วนั่งถูศีรษะเล่น
Then sit rubbing head
- 162.) เสียงเส้นผมแข็งสั้นเสียดสีกับฝ่ามือดังอยู่แกรกราก
Noise of short rough hair grazing with palm sounded scraping.

(From The Brother)

The above examples reveal that whereas English tends to put a preceding item with a noun, Thai is not obliged to have a preceding item. The examples illustrate how more often personal reference appears in an English sentence in comparison with a Thai sentence, resulting from this grammatical difference.

In the aspect of cohesive pattern, personal reference used in English and Thai short stories provides a similar pattern. It is used to create both immediate and non-immediate ties. The long distance non-immediate ties are mostly mediated-remote ties with a very high number of mediated ties in both languages. Hence, personal reference in English and Thai short stories tends to generate cohesive force through a chain of cohesive ties to cover a wide area of text. Nevertheless, in English short stories the cohesive force tends to be generated through the same kind of cohesion but in Thai short stories the cohesive property may be constructed upon different kinds of cohesion, as shown in the following example:

Example 4 The cohesive pattern created by personal reference in English and Thai short stories

177.) Donald Alec continues his circuit of the streets, never thinking that the insult was directed at him.

178.) Even when the boys fell in behind him, making lewd
(R1-0)
suggestions, he was unaware of their hostility.
(R1 - 0)

179) It did not occur to him that he could be harm in his own village.
(R1-M1) (R1-M1) (R1-M1)

- 180.) He was sailing in the calm sea of his own freedom, feeling the
 (R1-M2) (R1-M2)
 long hair move across his face as he walked and the soft dress
 (R1-M2) (R1-M2)
 slide across his knees.
 (R1-M2)

(From The Butterfly)

- 238.) เขานึกถึงทะเลอันดามัน เรือพม่า และของโทรเลขจากแม่
He thought of the Andaman sea, Burmese ship, and the
 (R1-M99+N88)
 telegraph from mother.
- 239.) นึกถึงน้องสาวกับครอบครัว
 Thought of sister and family.
 (E2-M97+N88)0
- 240.) นึกถึงพ่อและตัวเขาเองที่ดูเหมือนว่าเรือทั้งหลายเหล่านี้ได้จมลงแล้ว
 Thought of father and himself who were like all these ships, had
 (E2-M98+N88) (R1-M98+N88)
 sunken already.
- 241.) และที่สุดหลานสาวตัวน้อยๆ ของเขาที่ทำให้เขานึกถึง “ได้กั้ง” ชุดใหม่ กับเรือชีวิต
 ที่กำลังแล่นอยู่บนบกของหล่อน
 And, finally, his little niece who reminded him of modern day
 (R1-M99+N88) (R1-M99+N88)
 ‘captain’ with her ship of life which was sailing on earth.

(From Weeping Sea, Sorrow Wind)

The example from an English short story shows that the same kind of cohesion - personal reference, is used again and again in the cohesive chain referring back to a character. On the other hand, in the example from a Thai short story, the cohesive device which is involved in the cohesive chain of the same presupposed item is not only personal reference, there is also verbal ellipsis.

5.2.1.2 The Use of Demonstrative Reference in English and Thai Short Stories

The use of demonstrative adjectives in English and Thai is fairly similar. The demonstrative adjectives : ‘this’, ‘that’, ‘these’, and ‘those’, are used in the same way and provide the same function as demonstrative reference in English and Thai short stories.

The major difference in the use of demonstrative reference is in the use of the definite article ‘the’ in English which does not exist in Thai. The definite article ‘the’ is often used to function as a demonstrative reference in English. It is the demonstrative reference which is found most in the three short stories being analyzed. The following example shows how the definite article ‘the’ is used as demonstrative reference.

Example 6 The use of the definite article ‘the’ as demonstrative reference in an English short story

- 5.) Donald Alec finished the tile drains in the laird’s meadow.
- 6.) With his legs astride the deep slit in the soil, he cleared the last few inches at the bottom, pushing the long-handled shovel
(R2-0)
ahead of him through the earth.
- 7.) Its narrow blade slid sensuously into the clay leaving a round
(R2-0)
channel in which the drain tiles would fit neatly.
(R2-M1)
- 8.) He worked mechanically, not thinking about the drains but
(R2-M2)
planning his evening.

- 11.) He reached the end of the drain and stood for a moment, gazing
 $(R2-M2+N2)$
 over the stone dyke at the hard slate sea and basalt sky.
- 12.) With his boots planted in the loose earth and his small, round,
 $(R2-M1+N4)$
 wrinkled face as still as the rock in the head-rig, he seemed to
 blend with the bleak landscape - a squat imitation of the slender
 monolith on the moor behind him.

(From The Butterfly)

The example presents the use of ‘the’ to define words which are related to a foregoing item. ‘the bottom’ in sentence 6.) relates to ‘the tile drains’ in sentence 5.) as well as ‘the drain’ in sentence 11.). In the same way, ‘*the clay*’ in sentence 7.) and ‘*the loose earth*’ in sentence 12.) are related to ‘*the earth*’ in sentence 6.).

In Thai, demonstrative reference is only created by the use of demonstrative adjectives or, in some cases, a classifier of the noun is added. For instance, ผัดไก่นี้ (*this fried chicken*) = fried chicken + this, ของโทรเลขฉบับนั้น (*that envelope of telegraph*) = envelope (of) telegraph + piece + that. Moreover, as mentioned in 5.2.1.1, Thai is not obliged to have an item preceding a noun like English. A noun, therefore, may appear on its own or with a defining item. The following example illustrates the use of demonstrative reference in Thai along with the occurrence of the same item without any defining element.

Example 7 The instance of demonstrative reference in a Thai short story

- 2.) เมื่อหันมาก็พบว่าลำแขนเล็กๆ นั้นยื่นของโทรเลขส่งให้
When (he) turn, (he) found that small arm stretching out, giving
envelope of telegraph.

...

- 8.) เขาถอนหายใจเสือกใหญ่เมื่อรู้ข้อความในของโทรเลข
He breathed out a big heap of sigh when knew message in
envelope of telegraph.

...

- 12.) เขาพับของโทรเลขซัดลงในกระเป๋าเสื้อ
He folded envelope of telegraph, stuffed into shirt pocket.

...

- 15.) ระหว่างที่เรือแหวกคลื่นท้องทะเลอันดามันที่เขียวดั่งมรกต ถัดเลาะเกาะใหญ่น้อย
อยู่ในยามบ่ายของวันที่ปราศจากกลางสังหรณ์ใดๆ ของโทรเลขฉบับนั้นทำให้เขานึก
ถึงแม่ผู้ชราและหวนนึกถึงน้องคนเดียวที่เขาจำได้ว่าเธอลืมตาดูโลกในวันที่ทะเล
หน้าบ้านทั้งผืนนิ่งเป็นแผ่นกระจก

While the boat was sailing in the wave of Andaman sea which is green like emerald, sailing along big and small islands in afternoon of the day of which there was no sign of bad luck , that envelope of telegraph reminded him of elderly mother and recalled the only sister who,, he remembered, was born on the day when the whole sea in front of the house was as still as a mirror.

(From Weeping Sea, Sorrow Wind)

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From the example, the word ของโทรเลข (*envelope of telegraph*) is used again in sentence 8.) and sentence 12.) without any defining element. The same item

becomes demonstrative reference in sentence 15.) when the demonstrative adjective 'that' is added to the item. It is likely that in Thai short stories, the presence of a noun is enough to provide cohesive force between related items, whereas in English short stories a defining item is needed. This difference leads to the difference in the instance of demonstrative reference in English and Thai short stories as shown in Figure 4.

The cohesive pattern created by demonstrative reference in English and Thai short stories is similar in the long distance ties. Both languages have the cohesive force generated through a cohesive chain of the same presupposed item. In addition, there are instances of remote tie with very long distance found in English and Thai short stories. Therefore, demonstrative reference creates a close cohesive pattern with occasional occurrence of loose pattern in both English and Thai short stories. Nevertheless, the result of the frequency count of the distance number reveals that there are more instances of immediate ties in Thai short stories (32.97% of the total ties, whereas it is 20.77% of the total ties in English short stories). Hence Thai writers tend to use demonstrative reference to connect a sentence to the next sentence more than English writers.

5.2.1.3 The Use of Comparative Reference in English and Thai Short Stories

Comparative reference in English and Thai short stories is similar in grammatical form. In English, the comparative reference may consist of the adjective of comparison or the adverb of comparison, for instance, 'another clod', 'the same expression'. In Thai, word order may be different but the basic grammatical element is similar to the comparative in English. For example, อีกลสามปี (*other three years*) = other + three years, สายใยเส้นอื่นๆ (*other connection*) = line (of) connection + line + other.

The instance of comparative reference in Thai short stories is of very low frequency (0.23 % of the total ties). More information is needed to compare the cohesive pattern created by comparative reference in English and Thai short stories.

The similarities and differences in the use of reference in English and Thai short stories can be summarized as follows:

1. There are differences in the use of pronoun and grammatical form between English and Thai, but the differences do not cause major differences in the use of personal reference in English and Thai short stories.
2. English short stories tend to use personal reference more often than Thai short stories because of the obligation to have an item preceding a noun in English grammar.

- 3. In English short stories, the definite article ‘the’, which does not exist in Thai, is often used to create demonstrative reference.
- 4. The use of comparative reference in English and Thai short stories is similar.
- 5. Cohesive pattern created by reference is mostly the same in English and Thai short stories. Nevertheless, Thai short stories tend to have more instances of immediate ties created by demonstrative reference than English short stories.

5.2.2 The Use of Substitution in English and Thai Short Stories

The instance of substitution in English and Thai short stories is of very low frequency. In comparison, there are more instances of every kind of substitution in Thai short stories than in English short stories. The instances of each kind of substitution in English and Thai short stories are compared as shown in Figure 5.

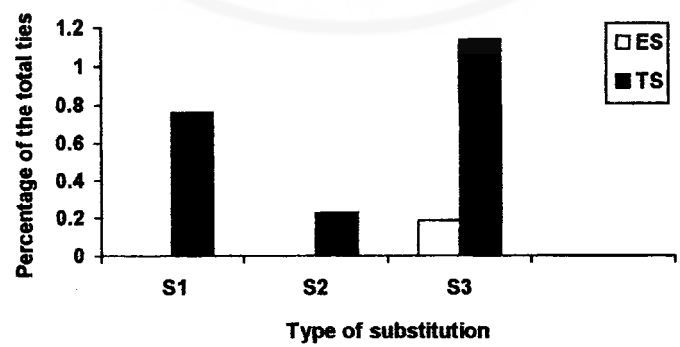


Figure 5 The percentage of the total instances of each type of substitution in English and Thai short stories

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There is not a single instance of nominal substitution and verbal substitution in the three English short stories. There are few instances of these cohesive devices in the three Thai short stories. The study of text explains these differences in some aspects.

5.2.2.1 The Use of Nominal Substitution in Thai Short Stories

According to Halliday and Hasan (1976 : 334), the items which are used as nominal substitution in English are ‘one’, ‘ones’, ‘the same’, and ‘so’. The analysis of Thai text reveals that Thai writers use more varied items as nominal substitution. Some of the items have a literal meaning like other kinds of cohesion but function as nominal substitution. The following example presents the use of nominal substitution in a Thai short story. In the English translation, however, the substitutive item may not maintain the substitutive function as it does in Thai.

Example 8 The use of nominal substitution in a Thai short story

157.) เที่ยวเร่รับจ้างโรงแรมหรูแห่งหนึ่งขายของที่ระลึก อย่างพวงกุญแจ ไม้แกะรูปย่อ
ของเรือฉลาม เรือตงเก เรือโต้ และ ฉลามร้าย

Wonder around working for a luxury hotel selling souvenirs
like keyholder, wooden craft of model boats and scary shark.

...
158.) หนูก็ทำอะไรๆ ช่วยตัวเองอย่างที่ลุงเห็นนี่แหละ

Then I do so and so to help myself as you see.

(From Weeping Sea, Sorrow Wind)

The substitutive item ‘อะไรๆ’, literally means ‘*what-what*’, substitutes for the noun phrase ‘working for a luxury hotel...’. The literal meaning of the item is not the

same as the meaning of nominal substitution in English but it can substitute for the foregoing noun.

5.2.2.2 The Use of verbal Substitution in Thai Short

Stories

Verbal substitution in Thai short stories is the word ‘*ทำ (do)*’, which is the same as one of the verbal substitutions in English, as listed by Halliday and Hasan (1976 : 334). Nevertheless, it is noteworthy that the instances of ‘do’ functioning as verbal substitution in Thai short stories are mainly a substitution for the verbs which relate to an activity, whereas in English, referring to Halliday and Hasan (1976 : 112), the verb ‘do’ is usually used as a verbal substitution for any verb. Furthermore, there are several different linguistic forms concerning the use of verb between English and Thai, for instance, modal verbs, the derivation of verb according to tense, or verb complements. Since the instance found in this study is of very low frequency, more information is needed to find out about the difference in the use of verbal substitution between the two languages. The following example presents how the word ‘do’ functions as a verbal substitution in Thai.

Example 9 The use of verbal substitution in a Thai short story

214.) ถ้าชวดตายชวดอยากให้มีงานใหญ่หรืองานเล็ก

If you die, you want to have big or small funeral.

...
221.) แต่ฉันเองคิดว่าทำใหญ่คงดีนะ

But I, myself, think do big may be good.

(From The Price of Grandma)

The word ‘do’ in sentence 221.) substitutes for ‘have funeral’ which is , in other words, the activity of setting up a funeral ritual, according to the context.

5.2.2.3 The Use of Clausal Substitution in English and Thai

Short Stories

In the few instances of casual substitution found in three English short stories, the cohesive item is ‘so’. The clausal substitutions found in Thai short stories are varied. Some of the items can function as other kinds of cohesion, depending on the context. For example, งั้น (means either *thus*, *such*, or *so*), งี้ (means either *so* ,or *this*). Hence Thai tends to have more alternatives for clausal substitution item. The following example presents the use of clausal substitute ‘so’ in English and Thai short stories.

Example 10 The use of clausal substitution in English and Thai short stories.

10.) The photograph of Lauren Bacall and Robert Taylor had gone too.

11.) So had most of Lucy’s filmstar collection which she kept in a shoebox , in a wardrobe.

(From ‘Night in Paris’)

50.) “จะให้ฉันยืนสั่งงานและคอยดูที่เหมือนคนงานอื่นๆ งั้นรี”

(you) Want me to stand ordering and nagging you like other workers, is that it?”

51.) “ก็งั้นสิ
“That’s it.”

(From The Brother)

In the example of the Thai text, sentence 57.) responds to the emphasizing question at the end of sentence 56.). The English translation of ‘จ้ะ’ as ‘that’s it’ is not a clausal substitution by literal meaning. But considering that the phrase substitutes for the whole phrase of sentence 56.), it functions as clausal substitution, like ‘so’.

Despite the low frequency of the instance of clausal substitution, the cohesive device is found most as an immediate tie in both English and Thai short stories. However, more information is needed to support this finding.

The use of substitution in English and Thai still needs further study to define similarities and differences. As for this study, the text analysis reveals that Thai tends to have more alternatives of substitution items than English. More study in the difference of grammatical form or other linguistic natures which may affect the use of substitution in the two languages is needed.

5.2.3 The Use of Ellipsis in English and Thai Short Stories

The instances of nominal ellipsis and clausal ellipsis in English and Thai short stories are similar. There is a difference in the instances of verbal ellipsis, which are much more frequent in Thai short stories as shown in Figure 6.

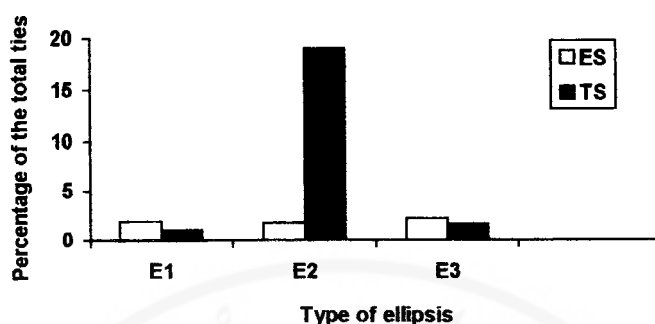


Figure 6 The percentage of the total instances of each kind of ellipsis in English and Thai short stories

In the process of text analysis, the differences in the use of ellipsis in English and Thai short stories result in the same direction as the instance of tie : slightly different in the use of nominal ellipsis and clausal ellipsis, and very different in the use of verbal ellipsis.

5.2.3.1 The Use of Nominal Ellipsis in English and Thai Short Stories

The use of nominal ellipsis in English and Thai short stories is similar. A difference is found only in the instance of some nominal elliptic items which have different grammatical forms in English and Thai. For example, in Thai the instance of nominal ellipsis in which a possessive form is promoted to be a head noun is only found in an on-going speech event, as shown in the following example.

Example 11 The use of nominal ellipsis in Thai short stories

Example 11.1

151.) คีอว่าที่มานี้ ฉันอยากปรึกษาเรื่องขายที่ดิน

The reason for coming here is I'd like to consult about selling the land.

...
160.) ของกูเองบอกขายตั้งนานแล้วยังขายไม่ได้เลย

Of myself have been on sale for a long time, still can't sell yet.

(From The Price of Grandma)

Example 11.2

88.) “แกน่าจะหาปฏิทินมาแขวนไว้บ้างนะ

You should find a calendar to hang here.

...
91.) หรือแกยังไม่เคยเห็นของนางนั้น”

Or you've never seen of that woman yet.

(From The Brother)

In the above examples, the foregoing nouns : ‘land’ in Example 11.1 and ‘calendar’ in Example 11.2, are omitted in the following text. The possessive form ‘of + noun’ are promoted as a main noun . In the three Thai short stories , this particular form of nominal ellipsis is only found in the speech event. As for other forms of nominal ellipsis, they are found in any communicative mode either descriptive or conversation, as well as the occurrence in English short stories.

The following example shows the use of nominal ellipsis in English and Thai short stories.

Example 12 The use of nominal ellipsis in English and Thai short stories

119.) The right hand still clenched some of the seed corn.

120.) A few grains were embedded in the mud on his boots but the rest lay in a heap across his chest, spilled from the sowing sheet.

(From The Butterfly)

4.) That was her first mistake.

5.) Her second was standing it on the dressing table next to the glossy postcard photographs of her filmstar favorites, Lauren Bacall and Robert Taylor.

(From 'Night in Paris')

35.) คนงานบางกลุ่มกำลังโยนถังปูนส่งต่อกันไปอย่างคล่องแคล่ว

Some groups of workers were throwing cement buckets, handing over to each other expertly.

36.) บางคนกำลังปีนป้ายนั่งร้านไม้ไผ่ ขณะที่อีกหลายคนจะจัดกระจายกันนั่งผูกเหล็กอยู่ทั่วบริเวณงาน

Some were climbing up a bamboo scaffolding while many others were scatteringly sitting, tying iron bars all over the work area.

(From The Brother)

It is noteworthy that in Thai, the quantitative modifier is always used with a classifier. For example, รถสามคัน (*three cars*) = car+ three+ classifier of car, คนบางคน (*some person*) = person + some + person, etc. The noun phrase คนงานบางกลุ่ม (*some groups of workers*) in the above Thai example can be translated word for word as 'workers some groups'. The word 'บางคน (*some person*)' in the following sentence is connected to 'some groups of workers' and equals 'some workers' rather than

‘someone’ which is an English literal meaning of ‘บางคน’. Therefore, the item functions as nominal ellipsis - some, of which the main noun - workers, is omitted.

5.2.3.2 The Use of Verbal Ellipsis in English and Thai Short Stories.

As shown in Figure 6, the instance of verbal ellipsis in English short stories is of lower frequency than the instance in Thai short stories. The study of text results in the same conclusion stated in Pongsri Lekhawatana’s *A Contrastive Study of English and Thai* (1969:55) : “the subject is obligatory in English sentences, whereas the subject is often deleted in Thai sentences’. In other words, Thai tends to omit the operator of the verbal group more than English. In English short stories, verbal ellipsis is always an operator ellipsis, and mostly found in a speech event. The following example illustrates the instance of verbal ellipsis in an English short story.

Example 12 The use of verbal ellipsis in an English short story

72.) “Look at this, the label’s been cut off it.”

119.) “Sing for me.”

157.) “Don’t be dirty.”

(From The Winning Way)

The three sentences in the above example illustrate operator ellipsis in verbal groups. All the sentences occur in speech events, on the basis that the people involved in the conversation can recognize the omitted item.

As for Thai short stories, the instance of verbal ellipsis, both operator and lexical ellipsis, is of high frequency. The elliptic ties are found in every kind of text as shown in the following examples.

Example 13 The use of verbal ellipsis in Thai short stories

70.) นานเกือบสองปีที่วันดีกับสีทองไม่ได้กลับมาเยี่ยมบ้าน

So long almost two years that Wande and Sithong did not come back home.

71.) แต่มาครั้งนี้ดูผิดไป

But came this time looked different.

(From The Price of Grandma)

19.) ก็ตอนที่หมาบนควบสิบล้อผ่านไร่ของฉันนั้นฉันยังกับหยอดเมล็ดข้าวโพดอยู่เลย

When Man drove the ten-wheeled pass my farm, I was still bending, planting corn seed.

20.) ดูสิ

See.

21.) เหลืออีกตั้งหลายกำ

is left many handful.

(From The Brother)

The cohesive patterns created by verbal ellipsis in English and Thai short stories are very different. The instance of verbal ellipsis in English short stories is mostly either an immediate tie, or a tie with a distance not greater than 10 sentences.

The cohesive device, therefore, is used to create a close pattern in English short stories. In Thai short stories, verbal ellipsis is used to provide cohesive force covering a wide area of text. Although the cohesive pattern is a close pattern, like in English short stories, the close position results from the connection of one cohesive tie to another cohesive tie, stretching the cohesive force to a far item. Hence the cohesive force created by verbal ellipsis in Thai short stories covers a wider area of text than it does in English short stories.

5.2.3.3 The Use of Clausal Ellipsis in English and Thai Short Stories

The instances of clausal ellipsis in English and Thai short stories are similar in both percentage of the instance and grammatical form. The instance of clausal ellipsis mostly occurs in question-answer related sentences in both English and Thai, as shown in the following example.

Example 14 The use of clausal ellipsis in question answer related sentences in English and Thai short stories

13.) “What’s the Gaelic for nightdress?” he asked.

14.) “Eideadh-oidhche.”

...

21.) “And this?”

22.) He took up one of the ribbons.

23.) “Ribean”

(From The Winning Way)

In sentence 14.), which is the answer of sentence 13.), the omitted clause is ‘the Gaelic for nightdress’. The clausal ellipsis in sentence 23.) is similar to the instance in sentence 14.) : ‘Gaelic for ribbon is...’.

156.) ฉาปณกิจที่พี่วันทำให้ยายนี้จะได้ซักเท่าไร

How much will be gotten back from the funeral fund you join for Grandma?”

157.) คงหมื่นกว่าๆ

About ten thousand something.

(From The Price of Grandma)

Nevertheless, the instance of clausal ellipsis is also found in the speech event which is not a question-answer context in both English and Thai short stories though not as often as the occurrence in question-answer related sentences.

Example 15 The use of clausal ellipsis in English and Thai short stories

60.) “ It is the prayer meeting tonight.”

61.) “ I had not forgotten.”

(From The Butterfly)

155.) มาเสียไกลบ้านอย่างนี้มันก็นึกเหงาขึ้นบ้างละ”

Come so far away from home like this, it feels a bit lonely.”

156.) เขาว่า

He said.

157.) “ยังไม่ทันข้ามวันเนี่ยหรือ”

“Even not a day yet?”

(From The Brother)

The cohesive patterns created by clausal ellipsis in English and Thai short stories are similar. Most of the instances of clausal ellipsis in English and Thai are immediate ties. The non-immediate tie is always a tie with short distance, not longer than 10 sentences. Therefore, the cohesive pattern created by clausal ellipsis is a close pattern in both English and Thai short stories.

In summary, the use of nominal ellipsis and clausal ellipsis in English and Thai short stories is mostly the same, either in the aspect of grammatical usage or cohesive pattern. The use of verbal ellipsis is very different in the two languages. In Thai short stories, the instance of verbal ellipsis is frequent and occurs in any text mode. On the other hand, the instance of verbal ellipsis in English short story is less frequent and is mostly operator ellipsis occurring in a speech event. Furthermore, in Thai short stories, verbal ellipsis provides cohesive force covering a wide area of text through a chain of cohesive ties, whereas in English short stories the cohesive device is mostly used to create a short distance cohesive tie.

5.2.4 The Use of Conjunction in English and Thai Short Stories

The result of the frequency count of instances of every kind of conjunction in Thai short stories is of higher frequency than the instances in English short stories. The percentage of instances of each kind in English and Thai short stories is compared in Figure 7.

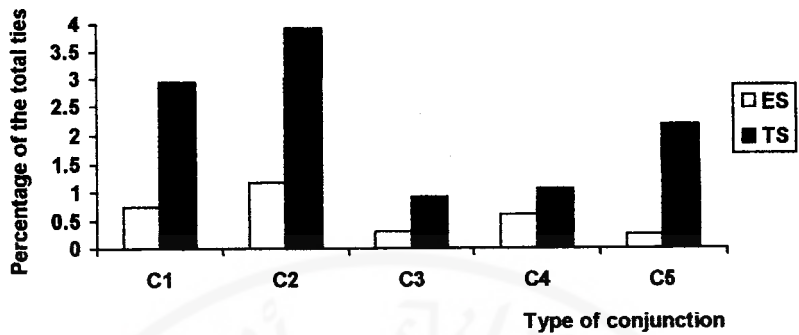


Figure 7 The percentage of the total instances of each kind of conjunction in English and Thai short stories

Since conjunction functions as a cohesive device by semantic meaning, there is not any difference in the use of conjunction in English and Thai short stories in terms of grammatical form. Moreover, the cohesive patterns created by conjunction are similar in the two languages: a very close pattern. The cohesive device is mostly used as an immediate tie, except for the instance of additive conjunction in English short stories. Most of the instances of additive conjunction in English short stories are remote ties with short distance whereas in Thai short stories, they are mostly immediate ties. The instance of non-immediate tie in both languages is always remote tie, occurring in a similar way: a sequence of sentences in text mode is interrupted by another communicative mode. The following examples illustrate the use of each kind of conjunction in English and Thai short stories.

Example 15 The use of conjunction in English and Thai short stories

Example 15.1 The use of additive conjunction

188.) “You’ll go?” her mother said, rounding on her with her angry precise Gaelic.

189.) “And where would you go?”

(From The Winning Way)

121.) เวลาไปบ้านเขา เขาก็เลี้ยงไม่อัน

When went to their house, they treated with no-limited food.

122.) แดมยังเอาไฮโลไปเล่นได้ด้วย

And can take the dice to play too.

(From The Price of Grandma)

Example 15.2 The use of adversative conjunction

62.) That year Lucy had started wearing 'California Poppy' perfume, Woolworth's one and six a bottle so she decided to put the present in her drawer until the other was finished.

63.) When she came to use it, however, it had gone.

(From 'Night in Paris')

199.) เขากว่าท่อนเหล็ก หันขวับมาเผชิญหน้าด้วยสัญชาตญาณของคนสู้ชีวิต

He grabbed an iron bar, turning to face with the instinct of a street fighter.

200.) แต่เมื่อเห็นว่าเป็นผมเขาโยนมันทิ้ง

But when (he) saw (it) was me, he threw it away.

(From The Brother)

Example 15.3 The use of causal conjunction

- 199.) He was at the counter, talking to a stout woman, and she stepped among the rails of clothes, wanting to speak to him by himself.
- 200.) So this was why he hadn't come to the house the last time : what a lovely surprise, setting up a shop on the island.

(From The Winning Way)

- 11.) รถคว่ำตายพร้อมกันหมด
The car crashed, all died at the same time.
- 12.) ธนาคารเขาเลยยึดหมด ทั้งบ้านที่ผ่อนส่งอยู่และรถบรรทุก
So the bank took everything : both the house which was on loan and the truck.

(From Weeping Sea, Sorrow Wind)

Example 15.4 The use of temporal conjunction

- 69.) "Damned her," he whispered angrily.
- 70.) How does she know these things?"
- 71.) Then he smiled, remembering that there were things she did not know.

(From The Butterfly)

- 101.) เขาก้มหน้าก้มตา คลี่และรีดใบจากจนเรียบ
He concentrated on unfolding and pressing dried leaves until smooth.

102.) แล้วดึงเส้นใยบางๆ ของมันทิ้งก่อนขัดก้อนยาเส้นขนาดนิ้วก้อยเข้าไป

Then pulled its thin fiber away before stuffing a chunk of tobacco size about the small finger inside.

(From The Brother)

Example 15.5 The use of continuative conjunction

9.) “You would pay three times that in a city store.”

10.) She leaned over the table and touched the material.

11.) It seemed to give her a shock.

12.) “All right, I’ll take it,” she said, reaching for her purse.

(From The Winning Way)

232.) มึงจะปล่อยให้แร้งกินก็ตามใจมึง”

You’ll let a vulture eat, up to you.”

233.) “แหม... ไม่ถึงงั้นหรอกหวด

“Well... not like that, Grandma.”

(From The Price of Grandma)

To sum up, there is no formal difference in the use of conjunction in English and Thai short stories. The only difference found from the result of the frequency count is that Thai writers tend to use conjunction to connect sentences more than English writers.

5.2.5 The Use of Lexical Cohesion in English and Thai Short Stories

The instances of lexical cohesion in English and Thai short stories are similar. The percentage of the total instances of each kind of lexical cohesion in English short stories is slightly higher than the instance in Thai short stories, as compared in Figure 8.

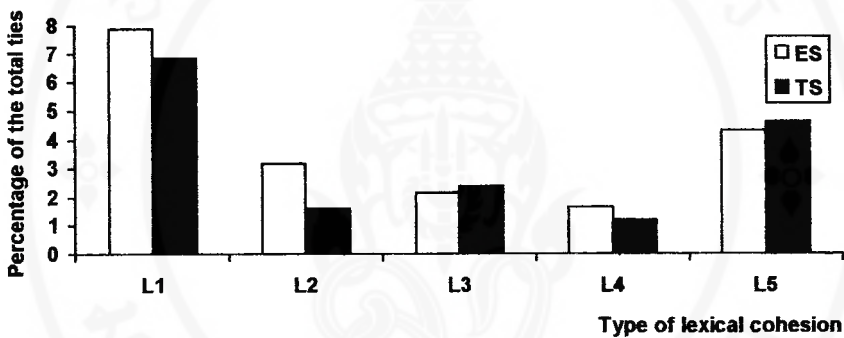


Figure 8 The percentage of the total instances of each kind of lexical cohesion in English and Thai short stories

The uses of lexical cohesion in English and Thai short stories are not different. Different grammatical form does not lead to difference in the use of lexical cohesion since this kind of cohesion is created by the selection of vocabulary. Moreover, the percentage of the total instances of each kind is similar in the two languages. Hence it is likely that the selection of vocabulary to create lexical cohesion in English and Thai short stories is not different either.

The cohesive patterns created by each kind of lexical cohesion in English and Thai short stories are similar (see Table 9 and Table 14 in Chapter IV) . Repetition and collocation are used to cover a wide area of text. The cohesive pattern is a loose

pattern in both English and Thai although the great distance ties are mostly mediated-remote ties. As for synonym, superordinate, and general words, the cohesive force does not generate to a long distance. In both English and Thai short stories, the selection of vocabulary to provide cohesive effect is not intended to construct a cohesive tie upon another tie.

Nevertheless, there is a different linguistic form which leads to difference in the use of lexical cohesion in English and Thai. This linguistic form is discussed in the following section.

5.3 Other Findings

There are some grammatical structures in English and Thai which involve different kinds of cohesion for the same grammatical function. These differences are found in sentence structures and nominal groups.

5.3.1 The use of Reference and Ellipsis as a Subject in English and Thai Short Stories

As mentioned in 5.2.3.2 : subject is obligatory in English sentences, whereas it can always be deleted in Thai sentences. A pattern of sentence structure in English and Thai, therefore, can be written as :

<u>English</u>	<u>Thai</u>
Subject-Verb-Object.	(Subject)- Verb - Object

In English short stories, a personal pronoun is always used as a subject of a sentence, functioning as a personal reference. A sequence of sentences can be written in a pattern as follows.

R1-verb-object. R1-verb-object. R1-verb-object.
R1-verb-object. R1-verb-object.

In Thai short stories, the instance in which a subject is deleted from a sentence is usual. In terms of cohesion, it is an operator ellipsis of a verbal group, a kind of verbal ellipsis. Nevertheless, the omission of subject always occurs when a sentence with a subject, which may be a personal reference, is not too far. The omitted item, then, is in the distance which can be traced back. A sequence of sentences in Thai can be written in a pattern of sentence structure as follows.

Subject-verb-object. E2-verb-object. E2-verb-object.
E2-verb-object. E2-verb-object.

The following example illustrates the presence of subject in English sentences and the omission of subject in Thai sentences which concern the use of cohesion.

Example 16 The use of reference as subject in an English short story and the use of ellipsis in a Thai short story

Donald Alec walked along the street, his high heels clicking on the pavement. He was at peace for the first time in many years.
(R1)
He watched the light on the reef blinking steadfastly in the Sound and
(R1)
the streetlight rippling in the harbour.

(From The Butterfly)

เขายืนฟังนิ่งเฉย ขึ้นเกาะแฮนด์รถสามล้อที่เกาะอยู่ใต้ต้นตะแบกใหญ่ปลายฤดูร้อน
หน้าโรงแรมที่มีคนเข้าออกพลุกพล่าน หมดแรง อยากร้องไห้แต่ไม่หอรอก

He stood listening still. - Stood clinging on the handle of a
(R1) (E2)
tricycle which was parked under a big tree in the late summer in front of
a hotel which was busy with people coming in and going out. - Tired.
(E2)
- Would like to cry but not.
(E2)

(From Weeping Sea, Sorrow Wind)

This difference in linguistic nature of English and Thai directly effects the use of cohesion. It is necessary to realize the difference in performing a task involving the two languages. It also leads to the questions concerning the use of cohesion across languages : can one kind of cohesion substitute for another kind in different language? Will one language lose its natural characteristics if it is translated from another language with the maintenance of the same kind of cohesion used in the original text?

5.3.2 The Use of Lexical Cohesion with a Defining Article in English and without an Article in Thai

Referring to Halliday and Hasan (1976 :274-282), the reiteration of a lexical item is always made explicit by the use of a reference item though there are other types of lexical cohesion which do not on the identity of reference. In English short stories, the definite article 'the' is frequently used with a noun to create referential meaning, as discussed in 5.2.1.2. From the study of text, lexical cohesion in English is likely to occur in combination with demonstrative reference. In Thai short stories, the use of reiteration to create lexical cohesion does not need a referential identity. A

227.) และที่สำคัญมันอยู่ไม่ห่างไกลจากที่ทำงานมากนัก

And what importance was it was not far from work place.

(From The Brother)

The comparative study of the use of cohesion in English and Thai short stories reveals that there are both similarities and differences in the use of cohesion of the two languages. The differences result from the linguistic forms of each language. It is necessary to recognize these differences and similarities when performing a task concerning the two languages. The result of this study is applicable to any practical activity such as translation, or language teaching. These applications and recommendations for further study are discussed in the following chapter.

CHAPTER VI

Conclusion and Recommendations

6.1 Conclusion

The analysis of cohesion in three English short stories and three Thai short stories reveals both similarities and differences in the use of cohesion in the two languages. The information obtained from the frequency count of the instances of each kind of cohesion and the comparative study of the linguistic nature of the two languages explains the differences in the use of cohesion in the two languages.

The similarities in the use of cohesion found in English and Thai short stories are :

1. Among five kinds of cohesion, reference is used most and substitution is used least in both English and Thai short stories;
2. The use of comparative reference, nominal ellipsis, clausal ellipsis and lexical cohesion is similar in English and Thai short stories;
3. The cohesive patterns created by each kind of cohesion are the same in English and Thai short stories, except in the instance of verbal ellipsis.

The differences in the use of cohesion between English and Thai short stories are firstly found in the quantitative results. The comparative study displays differences in the grammatical system between the two languages, which consequently explains the differences in the quantitative result.

The frequency count of the instances of each kind of cohesion shows differences in the frequency of usage as follows:

1. English short stories use reference with significantly higher frequency in comparison with other kinds of cohesion. In Thai short stories, although reference is also used with high frequency, the instances of other kinds of cohesion are not appreciably lower than the instance of reference;
2. the use of cohesion in Thai short stories is varied to different kinds of cohesion more than the use of cohesion in English;
3. Thai writers tend to use conjunction more often than English writers;
4. In comparison of the percentage of total ties, there are more substitutive items in Thai than in English.

The different grammatical features which lead to differences in the use of cohesion are summarized below.

Table 15 Different linguistic features which lead to differences in the use of cohesion

Different Grammatical System	Differences in the Use of Cohesion	
	English	Thai
1. The use of definite article 'the' as a defining item in English, which does not exist in Thai.	1. There are frequent uses of 'the' to function as demonstrative reference.	1. Only demonstrative adjective is used to create demonstrative reference.
2. The obligation to have a preceding item with a common singular noun in English, which is not obligatory in Thai.	2.1 There are frequent uses of the article 'the' along with the instance of lexical cohesion, providing the cohesive effect of demonstrative reference at the same time. 2.2 There are more instance of personal reference by the use of possessive adjective preceding a noun.	2.1 Lexical cohesion often occurs on its own.
3. The obligation to have a subject in most English sentences, whereas the subject is commonly omitted in Thai sentences.	3. Pronoun - a form of personal reference, often occurs as a subject in an English sentence.	3. The omission of subject, which always carries cohesive effect as a kind of verbal ellipsis, always occurs in Thai sentences.

There is no major difference in cohesive patterns created by each kind of cohesion in English and Thai short stories. Nevertheless, the analysis of cohesion reveals that each kind of cohesion generates cohesive force differently. This finding should be taken into consideration during the process of writing or translation.

The analysis of cohesion in English and Thai short stories shows that each language has its own natural characteristics in the use of cohesion. The similarities in the use of cohesion are always found in the instances of cohesion whose function relies on semantic meaning. The major differences, on the other hand, are mostly found in the instances of cohesion which involve certain grammatical features. Hence, it is likely that the differences in some grammatical features of each language lead to differences in the use of cohesion. Therefore, it is important to be aware of different linguistic forms which may lead to the differences in unification of text. The ignorance of these differences may cause problems in linguistic performance such as misinterpretation or loss of natural characteristics in translation.

6.2 Application of the Study

The result of the cohesion analysis in English and Thai short stories can be applied to linguistic performance, especially in performance which involves the language beyond sentence level. The finding of this study can also be very useful in language teaching and translation practice.

6.2.1 The Application to Language Teaching

The study of cohesion is useful in the teaching of English as a foreign language, particularly in the teaching of reading and writing. As James (1980 : 146) discussed in the exploitation of contrastive analysis, the teacher can not only predict the errors of learner's performance from the result of contrastive study but can also diagnose the cause of error.

In the reading process, referring to Hoey (1991 : 222), a reader has freedom to recognize or ignore individual linkage of sentences. If a linkage is not recognized it may affect the understanding and interpretation of a text. In foreign language reading, differences in grammatical features may lead to unrecognized linkage and misinterpretation of a text. For example, a Thai student may not take the definite article 'the' into consideration as an instance of demonstrative reference. Being aware of the differences in the use of cohesion as discussed in this study, a teacher of English can predict this possible problem in the learner's comprehension.

In writing, a Thai student may ignore some of the items on the basis that they are an obligatory item in Thai language. For instance, he or she may select a word which can provide the effect of lexical cohesion but may not combine the lexical item with a preceding item which is proper to that instance of cohesion, such as the use of 'the' or possessive pronoun. The English language teacher who is aware of the differences can point out or emphasize the aspect of these different grammatical features in the teaching of writing.

Furthermore, the awareness of cohesion characteristics of each language can help a teacher in improving a student's writing ability. A teacher can provide alternatives in the use of cohesive devices for learners, for example, how the article 'the' can function as demonstrative reference in English instead of just using demonstrative adjectives as in Thai or how to use different words to avoid repetition in writing. Additionally, a teacher can suggest students to look at the linkage of sentences in their writing in comparison with the writing of native speakers and show how the linkage in their writing is different from the linkage in the native speaker's use of language.

6.2.2 The Application to Translation Performance

For the translation of a sentence from one language to another language, one of the meanings which is needed to be translationally equivalent is textual meaning, which determines what information it contributes for the message : how it helps maintain cohesion and coherence (James, 1980 : 178). Although a translator should make an effort to produce a target text from a perspective similar to that of original text, certain features of the target text may have some characteristics of their own. It may be necessary to abandon the system of the original text so that the target text reads naturally and smoothly but the original information is not distorted and still maintains a coherent point of view. For this reason, it is necessary for a translator to recognize natural characteristics of the languages involved in his or her work, both the language of the source text and the language of the target text.

This study presents some major differences in the use of cohesion between English and Thai short stories which may cause a problem of unnaturally translated text if the translator is not aware of the differences. For example, in English to Thai translation, there may be problems of repetition if the translator transfers every occurrence of personal reference from English original text to the Thai translation; or in Thai to English translation, a translator may omit to transfer the instance of demonstrative reference in the English translation because of the non-existence of definite article in the Thai original text.

The findings of this study do not only provide an awareness of natural characteristics in the use of cohesion of English and Thai, they also suggest options in the use of cohesion in translation practice. A translator may consider another kind of cohesion to substitute for one kind of cohesion. Such practice, however, needs to be carefully tried out since the replaceability of each kind of cohesion is still to be explored and described.

6.3 Recommendations for Further Study

There is more information needed from the analysis of cohesion in English and Thai languages. Further studies are recommended because the findings can provide benefit for English language teaching and translation practice in Thailand.

6.3.1 An Analysis of Cohesion in Scientific Texts

The cohesion analysis of scientific texts may illustrate the mechanism in the construction of unity in a scientific text, which should be of great value in the teaching of English for science and technology. Although this study is an analysis of short stories, this is partly because my background knowledge of translation is in the field of literature, but I am aware of the lack of systematic study on linguistic features of scientific text. With the increasing need of science students to improve their writing and reading skill in English for their further study, there is not enough materials or guidelines to help improving their ability. English language teachers for science students need more resources to improve the student's skill and to identify their problems in linguistic performance.

The study of cohesion in scientific texts can be carried out for many objectives. For instance, the comparative study of cohesion analysis on scientific essays written by Thai students and native speakers of English to identify the writing problems involving the use of cohesion. The comparative study of cohesion in English and Thai scientific texts to find out natural characteristics in the use of cohesion in scientific texts of each language. A researcher may also compare the use of cohesion in Thai scientific reports with the use of cohesion in English scientific reports and identify the differences which may cause problems in writing scientific reports in English for Thai students.

As suggested by Halliday and Hasan (1976 : 332), a particular text, or genre may exhibit a general tendency towards the use of certain features. The findings of cohesion analysis in scientific texts can serve as a guideline for teaching how to

maintain unity of a text in scientific writing, or how to select proper kinds of cohesion. In addition, the findings can also help a teacher to predict and diagnose errors. The teacher, then, can access a student's problem and can find the solution to improve the student's performance.

This recommendation for the study of cohesion in scientific texts can be applied to the texts in other subjects such as legal, economic, and business texts. Thus the findings can be very useful in the teaching of English for special purposes.

6.3.2 The Analysis of Cohesion on Texts with Different Functions

In *Approaches to Translation* (Newmark, 1982), the writer divided text function into three groups, according to the purpose of the writer of the text : expressive, informative, and vocative. It is very useful to find out how sentences are linked together in order to create a text which can function as it is intended. The study of cohesion can be carried out in many ways. For example, comparison of cohesion used in texts with different functions whose result can explain characteristics of cohesion used for different purposes in the expression of the text. The findings, then can be used as a guideline for writing practice, presenting how cohesion is used to provide unity in the text with a particular function. In addition, it is also interesting to find out whether the use of cohesion has an effect on the function of a text, and whether there is any relationship between the use of cohesion and the purpose of the writer.

The comparative study of cohesion used in texts of the same function in different languages can be useful for translation practice. The findings can be a guideline for a translator to maintain natural characteristics of the target language while transferring the message with the function originally intended.

6.3.3 The Replacement of one kind of Cohesion by another kind of Cohesion

This recommendation results from the finding in 5.3.1, which, by the surface structure of a sentence, can be summarized as ‘personal reference always functions as a subject of a sentence in English short stories, whereas verbal ellipsis often functions as a subject of a sentence in Thai short stories’. According to this finding, it seems as if different kinds of cohesion can have the same function in a sentence. The question is: when a text is translated, can these kinds of cohesion replace each other for the same function? A research study can be set up to examine the possibility of replacement, and the distortion of information after the translation process. Moreover, a researcher may conduct an analysis of cohesion on an original text and its translated text to find out if the replacement of different kinds of cohesion are used as a strategy in translation performance. If the answer is positive, what is the quality of the translated text? The finding of the study focusing on the replacement of different kinds of cohesion can bring wider alternatives in the use of cohesion in translation practice.

There are many more interesting aspects in cohesion analysis which can result in a great benefit to linguistic performance, especially in the study of language at text level. It is necessary to emphasize that the analysis of a text is regarded in terms of a framework as a means to an end. An analyst does not only codify the text in terms of cohesive categories but also inspects the individual instances of cohesion. Consequently, the analysis of cohesion will bring about an understanding of how an item enters into a cohesive tie. In the analysis of cohesion, therefore, the analyst does not only get the quantitative result of the study but will also gain knowledge of text characteristics. This has been the greatest benefit I myself have gained from the present study.

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APPENDIX A

List of Resource Books

I. Resource books of the analyzed English short stories

1. **The Butterfly** written by Willie Orr from McCabe, B. (Ed.). 1992. The Laughing Playmate : the Scottish short stories. Harper Collins : London. (p. 127-134).
2. **The Winning Way** written by Lorn Macintyre from McCabe, B. (Ed.). 1992. The Laughing Palymate : the Scottish short stories. Harper Collins : London. (p. 72-79).
3. **'Night in Paris'** written by Patrice Chaplin from Gordon, G. and Hughes, D. (Eds.). 1990. The Minerva Book of Short Stories 1. Great Britain : Minerva. (p. 12-18)

II Resource books of the analyzed Thai short stories

1. ทะเลร่ำลมโศก โดย อัสศิริ ธรรมโชติ จาก ประยงค์ คงเมือง (บก.). 2538. เรื่องสั้นอันเป็นที่รัก. กรุงเทพฯ : มติชน. (น. 38-46).

(Weeping Sea, Sorrow Wind written by Assiri Thammachote from Prayong Kongmuang (Ed.). 1993. The Beloved Short Stories . Bangkok : Matichon. (p. 38-46).)
2. ราคาของยาย โดย ศรีดาวเรือง จาก ศรีดาวเรือง. 2533. รวมเรื่องสั้นมัทรี ชุดที่ 3. กรุงเทพฯ : มติชน. (น. 70-78).

(The Price of Grandma. written by Sridawreung from Sridawreung. 1990. The Third 'Matri' Collected Short Stories. Bangkok : Matichon. (p.70-78).)
3. พี่ชาย โดย สายคำ ผกาข จาก สุชาติ สวัสดิ์ศรี (บก.) 2536. ข้อการะเกด : ชุมนุมเรื่องสั้นสร้างสรรค์ไตรมาสที่สี่ 'ไฟต่อข้อ' พ.ศ. 2536. กรุงเทพฯ : สำนักช่างวรรณกรรม. (น. 24-35)

(Brother. written by Saikam Pakai from Suchart Sawasdisri (Ed.). 1993. Chaw Karaked : the collection of creative short stories of the fourth trimester ' Fai taw chaw' B.E. 2536. Bangkok : Samnak Changwannakam. (p.24-25).)

APPENDIX B

An Analysis of Cohesion in an English Short Story

‘Night in Paris’ Written by Patrice Chaplin

Sentence	No. of Ties	Cohesive item	Type of cohesion	Distance	Presupposed item
1. For Christmas 1950 when Lucy was eleven, Aunt Ethel sent her a bottle of perfume.	-				
2. It was called ‘Night in Paris’ and was packaged in a blue box with an Eiffel Tower and a half moon on the front.	1	- It	R1	0	- a bottle of perfume
3. It was Lucy’s first glamorous present and she was so thrilled she wanted to keep it forever.	3	- It * 2 - present	R1 L5	M1 N1	- a bottle of perfume - Christmas
4. That was her first mistake.	2	- That - her	R2 R1	0 0	- she wanted to keep it forever - Lucy
5. Her second was standing it on the dressing-table next to the glossy postcard photographs of her filmstar favourites, Lauren Bacall and Robert Tyler.	4	- her * 2 - her second - it	R1 E1 R1	M1 0 M1+N2	- Lucy - mistake - a bottle of perfume
6. Since she was six she’d wanted to be a filmstar.	2	- she* 2	R1	M2	- Lucy
7. The ‘Night in Paris’ perfume seemed to help that along.	3	- the - ‘Night in Paris’ perfume - that	R2 L1 R2	N4 N4 0	- ‘Night in Paris’ - ‘Night in Paris’ - to be a filmstar
8. Enclosed in the wrapping paper was a note from Aunt Ethel.	2	- the - wrapping paper	R2 L5	N3 N3	- present - present
9. ‘To my Darling Dearest Little God Daughter.	1	- my Darling Dearest little God Daughter	L5	M3+N2	- Lucy

Sentence	No. of Ties	Cohesive item	Type of cohesion	Distance	Presupposed item
10. Auntie's so proud you've won a place at grammar school.'	1	- Auntie	R1	N1	- Aunt Ethel
11. In those days Lucy had a shilling a week pocket money invariably spent in Woolworth's at the make-up counter.	2	- those - days	R2 L3	N9 N9	- 1950 - 1950
12. She could buy a small bottle of Eau de Cologne for ten pence or a mirror and powder puff in a plastic case for fourpence.	1	- She	R1	0	- Lucy
13. Colourless nail vanish was a shilling, face-powder ninepence.	-				
14. The 'Night in Paris' perfume adorned Woolworth's counter in many sizes.	1	- The 'Night in Paris' perfume - Woolworth's	L1 L1	N6 N2	- The 'Night in Paris' perfume - Woolworth's
15. The deluxe bottle cost two and nine.	2	- The - deluxe bottle	R2 L5	0 0	- The 'Night in Paris' perfume - The 'Night in Paris' perfume
16. After the glamour shopping she went to Saturday afternoon pictures at the Odeon.	3	- the (glamour shopping) - shopping - she	R2 L2 R1	N4 N4 M1+N3	- spending money in Woolworth's - spending money in Woolworth's - Lucy
17. She'd earned the one and three ticket money washing up in the High Street cafe.	2	-she - ticket money	R1 L5	M2+N3 0	- Lucy - pictures
18. That Christmas, 1950, her mother received a stiff mauve folder with a satin bow on the front..	3	- That - Christmas - her	R2 L1 R1	N16 N16 M3+N3	- Christmas, 1950 - Christmas - Lucy

Sentence	No. of Ties	Cohesive item	Type of cohesion	Distance	Presupposed item
19. The writing paper and envelopes inside smell of lavender.	2	- the..... inside - writing paper and envelopes	R2 L5	0 0	- a stiff mauve folder - a stiff mauve folder
20. Lucy had seen the present in Woolworth's at three and six.	2	- the - present	R2 L4	M1 M1	- a stiff mauve folder - a stiff mauve folder
21. Her mother opened the folder.	3	- her - the - folder	R1 R2 L1	0 M2 M2	- Lucy - a stiff mauve folder - a stiff mauve folder
22. 'Good.	1	- Good	E3	0	sentence 23.
23. Ethel hasn't written in it.	1	- it	R1	M3	- a stiff mauve folder
24. I can give it to your Auntie Vi.	3	- I - it - your	R1 R1 R1	N2 M4 M1+N3	- Lucy's mother - a stiff mauve folder - Lucy
25. I don't need posh stuff like this.'	2	-I - this	R1 E1	M1+N2 M5	- Lucy's mother - a stiff mauve folder
26. And she put it away in the dressing-table.	3	- And - she - it	C1 R1 R1	N4 M2+N2 M6	- sentence 21 - Lucy's mother - a stiff mauve folder
27. Auntie Vi arrived Boxing Day and brought not only a present but her daughter, young Violet, also bearing a gift.	-				
28. Lucy's mother rushed into the bedroom and got out the writing paper.	2	- the - writing paper	R2 L1	N8 N8	- the writing paper - the writing paper
29. She turned the mauve folder over to scribble a greeting on the back.	3	- She - the (mauve folder) - mauve folder	R1 R2 L1	0 M5+N5 M5+N5	- Lucy's mother - a stiff mauve folder - a stiff mauve folder
30. The price, five shillings, was inked boldly in the corner.	2	- the - corner	R2 E1	0 0	- the back (of the folder) - the back (of the folder)

Sentence	No. of Ties	Cohesive item	Type of cohesion	Distance	Presupposed item
31. 'But that isn't right,' said Lucy.	1	- that	E1	0	- the price
32. 'It's only three and six.	1	- It	R1	M1	- the price
33. I've seen it in Woolworth's.'	3	- I - it - Woolworth's	R1 R1 L1	N1 M2 M1+N20	- Lucy - the price - Woolworth's
34. 'They don't ink the prices either.	4	- they - ink - the prices - not ... either	R1 L1 L1 C1	0 N3 N3 N1	- Woolworth's - inked - the price - sentence 32
35. That's your Aunt Ethel.	2	- that - your	E1 R1	0 M1+N2	- writing the price - Lucy
36. Swank as usual.	1	- Swank	E2	0	- Aunt Ethel
37. We have to give young Violet something.'	1	- we	R1	M1+N7	- Lucy's mother & Lucy
38. Her mother looked around wildly.	1	- her	R1	M2+N4	- Lucy
39. 'Give her the scent.	4	- give - her - the - scent	E2 R1 R2 L2	M3+N4 N1 M2+N35 M2+N35	- Lucy - young Violet - perfume - perfume
40. Come on.	1	- Come on	C5	0	- sentence 39
41. You can always get some more.'	2	- you - some more	R1 E1	M4+N5 M3+N36	- Lucy - perfume
42. Lucy was appalled.	-				
43. 'But it's too good even to use.'	2	- But - it	C2 R1	N1 M4+N37	- sentence 41 - perfume
44. 'All the better.	1	- All the better	E3	0	- sentence 43
45. Not been touched.	1	- Not been touched	E2	M5+N38	- a bottle of perfume
46. They can see that.	2	- they - that	R1 E3	N21 0	- Auntie Vi & young Violet - it's not been touched.
47. Come on.	1	- Come on	C5	0	- sentence 46
48. Hurry up.	1	- Hurry up	E2	N5	- Lucy
49. They've come all the way from Gosport.'	1	- They	R1	M1+N23	- Auntie Vi & young Violet
50. Lucy's mother always got her way in those days.	2	- those - days	R2 L3	N48 N48	- 1950 - 1950
51. Reluctantly Lucy wrote on the box.	2	- the - box	R2 L1	N48 N48	- a blue box - a blue box
52. 'To my Cousin Violet with love, Christmas 50.'	-				

Sentence	No. of Ties	Cohesive item	Type of cohesion	Distance	Presupposed item
53. In exchange she received a doll's hood.	1	- she	R1	N1	- Lucy
54. In 1952 Lucy again received a bottle of 'Night in Paris' perfume for Christmas.	-				
55. This time it came from the Reverend Maude and his wife who lived at Weymouth.	3	- this - time - it	R2 L4 R1	0 0 0	- Christmas 1952 - Christmas 1952 - a bottle of 'Night in Paris'
56. Lucy wouldn't have thought twice about it if she hadn't seen, faintly scratched on the box, 'Cousin Violet...50.'	3	- it - the - box	R1 R2 L5	M1 M1 M1	- a bottle of 'Night in Paris' - a bottle of 'Night in Paris' - a bottle of 'Night in Paris'
57. Her mother said for all the Reverend Maude's snobbery he was a cheapskate.	2	- Her - the	R1 R2	0 N1	- Lucy - Reverend Maude
58. 'But how did they get my present that I passed on to Cousin Violet?'	3	- they - my - I	R1 R1 R1	N1 M1 M1	-Reverend Maude & his wife - Lucy - Lucy
59. 'Your cousin was made to send it on to the Reverend's wife, that's why.	3	- your - it - that's why	R1 R1 E3	M2 0 0	- Lucy - my present that ... - sentence 58
60. Your Aunt Vi wouldn't let her daughter use that muck.	4	- Your - her daughter - that -muck	R1 L1 R2 L4	M2+N1 N32 M2+N3 M2+N3	- Lucy - her daughter, young Violet - a bottle of 'Night in Paris' - a bottle of 'Night in Paris'
61. You know the sort who use that.'	2	- You - that	R1 E1	M3+N1 M3+N3	- Lucy - a bottle of 'Night in Paris'

Sentence	No. of Ties	Cohesive item	Type of cohesion	Distance	Presupposed item
62. That year Lucy had started wearing 'California Poppy' perfume, Woolworth's one and six a bottle, so she decided to put the present in her drawer until the other was finished.	5	- that (year) - year - Woolworth's - the (present) - present	R2 L4 L1 R2 L3	N7 N7 N50 M4+N3 M4+N3	- 1952 - 1952 - Woolworth's - a bottle of 'Night in Paris' - a bottle of 'Night in Paris'
63. When she came to use it, however, it had gone.	4	- she - it * 2 - however	R1 R1 C2	0 M5+N3 0	- Lucy - a bottle of 'Night in Paris' - sentence 62.
64. Her mother had sent it to Aunt Ethel for her birthday.	2	- her - it	R1 R1	M1 M6+N3	- Lucy - a bottle of 'Night in Paris'
65. 'But she sent it to me originally!'	4	- But - she - it - me	C2 R1 R1 R1	0 0 M7+N3 M2	- sentence 64 - Aunt Ethel - a bottle of 'Night in Paris' - Lucy
66. Lucy was outraged.	-				
67. 'She won't know.	1	- she	R1	M1+N1	- Aunt Ethel
68. She ought to be glad to get anything.	1	- she	R1	M2+N1	- Aunt Ethel
69. Mutton dressed as lamb.'	-				
70. The photographs of Lauren Bacall and Robert Taylor had gone too.	2	- The... - photographs of Lauren Bacall.... - too	R2 L1 C1	N64 N64 0	- the glossy postcard photograph of... - the glossy postcard photographs of... - sentence 69.
71. So had most of Lucy's filmstar collection which she kept in a shoebox in the wardrobe.	1	- So	S3	0	- had gone

Sentence	No. of Ties	Cohesive item	Type of cohesion	Distance	Presupposed item
72. She hadn't noticed because she was so passionately in love with Mario Lanza after seeing him in <i>Because You're Mine</i> and <i>The Great Caruso</i> that only pictures of him adorned her room.	4	- she * 2 - hadn't noticed - her	R1 E3 R1	0 0 0	- Lucy - the filmstar collection had gone - Lucy
73. Her mother admitted she'd given them to Cousin Violet.	2	- her - them	R1 R1	M1 N1	- Lucy - filmstar collection
74. 'You don't want those old photographs.	3	- You - those - old photographs	R1 R2 L5	M2 M1+N1 M1+N1	- Lucy - filmstar collection - filmstar collection
75. She's only a kid.	1	- she	R1	N1	- Cousin Violet
76. Gives her something to look at.'	1	- her	R1	M1+N1	- Cousin Violet
77. Lucy realized her mother, along with Aunt Ethel, had no respect for possessions.	-				
78. The filmstars had taken years to collect.	2	- the (filmstars) - filmstars	R2 L1	M1+N4 M1+N4	- filmstar collection - filmstar collection
79. She'd written to the stars care of the studios and usually got a signed glossy photograph in reply.	3	-she - the (stars care) - stars care	R1 R2 L5	N1 M2+N4 M2+N4	- Lucy - filmstar collection - filmstar collection
80. Vera Allen, Cornell Wilde, Lana Turner, Ava Gardner, Humphrey Bogart, Phyllis Calvert - they'd given dreams and brightened up her dreary schooldays in the suburbs.	2	- Vera Allen ... Phyllis Calvert - her	L5 R1	0 M1+N1	- the stars - Lucy
81. She tried to explain that to her mother.	3	- she - that - her	R1 E3 R1	M2+N1 0 M2+N1	- Lucy - sentence 80. - Lucy
82. 'Give all that up.	2	- Give - that	E2 E3	M3+N1 M1	- Lucy - sentence 80

Sentence	No. of Ties	Cohesive item	Type of cohesion	Distance	Presupposed item
83. You're not a child.	1	- You	R1	M4+N1	- Lucy
84. you're nearly fourteen.'	1	- You	R1	M5+N1	- Lucy
85. 'But I want to be one of them.'	3	- But - I - them	C2 R1 R1	2 M6+N1 M1+N4	- sentence 82 - Lucy - the stars
86. 'Make believe.	1	- Make believe	E2	M7+N1	- Lucy
87. You've got to get on with the real world.'	1	- You	R1	M8+N1	- Lucy
88. Her mother wanted Lucy to become a private secretary.	-				
89. That's where the status was.	1	- that	E1	0	- private secretary
90. Filmstars played no part in that job.	2	- that - job	R2 L3	M1 M1	- private secretary - private secretary
91. The next Christmas Lucy received a stiff mauve folder of writing paper from Aunt Ethel.	2	- The next (Christmas) - Christmas	R2 L1	N36 N36	- Christmas 1952 - Christmas 1952
92. Written inside in blue ink was, 'To my Darling Little God Daughter with heaps of love and affection for Christmas 1953.'	1	- written inside	E3	0	- a stiff mauve folder of writing paper
93. P.S. Only a little gift darling but you can write more letters to your Auntie.'	4	- gift - you - your - Auntie	L3 R1 R1 L5	N1 M1 M1 N1	- a stiff mauve folder of writing paper - Lucy - Lucy - Aunt Ethel
94. A gummed label on the top right hand corner marked the price.	2	- the (top right hand corner) - top right hand corner	R2 E1	M1+N1 M1+N1	- a stiff mauve folder of writing paper - a stiff mauve folder of writing paper
95. Twelve and sixpence.	1	- Twelve and six pence	E3	0	- the price

Sentence	No. of Ties	Cohesive item	Type of cohesion	Distance	Presupposed item
96. Lucy tore it off and underneath was inked five shillings, the price Aunt Ethel had originally marked it up to when she'd sent it, all festive and indisputably new, to Lucy's mother in 1950.	3	- it - it * 2	R1 R1	N1 M2+N2	- a gummed label - a stiff mauve folder of writing paper
97. Lucy sniffed the folder.	2	- the - folder	R2 L1	M3+N2 M3+N2	- a stiff mauve folder of writing paper - a stiff mauve folder of writing paper
98. The lavender smell had gone.	2	- The - lavender smell	R2 L1	N78 N78	- smell of Lavender - smell of Lavender
99. The mauve silk bow was flattened and frayed and Aunt Ethel had disguised its age by sewing on a cloth rose.	2	- the (mauve silk bow) - silk bow	R2 L1	N80 N80	- satin bow -satin bow
100. 'What a cheek!'	1	- Waht a cheek!	E3	0	- to disguise its age...
101. 'Doesn't matter.'	1	- Doesn't matter	E2	1	- sentence 99
102. Lucy's mother grabbed the folder.	2	-the (folder) - folder	R2 R1	M4+N6 M4+N6	- a stiff mauve folder of writing paper - a stiff mauve folder of writing paper
103. 'We'll try and scratch the price out and send it to the Reverend Maude and his wife.'	4	- We - the (price) - price - it	R1 R2 L1 R1	0 M1+N7 M1+N7 M5+N6	- Lucy's mother - the price - the price - a stiff mauve folder of writing paper

Sentence	No. of Ties	Cohesive item	Type of cohesion	Distance	Presupposed item
104. 'But Ethel's written in it!'	2	- But - it	C2 R1	0 M6+N6	- sentence 103 - a stiff mauve folder of writing paper
105. 'They'll never know.	2	- they - know	R1 E3	N1 0	- Reverend Maude & his wife - Ethel's written in it.
106. They're half blind.	1	- They	R1	M1+N1	- Reverend Maude & his wife
107. I'll stick a label over the message.	3	- I - the (message) - message	R1 R2 L4	M1+N3 N14 N14	- Lucy's mother - 'To my....' - 'To my ...'
108. Ethel's a nuisance, writing all over the presents like that.'	3	- the - present - that	R2 L3 E1	M7+N9 M7+N9 N15	- a stiff mauve folder of writing paper - a stiff mauve folder of writing paper - writing in blue ink inside the mauve folder
109. Lucy got an expensive gift from the Reverend Maude and his wife.	-				
110. A bottle of Coty 'Chypre' fragrance in an untampered box.	1	- a bottle of...	L5	0	- an expensive gift
111. Lucy hadn't seen it in Woolworth's - it was out of that price range.	3	- it *2 - Woolworth's	R1 L1	0 N99	- a bottle of Coty 'Chypre' fragrance - Woolworth's
112. 'I wonder who gave her that,' said Lucy's mother.	2	- her - that	R1 E1	N2 M1	- Reverend Maude's wife - bottle of Coty 'Chypre' fragrance
113. 'She can't stand scent, old Maude's wife.	1	- scent	L2	M2	- fragrance

Sentence	No. of Ties	Cohesive item	Type of cohesion	Distance	Presupposed item
114. That's why you've got it.'	3	-That - you - it	E3 R1 R1	0 N1 M3	- she can't stand scent - Lucy - bottle of Coty 'Chypre' fragrance
115. By Easter the Mario Lanza pictures were down and the bedroom wall was bare.	2	- the - Mario LanZa pictures	R2 L1	N43 N43	- pictures of Mario Lanza - pictures of Mario Lanza
116. Lucy had a crush on her gym mistress and was longing to give her a token of the passion.	-				
116. The Chypre fragrance was undeniably right.	3	- The - Chypre fragrance - right	R2 L1 E1	M4+N1 M4+N1 0	- bottle of Coty 'Chypre' fragrance - bottle of Coty 'Chypre' fragrance - token of passion
117. A memorable gift of love.	1	- A memorable gift of love	L2	M1	- a token of passion
118. Lucy began the accompanying note and her mother picked up the bottle.	2	- the accompanying note - the - bottle	L5 R2 L5	0 M5+N2 M5+N2	- a gift - a bottle of Chypre - a bottle of Chypre
119. 'Where's this going?'	1	- this	E1	M6+N2	- a bottle of Chypre
120. 'To my teacher.	2	- to my teacher - my	E3 R1	0 N1	- sentence 120 - Lucy
121. It's her birthday.'	3	- her	R1	0	- Lucy's teacher
122. 'Rubbish.	-				
123. These are Christmas presents.	1	- these	E1	M7+N5	- the fragrance
124. You don't touch these.'	2	- you - these	R1 E1	M1+N4 0	- Lucy - Christmas presents

Sentence	No. of Ties	Cohesive item	Type of cohesion	Distance	Presupposed item
125. 'But it's valuable.'	2	- But - it	C2 R1	0 M8+N6	-sentence 124 - bottle of Chypre
126. 'All the better.	1	- All the better	E3	0	- sentence 125
127. Do for Aunt Ethel.	1	- Do	E2	M8+N7	- bottle of Chypre
128. She's come up in the world.	1	- She	R1	0	- Aunt Ethel
129. She's going to manage a hotel in the Isle of Wight.'	1	- She	R1	M1	- Aunt Ethel
130. 'But it's mine.'	3	- But - it - mine	C2 R1 R1	0 M9+N9 M2+N9	- sentence 129 - a bottle of Chypre fragrance - Lucy
131. Her mother kept her hand on the Chypre.	2	- her - the - Chypre	R1 R2 L1	M3+N9 M10+N9 M10+N9	- Lucy - a bottle of Chypre fragrance - a bottle of Chypre fragrance
132. 'But they're sent out at Christmas.	2	- but - they	C2 R1	1 M1+N7	- sentence 130 - Christmas presents
133. You don't use them.'	2	- You -them	R1 R1	M4+N10 M1+N8	- Lucy - Christmas presents
134. Lucy longed for revenge.	-				
135. What better than an incorruptible present, the transitory kind.	1	- What beter than	E3	0	- to revenge
136. Next Christmas she'd send out a batch of lived things that died.	1	- she	R1	N1	- Lucy
137. Plants.	1	- plants	L3	0	- lived things that died
138. Unheard of in the Christmas chain.	1	- Unheard of	E2	0	- plants

Sentence	No. of Ties	Cohesive item	Type of cohesion	Distance	Presupposed item
139. She even considered perishable things like homemade cakes covered in hundreds and thousands or blancmange packed in ice.	1	- She	R1	M1+N2	- Lucy
140. Lucy loved Christmas.	-				
141. She loved cards and carols, crackers, coal fires, party games.	2	- she - cards and carols, crackers, coal fires, party games	R1 L5	M2+N2 0	- Lucy - Christmas
142. From the end of November each year she went carol singing with her friends and they saved the money to buy presents.	3	- she - her - carol singing	R1 R1 L5	M3+N2 M3+N2 M1	- Lucy - Lucy - Christmas
143. Lucy enjoyed wrapping them, decorating the packages with holy and tinsel.	1	- them	R1	0	- the presents
144. The professional presents upset her.	3	- the (profesional presents) - professional presents - her	R2 L1 R1	M2+N18 R2+N18 M4+N3	- Christmas presents - Christmas presents - Lucy
145. In the late forties a special present had gone into circulation but it didn't reach Lucy until the mid-fifties.	1	- circulation	L2	N6	- Christmas chain
146. A small tin of Snowfire vanishing cream, Woolworth's one and three.	2	- a small tin of Snowfire vanishing cream - Woolworth's	L5 L1	0 N135	- a special present - Woolworth's

Sentence	No. of Ties	Cohesive item	Type of cohesion	Distance	Presupposed item
147. It was considered a suitable professional gift because the tin couldn't be marked and by lifting the lid it was obvious it hadn't been used.	5	- it * 2 - a professional gift - the (tin) - tin	R1 L2 R2 L1	0 2 0 0	- a small tin of Snowfire vanishing cream - professional presents - a small tin of Snowfire vanishing cream - a small tin of Snowfire vanishing cream
148. It was passed on to Aunt Ethel for Christmas '55 and she recognized its pedigree.	3	- it - its - pedigree	R1 R1 L5	M1 M1 0	- a small tin of Snowfire vanishing cream - a small tin of Snowfire vanishing cream - a suitable professional gift
149. In the same wrapping it was dispatched to little Beryl in Folkestone.	1	- it	R1	M2	- a small tin of Snowfire vanishing cream
150. Aged ten, the girl was delighted.	2	- the - girl	R2 L3	0 0	- little Beryl - little Beryl
151. Her mother took it away.	2	- Her - it	R1 R1	M1 M3+N1	- little Beryl - a small tin of Snowfire vanishing cream
152. 'Whatever is Ethel thinking about?	-				
153. You don't want to put much on your face at your age.'	3	- you - your * 2	R1 R1	M2+N1 M2+N1	- little Beryl - little Beryl
154. She rewrapped it immediately and sent it to Lucy.	3	- She - it * 2	R1 R1	N3 M4+N3	- little Beryl's mother - a small tin of Snowfire vanishing cream
155. 'A late present to my pretty niece.'	2	- present - my	L5 R1	N6 M1+N3	- Christmas '55 - little Beryl's mother

Sentence	No. of Ties	Cohesive item	Type of cohesion	Distance	Presupposed item
156. If she put that old cream on her face, Lucy reflected, the adjective might cease to apply.	4	- that -old cream - the - adjective	R2 L1 R2 L4	M5+N4 M5+N4 0 0	- Snowfiure vanishing cream - Snowfire vanishing cream - pretty - pretty
157. It lay in the darkness of her dressing-table for years.	2	- it - her	R1 R1	M6+N4 0	- a small tin of Snowfire vanishing cream - Lucy
158. Before they moved in 1959 her mother removed it from the box of jumble.	2	- her - it	R1 R1	M1 M7+N4	- Lucy - a small tin of Snowfire vanishing cream
159. 'Wait a minute.	-				
160. This stuff's never been used.	2	- this - stuff	R2 L4	M8+N5 M8+N5	- a small tin of Snowfire vanishing cream - a small tin of Snowfire vanishing cream
161. It might come in for someone.'	1	- it	R1	M9+N5	- a small tin of Snowfire vanishing cream
162. Auntie Ethel got it with a tin of tea the following Christmas.	2	- it - the following Christmas	R1 R2	M10+N5 N3	- a small tin of Snowfire vanishing cream - Christmas 1959
163. Lucy had rejected the secretarial path.	2	- the - secretarial path	R2 L3	M1+N74 M1+N74	- being a private secretary - being a private secretay
164. After school she'd worked in the local rep as A.S.M. and made her way up to juvenile lead.	2	- she - her	R1 R1	0 0	- Lucy - Lucy
165. She was glamorous and earned extra money fashion modelling in London.	1	- she	R1	M1	- Lucy
166. She no longer shopped at Woolworth's.	2	- she - Woolworth's	R1 L1	M2 N155	- Lucy - Woolworth's

Sentence	No. of Ties	Cohesive item	Type of cohesion	Distance	Presupposed item
167. In 1960, after she'd failed to get a small part in a West End pantomime, she was obliged to visit Aunt Ethel.	2	- she * 2	R1	M3	- Lucy
168. The Reverend Maude and his wife were also staying.	-				
169. It was a subdued Christmas but she did get one laugh.	2	- It - she	R1 R1	N1 M4+N1	- Christmas 1960 - Lucy
170. When Aunt Ethel opened her presents Vi and young Violet had sent a folder of writing paper and a slightly battered box of 'Night in Paris' perfume.	-				
171. Fourteen and six was inked outrageously on the side.	2	- the (side) - side	R2 E1	0 0	- a slightly battered box of 'Night in Paris' perfume - a slightly battered box of 'Night in Paris' perfume
172. Aunt Ethel grimaced but her voice was bright.	-				
173. 'How nice.	1	- How nice	E3	N2	- the presents
174. They don't always have such taste about present giving.'	3	- they - such (taste) - taste	R1 R2 L5	N3 N3 N3	- Vi & young Violet - a folder and the perfume - a folder and the perfume
175. Both the satin bow and cloth rose had gone from the folder and the gluey scar was covered by a handmade paper doll that leaned forward when the folder was opened.	7	- the - satin bow - cloth rose - the (folder) *2 - folder * 2	R2 L1 L1 R2 L1	M1+N156 M1+N156 N76 M1+ N3 M1+N3	- a satin bow - a satin bow - cloth rose - a folder of writing paper - a folder of writing paper

Sentence	No. of Ties	Cohesive item	Type of cohesion	Distance	Presupposed item
176. 'How original,' said Lucy mischievously.	1	- How original	E3	0	- sentence 176
177. Aunt Ethel's mouth tightened.	-				
178. 'Yes.	1	- Yes	E3	N1	- How original
179. Young Violet is always good at craft.'	-				
180. The Reverend Maude's wife received the Snowfire vanishing cream.	2	- the - Snowfire vanishing cream	R2 L1	M11+N22 M11+N22	- a small tin of Snowfire vanishing cream
181. It was the first time she'd got that.	2	- she - that	R1 E1	0 M12+N22	- Reverend Maude's wife - Snowfire vanishing cream
182. The Coty 'Chypre' fragrance had gone into hiding.	1	- the - Coty Chypre fragrance	R2 L1	M11+N59 M11+N59	- a bottle of Coty Chypre fragrance - a bottle of Coty Chypre fragrance
183. Lucy gave them a completely innocent present.	1	- them	R1	N14	- Aunt Ethel, Reverend Maude & his wife
184. It could not be corrupted.	1	- it	R1	0	- a completely innocent present
185. She laid the plucked goose onto the table.	1	- she	R1	N1	- Lucy
186. They pretended to be grateful but they were very disappointed.	2	- they * 2	R1	M1+ N16	- Aunt Ethel, Reverend Maude & his wife
187. Didn't Lucy know the meaning of Christmas?	-				
188. All three long-term festive missiles ended up in Aunt Ethel's care.	2	- three long-term festive missiles	L5	M2+N15	- the folder, the 'Night in Paris' perfume and the Snowfire vanishing cream
189. She let them freshen up in her dressing-table pungent with the smell of old Christmas soaps and thirties lavender bags for two years.	3	- She - them - her	R1 R1 R1	0 M3+N15 0	- Aunt Ethel - the folder, the 'Night in Paris' perfume and the Snowfire vanishing cream - Aunt Ethel

Sentence	No. of Ties	Cohesive item	Type of cohesion	Distance	Presupposed item
190. Then she took the 'Night in Paris' scent and removed it from its box.	4	- Then - she - the ('Night in Paris' scent) - scent	C4 R1 R2 L2	0 M1 N19 N19	- sentence 189 - Aunt Ethel - the 'Night in Paris' perfume - perfume
191. She wrapped it in an Irish linen handkerchief (Christmas'37) and sent it to young Beryl in Folkestone.	5	- She - it * 2	R1 R1	M2 M1+N19	- Aunt Ethel - the 'Night in Paris' perfume
192. She removed the handmade doll from the stationery folder, stuck a Christmas label over the glue mark and wrote right across the front of the folder in indelible red pen, 'Happy Christmas.'	9	- she - the - handmade doll - the - stationery folder - the - glue mark - the - folder	R1 R2 L1 R2 L1 R2 L2 R2 L1	M3 N16 N16 M2+N19 M2+N19 N16 N16 M2+N19 M2+N19	- Aunt Ethel - a handmade paper doll - a handmade paper doll - the folder of writing paper - the folder of writing paper - the gluey scar - the gluey scar - the folder of writing paper - the folder of writing paper
193. In a moment of spite she added '1967'.	1	- she	R1	M4	- Aunt Ethel
194. She gave it to the Reverend Maude.	2	- She - it	R1 R1	M5 M3+N20	- Aunt Ethel - the folder of writing paper
195. He was ninety-four and had a short memory.	1	- He	R1	0	- the Reverend Maude
196. So did she it seemed in '68 because she gave the Snowfire cream to Lucy for her birthday.	5	- So - she * 2 - the - Snowfire cream	S3 R1 R2 L1	0 M6+N1 M13+N36 M13+N36	- had a short memory - Aunt Ethel - the Snowfire vanishing cream - the Snowfire vanishing cream
197. She arrived unannounced in the dressing-room of the West End theatre while Lucy was on stage and left a note.	1	- She	R1	M7+N1	- Aunt Ethel

Sentence	No. of Ties	Cohesive item	Type of cohesion	Distance	Presupposed item
198. 'Just dropped in on a flying visit with little gifts for my clever God-Daughter.'	4	- dropped in - my - God-Daughter	E2 R1 L5	M8+N1 M8+N1 0	- Aunt Ethel - Aunt Ethel - Lucy
199. Lucy kept the tin in the dressing-room and the other actresses were intrigued by its age, its nostalgia.	6	- the (tin) - tin - the other - actresses - its * 2	R2 L1 R3 L5 R1	M14+ N38 M 14+N38 N1 N1 M14+N38	- a small tin of Snowfire vanishing cream - a small tin of Snowfire vanishing cream - the West End Theatre - the West End Theatre - a small tin of Snowfire vanishing cream
200. The second 'little present' was the filmstar collection which Lucy had so loved as a child.	4	- the (second little present) - present - the (filmstar collection) - filmstar collection	R2 L2 R2 L1	N1 N1 M2+N127 M2+N127	- little gifts - gifts - the filmstar collection - the filmstar collection
201. 'I thought you might like these.	3	- I - you - these	R1 R1 E1	M9+N3 0 M3+N127	- Aunt Ethel - Lucy - the filmstar collection
202. I got them for you especially.	3	- I - them - you	R1 R1 R1	M10+N3 M4+N127 M1	- Aunt Ethel - the filmstar collection - Lucy
203. They're very valuable darling.'	2	- they - darling	R1 R1	M5+N128 M2	- the filmstar collection - Lucy
204. More than Aunt Ethel could know.	1	- more than Aunt Ethel could know.	E3	0	- They're very valuable.
205. How she'd got them from Cousin Violet and what circuitous route they'd travelled, Lucy couldn't guess.	4	- she - them - circuitous route - they	R1 R1 L2 R1	0 M6+N129 N66 M6+N129	- Aunt Ethel - the filmstar collection - the Christmas Chain - the filmstar collection

Sentence	No. of Ties	Cohesive item	Type of cohesion	Distance	Presupposed item
206. There was an outbreak of the professional presents in 1971 but by then Lucy was in Hollywood.	2	- the - professional presents	R2 L1	M1+N60 M1+N60	- the professional presents - the professional presents
207. 'Night in Paris' was still going strong.	1	- 'Night in Paris'	L1	M12+N34	- 'Night in Paris' perfume
208. It travelled around as part of a Boots toilet selection.	1	- It	R1	M13+N34	- 'Night in Paris' perfume
209. The writing paper had to come off the circuit in '68.	4	- The - writing paper - the - circuit	R1 L1 R1 L2	M4+N34 M4+N34 M1+N69 M1+N69	- the folder of writing paper - the folder of writing paper - the Christmas chain - the Christmas chain
210. Lucy's mother had received it from the Reverend Maude and the seven of sixty-seven had been changed to a spidery eight.	1	- it	R1	M5+N34	- the folder of writing paper
211. Lucy's mother was licked.	-				
212. She kept it in the dressing table until she can think of some thing to do with it.	4	- She * 2 - it * 2	R1 R1	0 M6+N35	- Lucy's mother - the folder of writing paper
213. Aunt Ethel wrote to Hollywood where Lucy was playing small parts.	-				
214. 'We so missed you at Christmas but if you do get back to England there's a little welcome home present waiting at your mother's.	4	- We - you * 2 - your	R1 R1 R1	0 0 0	- Aunt Ethel - Lucy - Lucy
215. It may come in useful for your busy career.	2	- It - your	R1 R1	0 M1	- a little welcome home present - Lucy

Sentence	No. of Ties	Cohesive item	Type of cohesion	Distance	Presupposed item
216. We're so proud of you.'	2	- We - you	R1 R1	M1+N1 M2	- Aunt Ethel - Lucy
217. When Lucy finally returned in 1976 after her mother's death, she found the little gift in the sideboard.	4	- finally - returned - the (little gift) - gift	C4 L2 R2 L2	N3 N2 M1+N1 M1+N1	- sentence 213 - get back to England - little welcome home present - present
218. She lifted off the soft blue crepe paper and on a nest of green nineteen-fifties taffeta lay the bottle of 'Night in Paris'.	3	- She - the - bottle of 'Night in Paris'	R1 R2 L1	0 M13+N43 M13+N43	- Lucy - a bottle of 'Night in Paris' perfume - a bottle of 'Night in Paris' perfume
219. She hadn't seen it for years.	2	- She - it	R1 R1	M1 M14+N43	- Lucy - a bottle of 'Night in Paris' perfume
220. Its smell took her back to her school days, Mario Lanza, the crush on the gym teacher, carol singing.	4	- its - her - her - the (crush on the gym teacher)	R1 R1 R1 R2	M15+N43 M2 M2 N104	- a bottle of 'Night in Paris' perfume - Lucy - Lucy - a crush on her gym teacher
221. It also reminded her of the Christmases of the war.	2	- It - her	R1 R1	M16+N43 M13	- a bottle of 'Night in Paris' - Lucy
222. Waking up early in the cold with the blackout still up and under the dim torch light unwrapping a small packet of perfume crayons, six colours and a drawing book, some nuts wrapped in silver paper, a packet of Cadbury's chocolate with purple wrapping, a monkey up a stick, an apple, an orange.	2	- the - blackout	R2 L5	0 0	- the war - the war
223. One year there was the magic of a kaleidoscope.	-				

Sentence	No. of Ties	Cohesive item	Type of cohesion	Distance	Presupposed item
224. She remembered these as being the happy Christmases.	3	- She - these - Christmases	R1 E1 L1	M4+N2 N1 M1+N1	- Lucy - sentence 222 - Christmases of the war
225. She took the folder of writing paper from her mother's dressing table, smelling of mothballs.	4	- she - the - folder of writing paper - her	R1 R2 L1 R1	M5+N2 M7+N47 M7+N47 M5+N2	- Lucy - the folder of writing paper - the folder of writing paper - Lucy
226. She tore off the two strips of satin ribbon and took out a yellowing envelope and sheet of paper.	3	- She - the (two strips of satin ribbons) - satin ribbons	R1 R2 L2	M6+N2 M2+N206 M2+N206	- Lucy - a satin bow - a satin bow
227. She wrote, 'Thank you Aunt Ethel for all the Christmases.	1	- She	R1	M7+N2	- Lucy

APPENDIX C

An Analysis of Cohesion in a Thai Short Story

ราคาของยาย (The Price of Grandma) Written by ศรีดาวเรือง (Sridawreung)

Sentence	No. of ties	Cohesive items	Type of Cohesion	Distance	Presupposed items
1. กลืนผิดใบกะเพราะจนกึกทำให้ทั้งไอทั้งจามกันฟุ้งกระจาย	-				
2. ทิดเรือวัดตะโกนบอกให้ลูกวิ่งไปซื้อเบียร์	-				
3. สีทองน้องสาว ผู้กลับมาเยี่ยมบ้านออกปากสมทบค่าเหล้าอีกครั้ง	-				
4. เด็กแปดเก้าคนหันมาขึ้นแบมือ	-				
5. "อย่าเสือก..."	1	- อย่าเสือก	E2	0	- เด็กแปดเก้าคน
6. ไอ้พวกนี้ชักเคยตัว	1	- ไอ้พวกนี้	R1	M1	- เด็กแปดเก้าคน
7. เห็นผู้ใหญ่ยุ่งเป็นยุ่งมั่ง	1	- เห็นผู้ใหญ่...	E2	M2	- เด็กแปดเก้าคน
8. ทำไม...หา...	1	- หา...	C5	0	- sentence 7
9. ขนมะขี้ดมอดอยากกันนักรี	1	- มอดอยาก	E2	M2+N1	- เด็กแปดเก้าคน
10. ทั้งวันเพ็งขยับจะกินให้สบายซักหน่อย...	1	- เพ็งขยับจะกิน	E2	N7	- ทิดเรือวัด
11. หนอย...จะแตกขึ้นมามั่ง"	2	- หนอย...	C5	0	- sentence 10
		- จะแตก	E2	M3+N2	- เด็กแปดเก้าคน
12. "เฮ้ย...ให้มันไปเถอะวะทิด	3	- เฮ้ย...	C5	0	- sentence 11
		- มัน	R1	M4+N2	- เด็กแปดเก้าคน
		- ทิด	R1	M1+N9	- ทิดเรือวัด
13. มะ.....มาเอาที่อา	1	- มะ	C5	0	- sentence 12
		- มาเอา	E2	M5+N2	- เด็กแปดเก้าคน
		- อา	R1	N9	- สีทองน้องสาว

Sentence	No. of ties	Cohesive items	Type of Cohesion	Distance	Presupposed items
14. เข้า...คนละสองบาทนะ	2	- เข้า - คนละสอง บาท	C5 E3	0 N1	- sentence 13 - มาเอาที่อา
15. อาเองก็ไม่ค่อยเหมือนกันวะ"	1	- อา	R1	M1+N10	- สีทองน้องสาว
16. "ควักบ่อๆ ...เดี๋ยวอามิ่งก็ตกกรด หรงอก"	2	- อามิ่ง - มิ่ง	R1 R1	M2+N10 M6+N4	- สีทองน้องสาว - เด็กแปดเก้าคน
17. พี่สะใภ้ปรัม	1	- พี่สะใภ้	L5	M3+N10	- น้องสาว
18. โบน้ายิ้มละไม	-				
19. นางดักกับข้าววันดูจากกระทะ วางให้น้องผัว	2	- นาง - น้องผัว	R1 L5	N1 M4+N11	- พี่สะใภ้ - น้องสาว
20. "แหม..คูชิทอง...	2	- แหม.. - ทอง	C5 R1	N3 M5+N17	- sentence 16 - สีทองน้องสาว
21. "ไอ้ตัวนี้พี่แกเขารักนักรักหน้าท่า ลงจนหมดแล้ว	1	- พี่แก	L5	M6+N12	- สีทองน้องสาว
22. จะปล่อยตายทิ้งไปก็เสียดาย	2	- จะปล่อย - ตายทิ้งไป	E2 E2	M1+N3 0	- พี่สะใภ้ - ไอ้ตัวนี้
23. พอเห็นมันเหงๆ จันเลยให้เด็ก ทุบหัวเอามาทำกับข้าว...	2	--มัน - จัน	R1 R1	M1 M2+N3	- ไอ้ตัวนี้ - พี่สะใภ้
24. ฟุ่นคำกับข้าวไปตั้งเยอะ...	1	- ฟุ่นคำกับข้าว	E2	M3+N3	- พี่สะใภ้
25. เห็นมัย"	1	- หีนมัย	C5	0	- sentence 31
26. เจ้าผัวรีบโบกมือ	1	- เจ้าผัว	L5	N23	- ทิดเรือวัด
27. "เออน่า... แล้วก็แล้วไปหะ	2	- เออน่า - แล้วก็แล้วไป	C5 E3	N1 N3	- sentence 25 - sentence 21-24
28. พูดยากจะกินไม่เหลือ	2	- พูดยาก - จะกิน	E2 E2	M4+N3 M1+N25	- พี่สะใภ้ - ทิดเรือวัด
29. เข้า...ยาย...คายหมากเขียบมานี่ซี	1	- เข้า...	C5	0	- sentence 36
30. เดียวกรับซักหน่อยพอท้องร้อนๆ กินข้าวอร่อยนะ"	1	- กรับ	E2	0	- ยาย
41. เขายิ้มกริ่ม	1	- เขา	R1	M2+N27	- ทิดเรือวัด

Sentence	No. of ties	Cohesive items	Type of Cohesion	Distance	Presupposed items
32. มองยายแบบเอ็นดูแล้วหันไปคุย ต่อ	1	- มองยาย	E2	M3+N27	- ทิดเรือวัด
33. "มึงรู้ไหม...	1	- มึง	R1	M7+N11	- สีทองน้องสาว
34. ถูบอกให้แกอยู่เลขฯ	2	- ถู - แก	R1 R1	M4+N28 N1	- ทิดเรือวัด - ยาย
35. ไม่ต้องคืนรนอะไร	1	- ไม่ต้องคืนรน	E2	M1+N1	- ยาย
36. ถึงจะเป็นหนี้เป็นสินยังงี้ก็เลี้ยง ได้	2	- เลี้ยง - ถู	E2 R1	M2+N1 M5+N29	- ยาย - ทิดเรือวัด
37. ยายคนเดียวนะ...ทำไมจะเลี้ยงไม่ ได้	1	- จะเลี้ยงไม่ได้	E2	M6+N29	- ทิดเรือวัด
38. แต่ไม่เชื่อ	2	- แต่ - ไม่เชื่อ - ถู	C2 E2 R1	N3 M3+N2 M7+N29	- sentence 43 - ยาย - ทิดเรือวัด
39. ทุกวันนี้ต้องออกไปหาผัก	1	- ต้องออกไปหา ผัก	E2	M4+N2	- ยาย
40. เก็บคำลึง	1	- เก็บ	E2	M5+N2	- ยาย
41. เก็บผักนึ่งไปขาย	1	- เก็บ	E2	M6+N2	- ยาย
42. บางทีกูโมโหโมโห...	1	- กู	R1	M8+N32	- ทิดเรือวัด
43. ทูรศวะ...	1	- ทูรศวะ	E3	0	- sentence 44
44. ใครเขาไม่รู้ว่ายายคนเดียว เลี้ยงไม่ได้	-				
45. แต่นี่ไม่เชื่อ	2	- แต่ - นี่	C2 S1	N2 M7+N5	- sentence 42 - ยาย
46. กูเลยไม่รู้จะทำยังไง	2	- กู - เลข	R1 C3	M9+N35 0	- ทิดเรือวัด - sentence 54
47. ยาย...มาซิ...	-				
48. ผัดไก่กินเถอะ	2	- ผัดไก่ - กิน	R2 E2	N47 0	- ผัดใบกะเพรา - ยาย
49. ...จะได้มีวิคามินมั่ง"	1	- จะได้มี	E2	M1	- ยาย
50. แต่ยายไม่ยอมมา	1	- แต่	C2	N2	- sentence 47

Sentence	No. of ties	Cohesive items	Type of Cohesion	Distance	Presupposed items
51. นางกระเถิบออกไปชิดฝ้าด้านตรงข้ามเพราะที่คับแคบในห้องนี้เป็นทั้งครัวและที่นอนของนาง	2	- นาง * 2	R1	0	- ชาย
52. ถึงเวลาอาหารคราใด ที่ตรงนี้ วุ่นวายนัก	2	- ที่ตรงนี้ - ที่	R2 L1	0 0	- ที่คับแคบในห้องนี้ - ที่คับแคบในห้องนี้
53. นางทำเป็นไม่ใส่ใจก็ลงมองหาขลุ่ยตัวใหญ่ตามแขนขา กะจิงหะเหมาะเมื่อใดก็ได้การ	1	-นาง	R1	M1+N1	- ชาย
54. "ชาย...มากินเถอะ"	-				
55. พวกเหล่านั้นหาได้สนใจนางจริงจิง...	2	- พวกเหล่านั้น - นาง	R1 R1	N51 M2+N2	- ทิด+น้องสาว - ชาย
56. นอกจากพูดไปตามความเคยชิน	2	- นอกจาก - พูด	C2 E2	0 M1+N51	- sentence 55 - ทิด + น้องสาว
57. หญิงชราอายุใกล้เก้าสิบ	1	- หญิงชรา	L3	M3+N3	- ชาย
58. แม้สายตาสายแวว แต่หูที่เคยอื้อมานานกลับคืนดี...	1	- สายแวว	L5	0	- อายุใกล้เก้าสิบ
59. ไม่น่าเชื่อ...	1	- ไม่น่าเชื่อ	E3	0	-sentence 58
60. ...ทำที่อันเลขนี้ หูของนางกำลังสดับตริบฟิง	2	- ทำที่อันเลข - นาง	L2 R1	N6 M4+N5	- ทำเป็นไม่ใส่ใจ - ชาย
61. นานเกือบสองปีทีวันดีกับสีทองไม่ได้มาเยี่ยมบ้าน	-				
62. แต่มาครั้งนี้ดูผิดไป	3	- แต่ - มาครั้งนี้ - ดูผิดไป	C2 R2 E2	0 0 0	- sentence 61 - มาเยี่ยมบ้าน - วันดีกับสีทอง
63. นางเห็นสีทองแก่กล้าราวผู้ชาย	1	- นาง	R1	M5+N7	- ชาย
64. ทั้งดูยากินเหล้าไม่น่าเชื่อ	1	- ดูยากินเหล้า	E2	0	- สีทอง
65. นานๆ นางหันไปทางเหลนโหล่นที่คุยกัน	1	- นาง	R1	M6+N8	-ชาย

Sentence	No. of ties	Cohesive items	Type of Cohesion	Distance	Presupposed items
66. คำกัน	1	- คำ	E2	0	- เหล่น โหล่น
67. หัวเราะกัน	1	- หัวเราะ	E2	M1	- เหล่น โหล่น
68. บางทีก็ลงไม้ลงมือกันด้วย	2	- ก็...ด้วย	C1	N2	- sentence 65-66-67
		- ลงไม้ลงมือ	E2	M2	- เหล่น โหล่น
69. นางชอบมอง	2	- นาง	R1	M7+N11	- ยาย
		- ชอบมอง	E2	0	- วิถีชีวิตที่พวกเขาเติบโต
70. ชอบฟังวิถีชีวิตที่พวกเขาเติบโต	2	- ชอบฟัง	E2	M8+N11	- ยาย
		- พวกเขา	R1	M3+N1	- เหล่น โหล่น
71. ครั้นพอรู้ว่ามีคนมองนางก็จะหันมาตอบขง..	1	- นาง	R1	M9+N11	- ยาย
72. ทำเป็นไม่สนใจ	1	- ทำเป็นไม่สนใจ	E2	M10+N11	- ยาย
73. นานเข้า นางค่อยๆ ทอดกายนอนตะแคง	1	- นาง	R1	M11+N11	- ยาย
74. วางหัวไว้บนท่อนแขน	1	- วางหัว	E2	M12+N11	- ยาย
75. ความเมื่อยล้าโศกเศร้าตลอดช่วงสองวันที่ผ่านมาดูเพิ่งมาระบมในวันนี้	-				
76. ทั้งรถยนต์ รถไฟ รถอีแต้น ทั้งถูกฉุด ถูกลากเพื่อเร่งเดินให้นางทันรถ...	1	- นาง	R1	M13+N12	- ยาย
77. มึนหน้าใจ	1	- มึนหน้าใจ	E3	0	- ทั้งรถยนต์ ทั้ง....
78. นางยังถูกระทบด้วยถ้อยคำเขาะเขี้ยจากพวกหลานที่เลี้ยงมากับมือ	1	- นาง	R1	M14+N13	- ยาย
79. "ฉันทเห็นเค้าทำมานัก	2	- ฉันท	R1	N3 (K)	- สีทอง
		- ทำ	E2	N3 (K)	- งานศพ
80. แต่ไม่เคยเห็นเหมือนหยังงานศพ	2	- แต่	C2	0	- sentence 79
ยายแอบนี้เลย...		- ไม่เคยเห็น	E2	N2 (K)	- สีทอง

Sentence	No. of ties	Cohesive items	Type of Cohesion	Distance	Presupposed items
81. เชื้อไหมจะทิด...	1	- ทิด	R1	M10+N70	- ทิดเรื่อวัด
82. เหล้าหยดเดียวก็ไม่มีเลี้ยงแขก"	2	- ไม่มี	E2	N1	- งานศพยายแอบ
		- แยก	L5	N1	- งานศพ
83. สีทองคืบหนูหรือออกจากปากส่ง เหล้าเข้าแทน	-				
84. "ขนมจีนเดียวก็ไม่มี	1	- ไม่มี	E2	M1+N2	- งานศพยายแอบ
85. แถมตอนสวดศพก็ไม่ใช่ดอกไม้ กำ	1	- แถม	C1	0	- sentence 84
86. มีแต่เงินใส่ซองกับรูปเขียน	1	- มีแต่เงินใส่ซอง	E3	0	- ตอนสวดศพ
87. พระแปดองค์ สวดสองจบเสร็จ	1	- สวดสองจบ	E1	M1	- สวดศพ
88. พระกลับ	1	- พระ	L5	M2	- สวดศพ
89. คนฟังกลับ	1	- คนฟัง	L5	M2	- สวดศพ
90. ไม่ต้องเลี้ยงข้าวต้มเปิบชื้อตอน สวดเหมือนบ้านเรา	1	- สวด	E1	M4	- สวดศพ
91. แยกก็ไม่มีแบบโผล่ขึ้นบ้านมาขอ เหล้าแดก"	1	- แยก	L5	M2+N7	- งานศพ
92. "ขนาดนั้นเชียวรี"	1	- ขนาดนั้น	R2	N9	- sentence 82, 84, 85, 86, 90, 91
93. พี่ชายไม่ได้ไปงานศพมองเห็น คนพูดอย่างพิศวง	2	- พี่ชาย	L5	N97	- น้องสาว
		- คนพูด	L4	N9	- สีทอง
		- งานศพ	L1	M3+N8	- งานศพยายแอบ
94. "จริง...	1	- จริง	E3	N1	- sentence 92
95. ถามที่วันกับยายคู่ก็ได้"	1	- ถาม	E2	N1	- พี่ชาย
96. สีทองนุ้ยไปหาพยาน	-				
97. "ถ้ายายตาย...เราอาอย่างเขามั่ง ฉันว่าคงไม่เปลืองดินะ	2	- เขา	R1	M4+N11	- งานศพยายแอบ
		- ฉัน	R1	0	- สีทอง
98. หญิงขรารู้สึกหุซา...	1	- หญิงขรา	R1	M15+N33	- ยาย
99. งานศพที่ทุกคนพูดถึงนั้นคือศพ ของน้องสาวคนสุดท้องที่อยู่ต่าง อำเภอของนางเอง	2	- งานศพที่ทุกคน พูดถึงนั้น	R2	M4+N13	งานศพยายแอบ
		- นาง	R1	M16+N33	ยาย

Sentence	No. of ties	Cohesive items	Type of Cohesion	Distance	Presupposed items
100. "แต่ข้าวน้ำเขามีเลี้ยงเต็มทีนะ	2	- แต่ - เขา	C2 R1	N8 M5+N13	- sentence 100 - งานศพยายแอบ
101. กับข้าวสองสามอย่าง ส่วนน้ำ ฝนไม่อื่น	1	- กับข้าวสอง สามอย่าง	E2	0	- เขามีเลี้ยง
102. วันดีพูดเสริม	-				
103. "เซอะ...น้ำฝน...	2	- เซอะ... - น้ำฝน	C5 L1	N1 N2	- sentence 102 - น้ำฝน
104. กระจอกนะซี"ไม่ว่า"	1	- กระจอก	E2	0	- น้ำฝน
105. ทิดลืมวัดออกความเห็นพร้อม กับชุดผ้าเบียร์ด้านใน	1	- ทิดลืมวัด	L2	M11+N94	- ทิดเรือวัด
106. มองหา ...พิมพิลาไลย... ไว้ส่ง ไปชิงโชค	1	- มองหา	E2	M12+N95	- ทิดเรือวัด
107. "ฮือ...ไม่กระจอกนะทิด	1	- ไม่กระจอก	E2	M6+N19	- งานศพยายแอบ
108. แยกเขาเป็นร้อยๆ เลย	1	- เขา	R1	M7+N19	- งานศพยายแอบ
109. เออ...ไอนั้นอีกอย่าง...แปลก ดี...ผ้าทอดบังสุกุลไง	1	- เออ...	C5	0	- sentence 108
110. สีทองหูกพูด ตักแก้มแล้ว เปลี่ยนท่าหนึ่ง	-				
111. "ฉันไม่เห็นเขาต้องเชิญแขกผู้มี เกียรที่โหมมาทอดผ้าบังสุกุลก่อน	2	- ฉัน - เขา	R1 R1	0 M8+N21	- สีทอง - งานศพยายแอบ
112. เจ้าภาพซื้อผ้ามาหอบนึ่ง	1	- เจ้าภาพ	L5	M9+N21	- งานศพ
113. แล้วเอามาแจกๆ พวกคนแก่กับ ญาติใกล้ชิดที่หน้าเตานั้น	3	- แล้ว - เอามาแจก - หน้าเตา	C4 E2 L5	0 0 N1	- sentence 112 - ผ้า - ผ้าบังสุกุล
114. แยกบางคนเขาซื้อของมาเอง ด้วยซ้ำ	1	- แยก	L5	M10+N22	- งานศพ
115. ไม่รู้หะ...	1	- ไม่รู้หะ...	C5	0	- sentence 114
116. ถ้ายายคาย...ฉันว่าจะเอายังงี้"	2	- ฉัน - ยังงี้	R1 S3	M1+N4 N35	- สีทอง - อย่างงานศพยาย แอบ

Sentence	No. of ties	Cohesive items	Type of Cohesion	Distance	Presupposed items
117. สีทองตั้งมั่น	-				
118. เฮ้ย...เอ็งเอาแต่ใจเอ็งไม่ได้นะ	2	- เอ็ง * 2	R1	0	- สีทอง
119. เอ็งกะพี่วันไปอยู่กรุงเทพฯ ก็ทำได้สิ	3	- เอ็ง - พี่วัน - ทำ	R1 R1 S2	N1 N59 M1+N37	- สีทอง - วันดี - ทำอย่างงานศพ ยายแอบ
120. แต่กูยังอยู่ที่นั่นทำยังงั้นไม่ได้	3	- แต่ - กู - ยังงั้น	C2 R1 S3	0 M13+N107 M2+N37	- sentence 130 - ทิดเรือวัด - ทำอย่างงานศพ ยายแอบ
121. เวลาไปบ้านเขา เขาก็เลี้ยงไม่ อื่น เหล้ายาปลาปิ้ง	1	- ไปบ้านเขา	E2	M14+N107	- ทิดเรือวัด
122. แถมยังเอาไฮโลไปขำได้ด้วย	2	- แถม - เอาไฮโลไป ขำ	C1 E2	0 M15+N107	- sentence 121 - ทิดเรือวัด
123. ถ้าเราไม่ทำอย่างเขา เขามีค่าเอา แฮร์	2	- อย่างเขา - เขา	S3 R1	0 N1	- sentence 121- 122 - เขา
124. อะไรก็พอว่า แต่งานบ้านตัว เองอดเข่าไฮโลนี่กว่าแฮ	1	- กู	R1	M16+N108	- ทิดเรือวัด
125. ทิดพูดสูงๆ ต่ำๆ เพราะเบียร์เริ่ม ออกฤทธิ์	1	- ทิด	L1	M17+N108	- ทิดเรือวัด
126. ส่วนสีทองก็ชักเสียวคังเพราะ ฤทธิ์เหล้าเสีย	1	- ส่วน...ก็	C1	0	- sentence 125
127. "แต่ทิดคุณะ...	2	- แต่ - ทิด	C2 R1	N2 M18+N109	- sentence 124 - ทิดเรือวัด
128. หลังจากงานเวลาเราเป็นหนี้ใคร ที่ไหนมาช่วยเราบ้าง	1	- งาน - เรา	L1 R1	N3 M19+N109	- งานบ้านตัวเอง - ทิด+สีทอง
129. เราเป็นเจ้าภาพจะมีเวลามานั่ง กินนั่งเล่นได้ไงกัน	2	- เรา - เจ้าภาพ	R1 L5	M20+N109 M1+N3	- ทิด + สีทอง - งานบ้านตัวเอง

Sentence	No. of ties	Cohesive items	Type of Cohesion	Distance	Presupposed items
130. ทั้งหัวหน้าหัวหลัง	1	- ทั้งหัวหน้า หัวหลัง	E2	0	- เข้าภาพ
131. ไม่ระวัง...	1	- ไม่ระวัง	E2	M1	- เข้าภาพ
132. เดียวคนตายก็ขายคนเป็น"	2	- เดียว	C3	0	- sentence 131
133. หญิงชราพลิกขยับท่าใหม่	1	- หญิงชรา	L3	M17+N67	- ชาย
134. เวลานี้นางอยากเหลือเกินที่จะ มองพวกนั้นให้เต็มตา...	2	- นาง - พวกนั้น	R1 R1	M18+N67 N57	- ชาย - พวกหลานที่เลี้ยง มากับมือ
135. อยากดูซิว่าหน้าตามันเป็นอย่าง ใดเติบโตไปแค่ไหน	2	- อยากดู - มัน	E2 R1	M19+N67 M1+N57	- ชาย - พวกหลานที่เลี้ยง มากับมือ
136. สีทองขมมือขัดจางหะ	-				
137. "เออ... ว่าแต่เรื่องนี้ค่อยพูดกัน ใหม่	3	- เออ... - เรื่อง - นี่	C5 L3 S1	N4 N21 N21	-sentence 132 - ถ้าขายตาย... - ถ้าขายตาย
138. เดียวแตกมาแล้วจะลืม	1	- แตกมาแล้ว	E2	N2	- สีทอง
139. คือว่าที่มานี้ฉันอยากปรึกษา เรื่องขายที่ดิน	2	- มาที่นี่ - ฉัน	R2 R1	N77 M1+N2	- มาเยี่ยมบ้าน - สีทอง
140. ใครจะซื้อ	1	- ซื้อ	E2	0	- ที่ดิน
141. ทิดช่วยหาคนซื้อให้ได้ไหม	2	- ทิด - คนซื้อ	R1 E2	M21+N121 M1	- ทิดเรื่อวัด - ที่ดิน
142. ฉันเองนานๆมาที จะขายเอาเร็ว คงไม่ได้	2	- ฉัน - ขาย	R1 E2	M2+N4 M2	- สีทอง - ที่ดิน
143. เงินมันไม่ค่อยพอใช้	-				
144. ตอนนี้เป็นหนี้เขาเกือบหมื่น	1	- เป็นหนี้	E2	M3+N5	- สีทอง
145. แหม... ใครนะว่าอยู่กรุงเทพฯ ร่ำ รวย"	-				
146. สีทองไม่สบตา	-				
147. ปลอ่ยให้พี่ชายหัวเราะชอบใจ	2	- ปลอ่ย - พี่ชาย	E2 L5	0 N143	- สีทอง - น้องสาว

Sentence	No. of ties	Cohesive items	Type of Cohesion	Distance	Presupposed items
148. "ของกูเองบอกขายตั้งนานแล้ว ยังขายไม่ได้เลย..."	2	- ของกูเอง - บอกขาย	E1 E2	M3+N5 0	- ที่ดิน - พี่ชาย
149. "อ้าว"	1	- อ้าว	C5	0	- sentence 148
150. น้องสาวหัวเราะก๊าก	1	- น้องสาว	L1	M1+N145	- สิทองน้องสาว
151. "ทิดเขาเหมือนกันเรอะ..."	2	- ทิด - (เอา)เหมือน กัน - เอา	R1 R3 L5	M22+N129 N11 N11	- ทิดเรือวัด - ขายที่ดิน - -ขายที่ดิน
152. ฉันคิดว่าที่ดินที่ขายแบ่งให้ฉันจะมีฉันเป็นคนแรกเสียอีกที่คิดก่อน"	3	- ฉัน * 3 - คิด	R1 E2	M2+N146 M1+N11	- สิทองน้องสาว - เรื่องขายที่ดิน
153. มากในปากชักห่มครส..	-				
154. ขยงหัวขึ้นมายุชานหมากลง ร่อง แล้วเริ่มจัดหมากพลูออกมา ตะบันใหม่	-				
155. แต่ทว่าครั้งนี้ดูเสียงตึง-ตึง-ตึง ที่ได้ยินจะตะบันขึ้นเหมือน โกรธ	3	- แต่ทว่า - ครั้งนี้ - เสียง ตึง-ตึง-ตึง	C2 E1 L5	0 0 0	- sentence 154 - จัดหมากพลูออกมาตะบัน - ตะบัน
156. "ฉาปณกิจที่พี่วันทำให้ขายนี้จะได้ชักเท่าไร"	1	- พี่วัน	R1	M1+N96	- วันดี
157. "คงหมื่นกว่าๆ"	1	- คงหมื่นกว่าๆ	E3	0	- sentence 156
158. พี่สาวพูดเบาๆ	1	- พี่สาว	L5	M2+N97	- วันดี
159. เสียงคำหมากของยายหยุดลง กลางคันตอนนี้	1	- ตอนนี้	R2	0	- sentence 158
160. "ขาดทุนไปแล้วคิดดูสิ..."	1	- ขาดทุนไปแล้ว	E2	N3	- ทำฉาปณกิจ
161. เดือนละร้อย...	1	- เดือนละร้อย	E3	M1+N3	- ทำฉาปณกิจ
162. ส่งมาซื้อสิบกว่าปี	1	- ส่ง	E2	M2+N3	- ทำฉาปณกิจ

Sentence	No. of ties	Cohesive items	Type of Cohesion	Distance	Presupposed items
163. ตอนของเราถ้าสมาชิกตอนนั้นมีมากก็ได้มาก	3	-สมาชิก -ของเรา -ได้	L5 R1 E2	M3+N3 M3+N101 M3+N3	- ฌาปนกิจ - วันดี - ฌาปนกิจที่ทำให้ยาย
164. แต่ที่ผ่านมามีเห็นมีใครได้ถึงสองหมื่นสักคน"	2	- แต่ - ได้	C2 E2	0 M4+N3	- sentence 163 - ฌาปนกิจที่ทำให้ยาย
165. "ไอ้ไอ... จี๊ก็เย่ซี"	1	- ไอ้ไอ - จี๊	C5 S1	0 N4	- sentence 164 - ขาดทุน
166. สีทองเสียงดัง	-				
167. "มีแต่เขาทำแล้วได้กำไร	1	- ทำ	E2	M5+N5	- ฌาปนกิจ
168. นี่ทำแล้วขาดทุนทำทำไม"	3	- ทำ - ทำ - ขาดทุน	E2 S2 L5	M6+N5 M6+N5 0	- ฌาปนกิจที่ทำให้ยาย - ฌาปนกิจ - กำไร
169. ตึง!-ตึง!-ตึง!	1	- ตึง!-ตึง!-ตึง!	L1	M1+N13	- เสียงตึง-ตึง-ตึง
170. เสียงตะบันหมากดังขึ้นมาใหญ่	1	- เสียงตะบันหมาก	L4	M2+N13	- เสียงตึง-ตึง-ตึง
171. "ที่แรกจะทำให้แม่ก็ไอ้ๆ เอ้อๆ	2	- ทำ - ไอ้ๆ เอ้อๆ	E2 E2	M7+N7 M4+N108	- ฌาปนกิจ - วันดี
172. คิดไปว่าแม่อยู่ยังไม่มาก ทำให้ยายก่อนก็แล้วกัน...	2	- คิดไปว่า - ทำ	E2 E2	M5+N108 M8+N7	- วันดี - ฌาปนกิจ
173. แต่ที่ไหนได้"	1	- แต่ที่ไหนได้	C2	0	- sentence 172
174. "แต่ที่ไหนได้...แม่เสียตายไปก่อนยาย"	-				
175. น้องสาวต่อถ้อยคำให้อย่างเห็นข้า	1	- น้องสาว	L5	M3+N13	- พี่สาว
176. แต่ไม่มีคนข้า	1	- แต่	C2	0	- sentence 175
177. หญิงชราล้มตัวลงนอนใหม่	1	- หญิงชรา	L3	N22	- ยาย

Sentence	No. of ties	Cohesive items	Type of Cohesion	Distance	Presupposed items
178. นางนอนเหยียดขาและส่ายตัว เพราะรู้สึกเศษหมากจะล่องเข้าคอจนต้องตะแคงตัวไถ่	1	- นาง	R1	M1+N22	- ยาย
179. ไม่มีใครรู้ว่านางคิดอย่างไร	1	- นาง	R1	M2+N22	- ยาย
180. ไม่มีใครสนใจด้วยซ้ำว่านางได้ยินบทสนทนาว่าด้วย "ราคา" ของนาง	2	- นาง * 2	R1	M3+N22	- ยาย
181. "เฮ้ย	1	- เฮ้ย	C5	0 (K)	-sentence 182
182. อีทอง...จะนอนก็ลุกขึ้นกางมุ้ง"	1	- อีทอง	R1	N15	- สีทอง
183. หญิงชราคันมุ้งจากกองผ้าที่วางสุ่มอยู่ข้างกายโยนให้	2	- หญิงชรา - โยนให้	L3 E2	M4+N24 M1+N15	- ยาย - สีทอง
184. "โศจนเป็นควายแล้วยังไม่รู้จักปูที่หลับปัดที่นอน"	1	- โศจนเป็นควาย	E2	M2+N15	- สีทอง
185. นางหิมพำ	1	-นาง	R1	M5+N25	- ยาย
186. ความขุ่นเคืองหดหาย	-				
187 ความรัก ความอาทรเต็มเปี่ยมขึ้นมาแทน	1	-แทน	E2	0	- ความขุ่นเคือง
188. "ไม่รู้จะแตกทำไมหนักหนา	1	-ไม่รู้	E2	M6+N27	- ยาย
189. อีห่า...ลุกขึ้นกางมุ้งลิ่วไย...	2	- อีห่า - กางมุ้ง	R1 L2	M3+N19 N4	- สีทอง - ปูที่หลับปัดที่นอน
190. มึงจะนอนให้ขุ่ขามรีไ้"	1	- มึง	R1	M4+N19	- สีทอง
191. สีทองจ้วงเงยลุกขึ้นนั่ง	-				
192. ผมหยิกยุ่ง	-				
193. ปรีดาแดงเรื่อขึ้นมอง	1	- ปรีดา	E2	N1	- สีทอง
194. และพอเห็นมุ้งก็หยิบคลื่อออกมาคลุมหัวคลุมตัวแล้วนอนคุ้ยคลั่งใหม่ข้างๆ ยาย	2	- และ - เห็น	C1 E2	0 M1+N1	sentence 193 สีทอง
195. หญิงชราเอียงคอดูการกระทำของหลานสาว	2	- หญิงชรา - หลานสาว	L3 L5	0 0	- ยาย - ยาย

Sentence	No. of ties	Cohesive items	Type of Cohesion	Distance	Presupposed items
196. โกรธก็โกรธ	1	- โกรธ	E2	M1	- ยาย
197. แแต่กลับหัวเราะออกมาสุดกลั้น	2	- แแต่	C2	0	- sentence 196
		- หัวเราะ	E2	M2	- ยาย
198. หันไปมองอีกห้อง	1	- หัน	E2	M3	- ยาย
199. หลายคนกำลังเพลันทิว. ที่เจ้า ทิดเรือวัดซื้อมาด้วยเงินผ่อน	1	- เจ้าทิดเรือวัด	L1	M23+N173	- ทิดเรือวัด
200. "อีห- ไม่พันญ"	3	- อีห-	R2	M2+N7	- สีทอง
		- ญ	R1	M4+N1	- ยาย
		- ไม่พันญ	E3	N18	- ลูกชิ้นกางมุ้ง
201. นางคำพลางลูกชิ้นดั่งมุ้งออก จากตัวสีทอง	1	- นาง	R1	M5+N1	- ยาย
202. นานปีมาแล้วที่แม่ของมันตาย เพราะกินเหล้า	1	- มัน	R1	0	- สีทอง
203. นี่ลูกเห็นท่าจะรับเอาเชื้อแม่ไว้ อีกคนละมั่ง...	1	- ลูก	L5	0	- แม่ของมัน
204. นางสะท่อนใจ	1	- นาง	R1	M6+N3	- ยาย
205. หลิงขรเวียนหัว	1	- หลิงขรเว	L3	M7+N3	- ยาย
206. นางรู้สึกโลกที่นางอยู่โคลงเคลง มาตั้งแต่ได้ข่าวน้องคนสุดท้องตาย จากไป	2	- นาง * 2	R1	M8+N3	- ยาย
207. นางแปลกใจ	1	- นาง	R1	M9+N3	- ยาย
208. ทำไมหนอพี่น้องหลายคนถึงได้ ตายไปก่อนนาง...	-				
209. พี่ฟุ้ง... พี่อบ... พี่ตอง... ทิด กลอง... ทิดเปลี่ยน... ทิดไม้... อี เปรี๊ยะ... ตอนนีถึงที่อีแอบ	2	- พี่... อีแอบ	R1	0	- พี่น้อง
		- ถึงที่อีแอบ	E3	0	- ตายไปก่อน
210. นี่ตายกันหมดแล้วหรือไง	1	- ตาย	E2	M1	- พี่น้อง
211. ทำไมเหลือแต่ญ!	1	- ญ	R1	M10+N5	- ยาย
212. "ชวด..."	1	- ชวด	R1	M11+N5	- ยาย

Sentence	No. of ties	Cohesive items	Type of Cohesion	Distance	Presupposed items
213. เสียงเหลนคนหนึ่งดังขึ้นปลุก ภวังก์	1	- เหลน	L5	M12+N5	- ยาย
214. "ถ้าชวดตาย...ชวดอยากให้มี งานใหญ่หรืองานเล็ก"	2	- ชวด * 2	R1	M13+N5	- ยาย
215. หญิงชราองหน้าเหลนชายรุ่น หนุ่ม ลูกของไอ้ทิดเรือวัดที่มักชอบ ล้อหลอก	2	- หญิงชรา - ไอ้ทิดเรือวัด	L3 L1	M14+N5M N24+N197	- ยาย - ทิดเรือวัด
216. "ฉันเห็นอาจะพ่อเขาถึงกัน"	3	- ฉัน - อา - พ่อ	R1 R1 R1	0 M3+N209 M25+N197	-เหลนชาย -สีทองน้องสาว -ทิดเรือวัด
217. "เออ...ญาติแล้วก็แล้วกัน..."	1	- ญาติ	R1	M15+N6	- ยาย
218. เรื่องของมิ่ง	2	- เรื่องของมิ่ง - มิ่ง	E3 R1	N3 M1+N1	- งานใหญ่หรือ งานเล็ก - เหลนชาย
219. มิ่งจะปล่อยให้แรงกินก็ตามใจ มิ่ง"	3	- มิ่ง * 2 - จะปล่อยให้ แรงกิน	R1 E2	M2+N1 M16+N6	- เหลนชาย - ยาย
220. "แหม... ไม่ถึงจันทรรอกชวด"	3	- แหม - จันทรรอก - ชวด	C5 S3 R1	0 N1 M17+N7	- sentence 232 - ปล่อยให้แรงกิน - ยาย
221. แต่ฉันเองคิดว่าทำให้อยู่คงดีนะ	3	- แต่ - ฉัน - ทำ	C2 R1 S2	0 M3+N3 7	- sentence 233 - เหลนชาย - จัดงาน
222. ฉันจะได้บวชให้ชวดใจ	2	- ฉัน - ชวด	R1 R1	M4+N3 M18+N8	- เหลนชาย - ยาย
223. งานนี้สงฆ์มีพระเถระเยอะแยะ เต็มลานวัด...	1	- งานนี้ - งาน	R2 L1	N9 N9	- งานศพ - งานศพ
224. คิดดูสิ"	1	- คิดดูสิ	C5	0	- sentence 223
225. เด็กหนุ่มนั่งลงกางมือออกนับ เสียงดัง	1	- เด็กหนุ่ม	L3	M5+N5	- เหลนชายรุ่น หนุ่ม

Sentence	No. of ties	Cohesive items	Type of Cohesion	Distance	Presupposed items
226. "พวกฉันสามคน ลูกของอาสี่ คน ลูกของป้าหนึ่งคน ลูกของลุงสิบ คน... เห็นมั๊ย	1	- พวกฉัน	R1	N11	- ลูกของไอ้ทิดเรือ วัด
227. พระสาม เณรสิบห้า รวมได้สิบ แปด...	1	- พระ-เณร	L5	N4	- บวช
228. รับรองงานชวดใหญ่แน่ๆ"	2	- รับรอง - งานชวด	E2 L1	M6+N7 M1+N13	- เล่นชาย - งานศพ
229. เด็กหนุ่มทำท่าขมวดคิ้ว	1	- เด็กหนุ่ม	L3	M7+N7	- เล่นชายรุ่น หนุ่ม
230. แต่สีหน้าแววตาล้อเลียน	1	- แต่	C2	0	- sentence 229
231. หญิงชราออกท่าจะคำให้	2	- หญิงชรา - คำ	L3 E2	M19+N16 M8+N8	- ยาย - เล่นชายรุ่นหนุ่ม
232. แต่แล้วก็คล้ายกับยิ้มออกมา	2	- แต่แล้ว - ยิ้มออกมา	C2 E2	0 M20+N16	- sentence 231 - ยาย
233. นางก้าวเดินลงเรือนไปอย่าง เงิบๆ เหมือนเช่นทุกวันที่เคยทำ	1	- นาง	R1	M21+N16	- ยาย
234. "ไปเก็บผักด้วยคนสิ...ชวด"	2	- ชวด - ไปด้วยคน	R1 E2	M22+N16 M9+N10	- ยาย - เล่นชายรุ่น หนุ่ม
235. เด็กหนุ่มตะโกนไล่หลังอย่างไม่ มีความหมาย	2	- เด็กหนุ่ม - ตะโกนไล่หลัง	L3 E2	M10+N10 M23+N16	- เล่นชายรุ่น หนุ่ม - ยาย
236. แสงแดดยามเที่ยงแผ่ระยิบ	-				
237. หญิงชราเดินขึ้นไปถึงทางรถไฟ ที่อยู่เยื้องกับตัวสถานี	1	- หญิงชรา	L3	M24+N17	- ยาย
238. เส้นผมของนางสั้นขาวอมเทา	1	- นาง	R1	M25+N17	- ยาย
239. เสื้อแขนยาวสีเขียวยาวออกเก่า ซีด	-				
240. นางเดินไปบนไม้หอมฉ่ำๆ เหมือนไม่รู้สึกร้อนหนาว	1	- นาง	R1	M26+N18	- ยาย

Sentence	No. of ties	Cohesive items	Type of Cohesion	Distance	Presupposed items
241. ปลอยเท้าก้าวอย่างไม่มั่นคง พลาคที สะคุดที่...	1	- ปลอยเท้า ก้าว ย่าง	E2	M27+N18	- ยาย
242. ช่างมัน!	1	- ช่างมัน	E3	0	- พลาคที สะคุดที่
243. หญิงชราไม่รับรู้ความในใจของ ใคร	1	- หญิงชรา	L3	M28+N19	- ยาย
244. ไม่เห็นแววตาสื่อสมเพชของ ใคร	1	- ไม่เห็น	E2	M29+N19	- ยาย
245. นางรับรู้แต่เพียงสายตามั่วๆ ของนางมิงงานจะต้องทำ	2	- นาง * 2	R1	M30+N19	- ยาย
246. นางสอคล้าย	1	- นาง	R1	M31+N19	- ยาย
247. นางค้นหา	1	- นาง	R1	M32+N19	- ยาย
248. นางมีประโยชน์	1	- นาง	R1	M33+N19	- ยาย
249. หญิงชราขมมือขึ้นป้องแดด	1	- หญิงชรา	L3	M34+N19	- ยาย
250. เข้ม้มองยอดคำถึงที่เกลี่ยยาว	1	- เข้ม้มอง	E2	M35+N19	- ยาย
251. ส่วนในใจคิดว่าเดี๋ยวนางจะผ่าน ขึ้นไปบนสถานีและจะเดินไปทาง ตลาดเพื่อซื้อยาแก้ไข้สองซอง	2	- คิด - นาง	E2 R1	M36+N19 M36+N19	- ยาย - ยาย
252. กับซื้อขนมติดมือไปฝากโหล่น	2	- กับ - ซื้อ	C1 E2	0 M37+N19	- sentence 251 - ยาย
253. โหล่น...ไม่ใช่หลาน	1	- โหล่น	L1	0	- โหล่น
254. หลานนะมันโตกันหมดแล้ว	2	- (หลาน) นะ - หลาน	R2 L1	0 0	- หลาน - หลาน
255. ราคาของนาง คือ ชีวิตที่เติบโต นับจากหลานมาถึงโหล่น	1	- นาง	R1	M38+N22	- ยาย
256. และในอีกไม่ช้า...นางก็จะจาก ไป	2	- และ - นาง	C1 R1	0 M39+N22	-sentence 255 - ยาย
257. "...ป่านนี้คงเถียงกันเหมือนเดิม"	2	- เเถียงกัน - เหมือนเดิม	E2 R3	M1+N2 N38	- หลาน - เเถียงกัน
258. นั่นคือในใจของนางเมื่อเเถอม เก็บยอดคำถึง	2	- นั่น - นาง	S3 R1	0 M40+N23	- sentence 257 - ยาย

Sentence	No. of ties	Cohesive items	Type of Cohesion	Distance	Presupposed items
259. แต่อนิจจา... นางเก็บไม่ถึง	3	- แต่ อนิจจา - นาง - เก็บ	C5 R1 E2	0 M41+N23 0	- sentence 258 - ยาย - ขอดำสั่ง



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