

A Comprehensive Pragma-Discoursal Analytic Structure of Racism

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بنية تحليلية شاملة للتداولية والخطابات للعنصرية

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Abstract:

The current paper attempts to exhaustively investigate and analyse 'Racism' from a pragma-discoursal perspective. Racism is defined as a statement on 'Race' and 'Racial Prejudice' as," arranging groups hierarchically in terms of psychological and cultural characteristics that are immutable and innate." (U.N OHCHR: 2005:4). Racism is based on colour, social, religious, cultural or linguistic reasons within society. However, this issue has not fully considered in linguistic studies in general and a pragma-discoursal investigational analysis .To bridge this gap, the present work tries to scrutinize the racist discourse pragmatically, concentrating on the pragma-discoursal notions and their relevant strategies that construct the pragma-discoursal structure of racism. Thus, this paper tries to answer major questions including: 1- why racist discourse devices are employed in mass media? Are there any discoursal a pragmatic devices that are used to actualize an d show racism? To answer such questions, the present study hypothesizes that:

الملخص:

تحاول الورقة الحالية إجراء تحقيق شامل وتحليل "العنصرية" من منظور خطابي عملي. تُعرّف العنصرية بأنها بيان عن "العرق" و "التحيز العنصري" على أنه "ترتيب المجموعات بشكل هرمي من حيث الخصائص النفسية والثقافية غير القابلة للتغيير والفطرية (تقرير الأمم المتحدة/المنذوب السامي ؛ ٢٠٠٥). تستند العنصرية إلى أسباب ملونة أو اجتماعية أو دينية أو ثقافية أو لغوية داخل المجتمع. ومع ذلك ، فإن هذه المسألة لم تؤخذ بعين الاعتبار بشكل كامل في الدراسات اللغوية بشكل عام والتحليل التحقيقي للخطاب العملي. ولسد هذه الفجوة ، يحاول العمل الحالي تمحيص الخطاب العنصري بشكل عملي ، مع التركيز على المفاهيم العملية والخطابية واستراتيجياتها ذات الصلة التي تبني الهيكل العملي للخطاب العنصري. لذلك تحاول هذه الورقة الإجابة على أسئلة رئيسية منها: ١- لماذا تستخدم وسائل الخطاب العنصري في وسائل الإعلام؟ هل هناك أي خطاب أو أدوات براغماتية تُستخدم لتحقيق عنصرية العرض؟ للإجابة على مثل هذه الأسئلة ، تفترض الدراسة الحالية أن: بعض الأدوات المتناسكة تُولف البنية الخطابية للعنصرية بما في ذلك القواعد النحوية والمعجمية ، والشفافية ، والتسمية التي يتم استخدامها بشكل متكرر في تحليل الخطاب العنصري. كذلك ، فإن الأدوات التداولية تشكل تركيباً تداولياً للعنصرية بما في ذلك أفعال الكلام ، والتأملات ، والافتراضات المسبقة ، والمبادئ التعاونية ، والتأدب. على أساس الأسئلة والفرضيات المذكورة أعلاه ؛ نستنتج أن الخطاب العنصري يمكن تحليله من خلال

some cohesive devices compose the discoursal structure of racism including the grammatical and lexical ones, transparency, nominalization that are used frequently in analyzing the racist discourse. Also, pragmatic devices compose pragmatic structure Of racism including speech acts, deixis, presupposition, cooperative principles and politeness. On the basis of the questions and hypotheses that are stated above; it is concluded that the racial discourse can be analysed through ideologies and speech acts, implicature with cohesive devices. The racists can employ the pragma-discoursal strategies that support most devices that are used frequently in favor of racist discourse.

Key words: Racism, Racist Discourse, Cohesive Devices, Pragmatic Notions and Pragma - Discoursal Devices.

الأيدولوجيات وأفعال الكلام المتضمنة بأدوات متماسكة. يمكن للعنصريين استخدام استراتيجيات الخطاب الواقعي التي تدعم معظم الأدوات التي يتم استخدامها بشكل متكرر لصالح الخطاب العنصري.

الكلمات المفتاحية: العنصرية ، الخطاب العنصري ، ادوات الترابط الخطابية ، المفاهيم البراغماتية ، البراغماتية - الوسائل الخطابية..

Section One

Introduction

Discourse Analysis (D.A.) is a broad field of linguistics which comprises various branches of linguistics among them pragmatics. D.A. is very important in studying and analyzing racism phenomenon that can be defined as the belief that human beings may be divided into separate and exclusive biological entities that are called races. Racism is also based on religious, political, economic, informational devices, legal system and institutions where race, racial inequalities, and discrimination are clear in skin colour, social factors, wealth, health, education, education and other fields.

1.1. The Problem of the Study

The current study concerns itself with analyzing the pragma-discoursal devices that employed in racism, thus, it tries to answer the following questions:

- (1) Why the racist discourse devices are employed in the mass media?
- (2) Are there any pragma - discoursal devices used to actualize and show some racist purposes?
- (3) What are the commonest pragma - discoursal devices and strategies that are utilized in the selected English and Arabic media - texts under analysis ?
- (4) Are there any model(s) of analysis that can actualize the aims and verify the hypotheses of the current study?

1.2. The Aims of the Study

This study aims to:

- 1- Identify the pragma - discoursal structure of racism.
- 2- Determine the major pragma - discoursal devices that are utilized for launching, maintaining and terminating racism.

3- Scrutinize the pragma - discoursal strategies that are employed by racists to actualize their aims.

1.3. The Hypotheses of the Study

Based on the aims of this work, it is hypothesized that :

- 1- Cohesive devices compose the discoursal structure of racism, including the lexical and grammatical ones, transparency and nominalization that are used frequently in analyzing the racist discourse.
- 2- Pragmatic devices compose pragmatically the structure of racism including Speech acts, cooperative maxims, deictic devices and politeness.

1.4. The Procedures of the Study

To actualize the aims of this study and verify its hypotheses the following procedures are adopted:

- 1- Surveying briefly the relevant literature of the pragmatic and discoursal fields of racism .
- 2- Employing the eclectic model that it develops in the present study to analyze and scrutinize the racism.

1.5. The Value of the Study

It is hoped, that this study will be valuable to those who are interested in studying racism depending more importantly on the pragma-discoursal devices. The findings of the study are expected to be useful in the pedagogic , political and social aspects .

Section Two Introduction

Racism (racialism) can be defined as the belief that human beings may be divided in to separate and exclusive biological entities that are called races. In this consideration, racism is regarded as a key form of many planned and interactive strategies containing expression of hatred and hostility in dealing with minorities within a society based on the racial, religious, social, cultural and skin colour.

Many researchers including van Dijk have adopted the thought of race relying on discourse and pragmatics to form racial types of marginalized people in society, like black people.

This study explains the tightened relationships between discourse and pragmatics that are reflected on the racist discourse as follows:.

2.1. Race

Race is a social concept that artificially divides people into distinct groups based on certain characteristics such as physical appearance (particularly skin color), ancestral heritage, cultural affiliation, cultural history, ethnic classification ... racial categories subsume ethnic groups ". Wijeyasinghe, *et al.* (1997: 88).

2.2. Racism (Racialism)

Racism, also is called racialism, is based on the belief that humans are divided into different and separate biological entities called "races". Thus, there is a relation and linkage between the inherited physical characteristics and

characteristics of personality, morality, intellect as well as other behavioral and cultural traits, therefore, some races may be innately superior than others. "the term 'racial discrimination' shall mean any distinction, exclusion, restriction or preference based on race, colour, descent, or national or ethnic origin which has the purpose or effect of nullifying or impairing the recognition, enjoyment or exercise, on an equal footing, of human rights and fundamental freedoms in the political,

economic, social, cultural or any other field of public life.”(The office of the United Nations,2005:4).

Racism may result in destroying societies like what happened in Lebanon, Yugoslavia , Rwanda and other countries. We should study this phenomenon well to a void its negative results and to keep the world peoples live with each other peacefully and happily. "The systemic subordination of members of targeted racial groups who have relatively little social power in the U. S. A. (Blacks, Latino, as Native Americans, and Asians), by the members of the agent racial group who have relatively more social power (whites) –*Article Wijeyesinghe, C. L., Griffin, P. and Love, B. (1997:88 – 89)*, this quotation represents one aspects of the racial expressions .

Also, race is "A social construct that artificially divides people into distinct groups based on certain characteristics such as physical appearance (particularly skin color), ancestors heritage, cultural affiliation, cultural history, ethnic classification Racial categories subsume ethnic groups" *ibid*, p. 88 .

Racism can be applied to many fields like, political, social, religious, cultural or legal systems and institutions that are based on discrimination on the bias of racial inequalities due to income, wealth, civil right, health care and other fields. Most of racism possibly is based on different races (mainly blacks and whites) and this leads to having their own distinct societies and found their own schools, hospitals and churches and it may be that members of different races can't marry from each other. Racism is not limited to a specific place or time. Racism is affected by cultural, economic, religious or historical reasons.

Discursive practices may have major ideological effects, that is, they can help to produce and reproduce unequal power relations between (for instance, social classes, women and men and ethnic groups through the way in which they present things and position people ,Heyland & Partridge (2011: 40).

2.3. Contemporary Racism

Recently, racism tends to be a global phenomenon importantly affected by western invasions and racialized work within the social classes such as when the high class people try to exploit the low class people - But so many countries now seem to be moving away from unmarked racisms as in the U.S.A, South Africa and Latin America. "Anyway, moving racial imagery can be transmitted through popular media, which helps to promote the convergence of national racism.

Van Dijk,(1993:17) puts different traditions which includes conversations, ethnography, pragmatics and social factor of text and talk that relate to racism , "the leading elites in politics, the media, scholarship. education, corporate business, and many other domains control the access to valued social resources and privileges ,and thus are mainly responsible for inequality between majority and minority groups".

2.4. Racism and Discourse

Wodak & Reisigl, (2001:2), identify five discursive strategies in the discriminatory utterances:

- 1- " Referential or nomination strategy, which constructs and represents social factors as in-groups and out-groups.
- 2- Predication strategies which make use of stereotypical and evaluative attributions of negative and positive traits.
- 3- Argumentation strategies and topoi which are used to justify positive and negative attributions.
- 4- Prospecting, farming, or discourse representation through which speakers express their involvements= in discourse and position their point of view.
- 5- Intensifying and mitigating strategies ----- the illocutionary force of racist-----."

2.5. Every Day Talk and the New Racism

Many racial ideologies and formations are used in everyday conversations and interactions in political elections, T.V interviews, social interactions, religious meeting ...etc.

See "New Racism" (Barker 1981), racial expressions are discourses depend on culture to give a universalized character or intrinsic feature to a superior cultural self on the inferior cultural other, where most of the white social classes consider themselves in higher positions than the blacks.

2.6. Racism Framework

The widest study of racism relies on the relationships between discourse and text. As for discourse it is related to what is said or written referring to ethnic minorities depending on the contents of discourse whereas, textual analysis depends on the ways of the content formulation such as style, conversational ideologies, rhetoric, argumentative, narrative structure or ethnic prejudices. The media is able to convey mutual knowledge, implicit ideologies of social groups and events that most majority know little about.

" The systematic study of textual or conversational structures is the more specific task of discourse analysis."(van Dijk ,1991:45)

2.7. Language Ideology and How it is Used in Racism

Actually , there is a central and strong relationship between language and ideology in pragmatics, sociolinguistics as well as linguistic anthropology. Many pragmaticians explained a new style in the study of ideology in language , via, suitable devices , tools and theories of pragmatics and discourse analysis by *Morris, Carnap, Pierce, Levinson ,Searle, Verschueren and others*. "Language has privileged contribution to the development of ideology, its highly observable nature and the valuable tools developed by linguistic pragmatics for the study of ideology as dynamic process all points to the importance of studying language use or discourse when engaged in ideology research", see (*Verschueren :2012*).

Pragmatic rules provide an explicit or implicit set of sociological rules for the functional analysis of language use ideology. People may use political sense, values of ideology yet broader, socio-cultural sense with political entailments in their talking of racism.

2.8. Racism in the Press

" Racism remains one of the most pernicious problems of white society. Though often less blatantly and overtly than in the past, it is continuous to permeate racial and ethnic relations in Europe, North America and other westernized countries ". (Van Dijk, 1991: ix).

" Third World' it is often in these events occupy the headlines of the world media as in some news reports, articles, TV and radio interviews and items ", (Van Dijk, 1991:1–2).Black lives often draw attention to racism in social media to show emotions and sentiments against people of another colour.

Van Dijk,(1993:17) puts different traditions which includes conversations, ethnography, pragmatics and social factor of text and talk that relate to racism , "the leading elites in politics, the media, scholarship. education, corporate business, and many other domains control the access to valuated social resources and privileges ,and thus are mainly responsible for inequality between majority and minority groups".

Launching Stage Act Stage (LRAS)

Pragmatic Components		Discoursal Components	
SA	Deixis	LCD	GCD



Maintaining Racism Act Stage (MRAS)

Pragmatic Components					Discoursal Components		
SAs	Presupposition	Politeness	Implicature	Transparency	Nominalization	GC	LD



Terminating Racism Act Stage (TRAS)

Pragmatic Components		Discoursal Components	
Assertive SAs	Expressive SAs	GCD	LCD

Figure (1) A Pragma-Discoursal Structure of Racism

Section Three

Racism: A Pragma-Discoursal Perspective

3.1. Pragmatics in Speech Acts of Racism

3.1.1. Speech Act Theory

'Speech Act Theory' is a theory that is related to language usage which is mainly refers to how people use language in their communication .A speech act in linguistics and the philosophy of language is an utterance that has preformation function in language and communication . Pragmatic theories were found on the listener -relation to the utterance. The utterance is tackled as structure to achieve specific effect on the interlocutors.

A speech act can be defined, in linguistics and the philosophy of language as an utterance which includes performative function by communication. Austin (1962) develops performative utterances by his theory of locutionary, illocutionary and perlocutionary levels. Recently, philosophers and extension that speech acts theory to discourse analysis based on speech acts are not in isolation in communication process and they appear in units of communication which are known as discourse or conversations.

Speech acts are intrinsic aspect of pragmatics, this is related to the meanings depending on the (MR) member's resources of context. People can use many pragmatic components like "speech acts" which are due to (*Austin's most well-known work: 1962*) 'How To Do Things With Words'. Speech acts include three parts:

i- Locutionary Act (What is said): the Basic Act of Speech.

"The utterance of a sentence with determinate sense and reference." (**Levinson, 1983:236**). Locutionary acts help us tom understand the linguistic terms of meaning and reference.

Example:

"I will go to Baghdad" is a statement whereby 'go' means a literal going.

ii- Illocutionary Act (the Intention of Speech) :

"The making of a statement ,offer, promise, etc.in uttering a sentence, by virtue of the conventional force associated with it (or with its explicit performative paraphrase)." (**ibid**) . Illocutionary act indicates the speaker's intention, via, producing an utterance. Illocutionary acts are classified by Searle (1969) into:

1- Declaratives that change the world through their utterances.

Example you are fired.

2- Representatives that assert or describe statements

Example the sun is so hot,

3- Expressive are statements of pleasure, happiness ,sadness ,,etc.

Example : I am so glad.

4- Directives that express what the speaker wants

Example : Could you pass the salt?

5- Commissives that include promises, refusals, threats ,,,etc.

Example : I will back soon.

We can say that every sentence has both locutionary and illocutionary forces

Example: How would you like to remove this chair from the way ?

This sentence from the locution point of view it is a question ,but it has the illocutionary intention of a command.

iii- Perlocutionary Act (Effect of Speech) :

"The bringing about of effects on the audience by means of uttering a sentence, such effects being special to the circumstance of utterance," (**ibid**). Perlocutionary act may have an effect on the addressee like order, request...etc.

Example:

'Leave now' or 'I will call the police'. This utterance will generally make the listener leave.

3.1.2. Speech Acts and Conversation:

In fact, the theory of speech acts is first created by **Austin (1962)** and it was developed by his student **Searle (1969)**. Austin (1962) in his book "How To Do Things With Words" proposes perform certain things when articulating certain utterances. Austin introduces three types of acts which can be performed by an utterance. He calls these three locutionary acts (the utterance of any sentence with its determinate sense and references, illocutionary act (what is done) and perlocutionary act (the effects of an utterance on the audience).

Example:

- Ali asked me to help him. (locutionary act) is a statement that referring to literal help.
- I am coming now may be taken as an apology or warning (illocutionary act).

Come here soon! (perlocutionary ,order)

Van Dijk (1977: 213) states that speech acts usually in sequences such as an assertion followed by an explanation or addition (an assertion followed by a correction or alternative, or an assertion followed by a denial or contradiction. Example:

- I need money. Can you lend me a thousand dollars?

In the example above, the first speech act is executed to establish conditions for the following speech act. It can be said that the former provides a reason for the latter.

Yule (1996: 17) mentions that it is possible to consider reference as an act in which a speaker employs to recognize something as in referring to forms of proper nouns/noun phrase and pronouns .

3.2.1. Politeness

Politeness is a pragmatic field that focuses on saying things in a specific way via spoken or written discourse. The most effective study in

politeness is Brown and Levinson's theory (1987) whose their notion of face concept depends on that of Coffman's (1967) and the English traditional notion of face which are related to humiliated, embarrassed or losing face in case of threatening face. "As a technical term, face means the public self-image of a person. It refers to that emotional and social sense of self that everyone has and expects everyone else to recognize". (Yule, 1996: 60).

Due to Brown and Levinson 's theory "Politeness, in an interaction, can then be defined as the means employed to show awareness of another person's face. Politeness can be accomplished in situation of social distance or closeness....".

Example: a. Excuse me, Mr. Buckingham, but can I talk to you for a minute? (Social distance)

b. Hey, Bucky, get a minute? Social closeness .

The concept of face is divided in to positive and negative faces. Lakoff (1973) suggests a conversational maxim method to politeness as this maxim can be regarded as an expansion of the cooperative principle.

Thus, Grice's maxims may be complemented by other principles or rules. Leech (1983) proposes additional interactive maxims as a completing principle for Grice's cooperative principle. He puts politeness within the field of social aims which based on interpersonal rhetoric instead of illocutionary aims.

"I am aware that people typically use 'polite' in a relative sense : that is, relative to some norm of behavior which ,for particular setting, they regard as typical. The norm may be that of a particular culture or language community." Leech(1983: 84) .

The principle of politeness tries to reduce or mitigates the impoliteness effects and maximize the politeness effects.

Example. Mother : Someone has drunk the juice in the refrigerator.

Daughter : It wasn't ME . (with - rising falling intonation on the emphasized ME) .A parent depends on implicature principle as a hint of a possible fault to be more polite than a direct accusation by the parent utterance 'You have drunk the juice in the refrigerator' . In this case, the daughter would be insulted. The 1st sentence violates two of Grice's

maxims of quantity and for relation but it is still under the politeness principle. Politeness creates a distance between the participants as in the case of a boss and his employees like usage of Mr. or Mrs. or famous replies as in the Military (Sir yes sir).

3. 2.2. Leech's Politeness Maxims

Leech, (1983:131) postulates his politeness maxims that are complementary to Brown and Levinson's (1987) *Politeness Theory*. 'Leech's politeness Maxims are:

- Answer the phone!
 - Will you answer the phone?
 - Could you possibly answer the phone? etc.
- (Leech, 1983: 107-08)
- Less polite
↑
↓
more polite

ii- *The Generosity Maxim*

Minimize benefit to self : Maximize cost to self

- You must come and have dinner with us. (Leech, 1983: 133)

iii - *The Approbation Maxim.*

Minimize dispraise of others : Maximize praise of self.

A: Her performance was outstanding ! B: Yes, wasn't it. (Leech, 1983: 135).

iv - *The Modesty Maxim.*

Minimize praise of self: Maximize dispraise of self

A: They were so kind to us. B: Yes, they were, weren't they? (Leech, 1983: 136).

v- *Agreement Maxim*

Minimize disagreement between self and other: Maximize agreement between self and other. (Leech, 1983: 132).

Example. Son: "Mum, can we go to the zoo? Mum: Let's go to the zoo".

(vi) *Sympathy Maxim*

(a) Minimize antipathy between self and other. Maximize sympathy between self and other.

Example:

Carl: "Sorry, May, but I am in a hurry to". May: "I know". Carl is feeling sorry that he was forced to go quickly and leave May alone. Carl shows his sympathy with May also, shows his sympathy with Carl.

3. 3. Presupposition

" Presupposition is a kind of pragmatic inference, namely presupposition, that does not seem at least to be based more closely on the actual linguistic structure of sentences , we shall conclude, however, that such inferences cannot be thought of as semantic in the narrow sense, because they are too sensitive to contextual factor ".(Levinson, 1983: 167).

presupposition depends on effects presuppose that causes principle.

Example.

a) Jack wrote Sam a note, presupposing that Sam could read.

b) My friend married Mary's sister, presupposing that Mary had a sister .

The wh-cleft construction consists of a clause introduced by a wh-word ,usually what ,a form of verb to be ,and the especially focused element: a noun phrase, an infinitive clause, or a finite nominal clause(Geurts ,1999,89)

example: what I need is another cup of tea.>> I need something.

In pragmatics, conventional and pragmatic presuppositions are discussed. The first one is less dependent on context than the second one. For example, would you like some tea? Suggests that tea is prepared.

However, pragmatic presuppositions depend mainly on the context of an utterance.

Prior to that, Yule (1996: 27 – 8) suggests that there are three types of presupposition: existential, lexical and structural.

i- Existential presuppositions are associated with definite descriptions. Example: Mary's book is useful

a >> there exists someone called Mary.

b >> Mary has a book.

ii- Lexical presupposition are those arisen by certain forms such as

a-implicative verbs Geurts (1999:85) explain that lexical presupposition by stating that in saying someone managed to do something ,the verb managed, carries asserted and presupposed meaning. Example Sam managed or did not solve the problem . "presupposes john tried to solve the problem.

b- Factive verbs he (ibid:1986) mentions "factive is used in the classification of verbs ,referring to a verb which takes a complement clause ,and where the addresser presupposes the truth of the proposition expressed through the clause ."these verbs according to Geurts are realize, regret ...etc. express the truth therefore they are called factive.

Example: He regrets helping her >> He helped her.

C - Iterative

Iterative is used to refer a repeated an event .

Example, He wrote another poem. >> he wrote a poem before.

iii- Structural presuppositions i.e. presupposed structure that is a part of a structure which is assumed to be true.

iv- *Example:* They stopped playing tennis >> They used to play tennis.

3. 5. The Cooperative Principle: (Grice:1974)

This principle is based on the following maxims:

(i) The Quality Maxim: Make your contribution one that is true. Don't say what you believe is false, or for which you lack adequate evidence.

(ii) The Quantity Maxim: make your contribution as is required, but not more, or less, than is required .

(iii) The Relation (Relevance) maxim: Be relevant, (a participant should not switch the main topic of the conversation).

(iv) The Manner Maxim: Be clear , brief and orderly, simply a speaker must not utter vague expressions.

3.6. Implicature

Implicature is a linguistic term that refers to an utterance when it is said indirectly or implicitly. This term was coined by the American philosopher Grice in 1975 starting a new linguistic field within pragmatics to increase the pragmatic scope.

Example: (A) Would you mind going to the cinema?

(B) I have an examination tomorrow.

" Implicature is a component of speaker meaning that constitutes an aspect of what is meant in a speaker's utterance without being part of what is said".(Horn and Ward, 2006: 3).

As a matter of fact, Grice's theory of implicature is divided into two parts:

(i) Conversational implicature

Grice was concerned largely with conversation implicature as it is mainly related to general characteristics of discourse such as coherence, cohesion, discourse markers paralinguistics. (Example. body language) and ways of taking turns. The cooperative principle and the maxims of conversation. Grice claims that there are four maxims in the conversational exchange. These four maxims make the interlocutors cooperating with each other. This principle and Grice's maxims play a vital role in emerging implicature.

(ii) Conventional implicature

Conventional implicature was briefly introduced by Grice to be independent of the four maxims and cooperative principle. Conventional implicature is based on conventional meaning of specific words such as also, anyway, but, only, too...etc and grammatical structures.

Example. Sam is poor, but happy. 'But' in this sentence implicates a sense of contrast ,i.e., in spite of Sam's poverty he is happy.

3.1. Discoursal Aspects of Racism

3.1.1. Grammatical Cohesive Devices.

Due to Halliday and Hasan (1976) there are four grammatical cohesive devices ,that is, reference, substitution, ellipsis and conjunction.

i- Reference

Reference is a word that refers to another word .Reference includes two kinds ,i.e., anaphoric and cataphoric concepts. Morley (1985:76) sees reference the meaning relationship which links full lexical expression of an entity or circumstance with the performance /substitution to which it refers.

ii- Substitution

Substitution happens when we replace an item by another one to avoid repetition.

iii- Ellipsis

Ellipsis refers to the deletion or omission of a word or a phrase from speech or writing ,but it is understood from the sentence context.

iii- Conjunction

In fact there are four kinds of conjunction : additive, casual ,adversative and temporal conjunction.

3.1.2. Lexical Cohesive Devices

According to Halliday and Hasan (1976) lexical cohesive ties are repetition, lexical set, members, synonyms, antonyms, hyponyms, general terms, metonymy and collocations.

3.2. Media Transparency

Media Transparency is a concept for determining why and how information and news are conveyed via different means. The public who take care of a specific issue will attempt to affect the decisions. Transparency creates any participation within the political and social processes through media.

Metaphor uses probably the structures of a phrase for a particular concept that

can be understood as a component of the expressed proposition as Participate to the truth conditional content of the sentence.

Example: If I squeeze my brain I will solve the problem.

3.3. Nominalization

Nominalization is changing either a verb or other class of word into a noun as formal written English tends to use nouns more than the other classes of word, for example employment rather than employ judgment rather than judge and so on. From another point of view Nominalization, is changing verbs (action or events) into nouns or noun phrases (things, concepts or people).

Thus, the text can recently be focusing on objects or concepts ,for example,. I tried to do charity". Here it is possible to turn the verb tried to the noun trying. Nominalization helps to turn an action to be concept and this leads to make our writing more abstract and also more formal. I raised money for the Orphan Foundation .The charity doing raised money for the orphan Foundations. The repeated use of nominalization is indication to the variety in formality between the model texts.

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