

## CHAPTER 3

### ASPECTS OF DISCOURSE COHESION IN THE STORY OF THE BLIND MAN AND THE LAME MAN

#### 3.0 Introduction

This chapter presents the cohesive devices found in The Story of the Blind Man and the Lame Man. Its content analyzes and discusses each type of the discourse cohesive devices as well as illustrates the discussed device through examples from the text. The analysis follows the framework that has already been introduced in chapter 2, which includes (1) Cohesion through identity: Repetition, Reference, Substitution, Ellipsis, (2) Cohesion through lexical relations: Part-whole Relationship, Synonym, Hyponymy, Collocation, and (3) Cohesion through Conjunction: Additive Conjunction, Adversative Conjunction, Causal Conjunction, Temporal Conjunction. A brief summary of the text's genre and its content will be given first and followed by the analysis in section 3.2.

#### 3.1 The Story of the Blind Man and the Lame Man

This Lahu Si folktale is the story about the journey of two friends, the blind man and the lame man, who went through various circumstances together along their trip. The folktale consists of 30 sentences, starting from introducing the two major participants who set off on a journey (to an unspecified destination) which brings them a variety of experiences. A summary of the story is as follows.

Long time ago there were a blind man and a lame man who were friends. Since the blind man could not see he was the feet for the lame man, and because the lame man could not walk he sat on the blind man's neck and was the eyes for him. Together they set out on a journey.

As they went on the journey, they found a large field rake, a huge turtle, and a big and loud mango wooden gong, which they took and carried along with them. As they stayed over night in the jungle on their trip, a big tiger came to eat them while they were sleeping on top of each other. However, having slept in that position, the tiger thought they were an abnormal person who had two heads so it was scared and went away. As they continued on their journey, they arrived at a big cave and went in. The cave was the jungle ghost's home and there they found the jungle ghosts' babies. While they were having fun playing with the jungle ghost's babies, the mother came back and

found both of them. She started to threaten them making them afraid of her by showing them her large comb, her big flea, and her big loud gong. Instead of fearing her, both men in return took out the field rake, the turtle, and the mango wooden gong and intimidated her. Having seen that, she was so scared that she took all her babies and ran away.

After the jungle ghost left, the two friends went back into the cave and found a lot of treasure. They took all the treasure and carried it home. Once they arrived at the edge of the village, they started to divide the treasure. But the lame man, being greedy, knowing that his friend could not see, gave very little to the blind man. Though the blind man could not see, he knew all of this by feeling his portion of the divided treasure. He was very angry at his friend so he punched the lame man's legs very hard over and over again that his legs' muscles were released and he was able to walk again. Likewise, once being hit by his friend, the lame man used his fist and punched fiercely in between his friend's eyes over and over again that his eye sight was restored and he was able to see. Then both of them were restored to their normal physical state and divided the treasure equally. They were in harmony with each other and each of them went back to their home.

### **3.2 Cohesion through identity**

“Identity links to identical forms, identical meaning, or identical reference or denotation” (Dooley and Levinsohn 2001:29). Following are four subcategories that will be studied under ‘Identity’: cohesion through repetition, reference, substitution, and ellipsis.

#### **3.2.1 Repetition**

Repetition includes the repetition of an entire expression or a recognizable part of it. The fact that the same reference is repeated over and over again throughout the whole discourse makes the discourse coherent and, therefore, contributes to the cohesion. In this story, both types of repetition are employed as a means of cohesive device and which are discussed below.

##### **3.2.1.1 Whole or exact repetition**

According to Dooley and Levinsohn (2001), the entire expression is repeated in a whole or exact repetition. However, since other noun modification elements such as adjectival verbs or adjectives<sup>22</sup>, number and classifier, plural marker, subject

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<sup>22</sup> See footnote 10 on page 11 for detailed information on Lahu adjectival verbs.

focus marker, object marker, and possessor and possessive marker are parts of the noun phrase in Lahu Si, there are very few occurrences of exact repetition if one follows this definition strictly. Therefore, adjustment will be made to its application in this thesis by excluding all other noun modification elements but an adjectival verb of size or gender, and a head noun. The adjective of size or gender is the first element in the order of noun modification elements in the Lahu Si noun phrase.

Examples of whole or exact repetition found in The Story of the Blind Man and the Lame Man are given below. The examples are categorized into the major participants and minor participants and props. They are shown in the following table.

	Lahu Si name	Gloss
<b>Major Participants</b>	<i>mehz cox var</i>	blind man
	<i>khi kuhq var</i>	lame man
	<i>phid ta ngawehd ye ma nux</i>	the jungle ghost
<b>Minor Participants and Props</b>	<i>gaz laz nux</i>	big field rake
	<i>awg khud buhq daq jad che cehng kor nux</i>	big loud mango wooden gong
	<i>hax kor nux</i>	large cave
	<i>pawd pehg nux</i>	big turtle

Table 7: Major and minor participants and props in The Story of the Blind Man and the Lame Man

The noun phrase referring to the major participants of the story can be repeated in this form when they are mentioned in the story. This occurs with all of the major participants in the text; however, only one example will be given to illustrate this. In the following example, references to the two major participants, *mehz cox var* and *khi kuhq var* ‘the blind man’ and ‘the lame man’, are repeated exactly as they were already introduced. Example (1), sentence 08 and 22, shows that both participants are mentioned in the exact same form. This will be shown in bold.

(1) The story of the blind man and the lame man (S 08)

Khehte lehq **mehz cox var** haq puhd cuh vid lehq **khi**  
 And **eye blind male** OM to carry with strap cause to COMPL **foot**  
 conj **n v adj** Pn v Vv Pv Punf **n**

**kuhq var** vawr awg thag lo taz mi lehq cehng kor nux haq  
**cripple male** FOC the top LOC\_place climb sit COMPL gong big OM  
 v **adj** prt n Pn v v Punf n adj Pn

dawz gid ve kae che yaog ced.  
 hit for\_pleasure indicative go IND DECL REPORTED  
 v Vv Puniv v Puniv Puf disc

And then [he] had **the blind man** carry it and **the lame man** sat on top and hit the large gong as [they] went.

The story of the blind man and the lame man (S 22)

Khaz jad huh gaeg lehq ix mag pehg daq che  
 village edgeof LOC\_place arrive\_at COMPL 3Dual divide reciprocal REL  
 n n Pn v Punf pro v Pv Puniv

te yand **khi kuhq var** awr lehr **mehz cox var** mehzh mad  
 time **leg cripple male** subject focus marker **eye blind male** eye NEG  
 n **n v adj** prt **n v adj** n adv

mawg cheaq te lehq yawd phawd awr vawr kha peh ke lehq mehzh  
 see because 3S side half FOC a lot put\_into COMPL eye  
 v conj pro n prt adv v Punf n

cox var phawd awr vawr a cehax lehax pehg ke vid che yaog  
 blind male side half FOC very\_little divide put\_into to IND DECL  
 v adj n prt adv v Vv Pv Puniv Puf

ced.  
 REPORTED  
 disc

When they arrived at the edge of the village and they divided [the treasure], **the lame man** put a lot on his half and put only a little on the blind man's half because **the blind man** couldn't see.

The minor participants and props in this story can also appear in the whole or exact repetition form when being mentioned in the latter part of the story after they are already introduced. One example of a prop appearing in the whole repetition form is given below, as all props follow the same pattern. In example (2) the inanimate object *gaz laz nux* 'big field rake' (S#05 and #15), appears in the whole repetition form.

(2) The story of the blind man and the lame man (S 05)

Che kheh awg chawd te daq che awg khuhn yaq kaw tod kae  
 this friend make reciprocal REL inside path walk go  
 det n v Pv Puniv n n v v

lehq ti mi lo gaeg gha meh x **gaz laz nux**  
 COMPL wet rice field LOC\_place arrive\_at able\_to insistence **field rake big**  
 Punf n

ted mag haq mawg lehq  
 one piece OM see COMPL ...  
 num clf Pn v Punf

At the time they were being friends like this, they [sat out on a journey and] walked and they arrived at a rice field. There, they saw **a big field rake** and ...

The story of the blind man and the lame man (S 15)

Ix mag liz yug ve-a lar che **gaz laz nux**  
 3Dual FOC bring to indicative motion\_to\_speaker DIR REL **field rake big**  
 pro disc v Puniv prt Pv Puniv n adj

haq yug mar vid lehq  
 OM pick\_up\_and show to COMPL ...  
 Pn vV v Pv Punf

Those two took out and showed [her] **the large field rake** which [they] had brought along and ...

### 3.2.1.2 Partial repetition

The following examples show that, in a partial repetition, only part of the entire expression is repeated. Example (3) shows the location *mehz cox var ve kuhr thag lo* 'top of the blind man's neck' which appears in S#03 is repeated partially as *kuhr thag lo* 'top of the neck' when it occurs again in S#21.

(3) The story of the blind man and the lame man (S 03)

U thad lo mehz cox var he lehq khi kuhq var awg chawd  
 there TEMP LOC time eye blind male and foot cripple male friend  
 det adv Pn n v adj conj n v adj n

te daq che awg khuhn khi kuhq var awr lehr **mehz**  
 make reciprocal CHE inside foot cripple male subject focus marker **eye**  
 v Pv Pu n n v adj prt n

**cox var ve kuhr thag lo** mi che yaog ced.  
**blind male genitive neck top LOC place** sit IND DECL REPORTED  
 v adj Puniv n n Pn v Puniv Puf disc

Once upon the time, there were a blind man and a lame man who were friends, and the lame man sat on **the blind man's neck**.

The story of the blind man and the lame man (S 21)

yawd	vawr	kuhr	thag	lo	kawq	taz	mi	ve
... 3S	FOC	neck	top	LOC_place	subsequently	climb	sit	indicative
pro	prt	n	n	Pn	vV	v	v	Puniv

lehq  
COMPL ...  
Punf

... [he] climbed on [his] neck and ...

### 3.2.2 Reference

Halliday and Hasan (1976:31) state that,

reference is the specific nature of the information that is signaled for retrieval. In the case of reference the information to be retrieved is the referential meaning, the identity of the particular thing or class of things that is being referred to; and the cohesion lies in the continuity of reference, whereby the same thing enters into the discourse a second time.

In fact, reference is generally subcategorized into two groups: situational reference (exophora or exophoric reference) and textual reference (endophora or endophoric reference). This thesis focuses only on endophoric reference in which the reference may be either anaphoric (reference to preceding text) or cataphoric (reference to following text). Three types of reference are investigated in this text: personal reference, demonstrative reference, and comparative reference.

#### 3.2.2.1 Personal reference

According to Halliday and Hasan (1976:37), 'personal reference' is a reference which functions in a speech situation through the category of person. It is categorized into three classes: personal pronouns, possessive adjectives or possessive determiners, and possessive pronouns.

Similarly, Beekman (1965) states that "the term 'pronominal forms' is used to refer both to pronouns and to affixes which indicate person." According to this statement, pronouns and affixes are two major devices used for making reference to a person in a discourse. Since Lahu Si and the other Lahu languages do not have any affix system, the focus of this analysis is on pronouns.

Pronouns are “a system of substitute words” (Larson 1998:131). They are used in a noun phrase position in order to refer back to someone or something that has previously been mentioned or introduced. Larson (1998:133) notes that each language has its own pronominal system, which

“sets up obligatory categories...Basic to all pronominal systems is PERSON; that is, the speaker [FIRST PERSON], the one spoken to [SECOND PERSON], and other persons [THIRD PERSON]. Additional features will vary, but it is very common to distinguish NUMBER. NUMBER may include SINGULAR, DUAL, PLURAL, and COLLECTIVE.”

Based on the three categories of personal reference by Halliday and Hasan (1976) above, only the personal pronoun category is found in *The Story of the Blind Man and the Lame Man*. There is no evidence of the use of a single form of possessive adjectives and possessive pronouns in this story and it is likely that Lahu Si does not have it at all as English does. However, even though the language does not have this type of possessive adjectives and possessive pronouns, it has possessive markers *ve* and *ved* to mark a possession on both nouns and pronouns.

There are altogether eight pronouns found in ‘The blind man and the lame man’. They are categorized into three subgroups of person including first person, second person, and third person. First person pronouns are the first person singular *ngag* ‘I’ and the first person plural exclusive *ngag hehd* ‘we’. Second person pronouns are the second person singular *nawg* ‘you’, the second person dual pronoun *nig mag* ‘you (two)’, and the second person plural *nig hehd* ‘you (all)’. Third person pronouns are the third person singular pronoun *yawd* ‘he/she’, the third person dual pronoun *ix mag* ‘they (two)’, and the third person plural pronoun *i hehd* ‘they’. These pronouns are summarized in the following table.

<b>Lahu Si</b>	<b>Gloss</b>
<i>ngag</i>	1S
<i>ngag hehd</i>	1PI (exclusive)
<i>nawg</i>	2S
<i>nig mag</i>	2Dual
<i>nig hehd</i>	2PI
<i>yawd</i>	3S
<i>ix mag</i>	3Dual
<i>i hehd</i>	3PI

Table 8: Personal pronouns in *The Story of the Blind Man and the Lame Man*

### 3.2.2.2 Demonstrative reference

Demonstrative reference is a form of verbal pointing to a locative reference, i.e. “the speaker identifies the referent by locating it on a scale of proximity” (Halliday and Hasan 1976:57). It functions as the deictic words that either relate information back to what is already stated or to the text that immediately follows. Thus, the demonstrative reference found in The Story of the Blind Man and the Lame Man will be discussed based on the scale of proximity found in this text: near, far, neutral, and with deictic sense.

The demonstratives found in this story are categorized into two classes: determiner and adverb. These two categories are determined by both the scale of proximity and its syntactic function in a clause, that is, whether it is a ‘Modifier/Head’ or an ‘Adjunct’.

Two determiners are used in this text. The first determiner discussed is *u ve* ‘that’, which indicates the idea of ‘far’ and is always used as a modifier of the head noun. In example (4) the noun functions as an adverbial phrase of location in the clause. The noun phrase is in bold and the determiner is underlined within that noun phrase.

(4) The story of the blind man and the lame man (S 13)

Hax kor	<u>u ve</u>	khuhn	awr lehr		phid ta ngawehd	ye	ma	nux
cave	<b>that</b>	in	subject focus marker		jungle_ghost	mother	female	large
n	<u>det</u>	Pn	prt		n	n	adj	adj

teq	kheh	awg yad	jad	phoz	lar	che	yaog
one	non-human	offspring	give_birth	pile_up	asseverative	IND	DECL
num	clf	n	v	v	Pv	Puniv	Puf

ced.

REPORTED

disc

In **that cave** were the jungle ghost's babies.

The second determiner is *che kheh* ‘this’ which sometimes can appear as *che kheha* ‘this (certain)’ without any change in meaning. *Che kheh* is a cataphoric reference which has the proximity of ‘near’. An example of this is shown below in (5) where *che kheh* appears in bold and is underlined within the noun phrase where they occur.



(5) The story of the blind man and the lame man (S 05)

<b>Che</b>	<b>kheh</b>	<b>awg</b>	<b>chawd</b>	<b>te</b>	<b>daq</b>	<b>che</b>	<b>awg</b>	<b>khuhn</b>	yaq	kaw	tod	kae
<b>this</b>		<b>friend</b>		<b>make</b>	<b>reciprocal</b>	<b>REL</b>	<b>inside</b>		path	walk	go	
<b>det</b>		<b>n</b>		<b>v</b>	<b>Pv</b>	<b>Puniv</b>	<b>n</b>		<b>n</b>	<b>v</b>	<b>v</b>	

lehq  
COMPL ...  
Punf

[At] **this** time that they were being friends, they [sat out on a journey and] walked and ...

The other class of demonstratives found in this story is the adverb class. Two types of adverbs are employed, consisting of the spatial location adverbs and temporal location adverbs.

The spatial location adverb has the proximity of 'near' and is realized as *chor lo* 'here' in the text. It can be seen in example (6).

(6) The story of the blind man and the lame man (S 14)

koz	che	"Nig	hehd	chaw	yad	<b>chor</b>	<b>lo</b>	a	thoq	ca	tod
... speak	IND	2Pl	human	<b>this_place</b>	<b>LOC_place</b>	what	go_and	walk			
v	Puniv	pro	n	<b>n</b>	<b>Pn</b>	INT	vV	v			

cheawg le" lehd koz lehq  
question thus speak COMPL ...  
interrog disc v Punf

... and said, "What are you two humans doing **here (at this place)**?" and ...

The temporal location adverbs found in the text can indicate nearness, *te pawz awr lehr* 'one\_time (now\_TEMP)', as shown in example (7) or distance, *u thad* 'there\_TEMP', as illustrated in example (8) below.

(7) The story of the blind man and the lame man (S 31)

<b>Te</b>	<b>pawz</b>	<b>awr</b>	<b>lehr</b>		gha	ve-a
<b>one</b>	<b>time[event]</b>	<b>subject</b>	<b>focus</b>	<b>marker</b>	obtain	indicative motion_to_speaker
<b>num</b>	<b>adv</b>	<b>prt</b>			v	Puniv prt

lar	che	phu	kawg	si	kawg	u	ve	haq	kha	sur	suar	te
DIR	REL	silver	cup	gold	cup	that	OM	be_the_same	emphasize	make		
Pv	Puniv	n	n	n	det	Pn	adv					vV

pehg daq lehq  
divide reciprocal COMPL ...  
v Pv Punf

So **now** [they] divided that treasure which [they] had evenly and ...

(8) The story of the blind man and the lame man (S 17)

U	thad	ix	mag	liz	yug	puhd	ve-a		lar
there	TEMP	3Dual	FOC	bring_and	carry	indicative	motion_to_speaker		DIR
det	adv	pro	disc	vV	v	Puniv	prt		Pv
che	pawd	pehg	nux	haq	kawq	yug	mar	vid	lehq
REL	turtle		large	OM	subsequently	pick_up_and	show	to	COMPL
Puniv	n		adj	Pn	vV	vV	v	Pv	Punf
									...

At that time those two took out and showed [her] the large turtle which [they] brought along and ...

### 3.2.2.3 Comparative reference

Indirect reference by means of identity or similarity is referred to as a comparative reference. The reference may be anaphoric, or cataphoric or even exophoric depending on its referent point. It is anaphoric if it refers back to what precedes it, and it is cataphoric if it refers forward to the text that follows. However, if it refers to an extralinguistic referent point, in which the hearer (in his/her interpretation of the text) relates it to his/her physical situation or life experience, it is exophoric.

Based on the English comparative reference system, comparative reference can be categorized into two groups<sup>23</sup>: general comparison which compares the likeness and unlikeness of two things without respect to any particular property, and particular comparison which compares things in terms of quantity or quality. In English, these comparisons are done through the class of adjectives and adverbs.

In this Lahu Si text only one type of comparative reference is found, particular comparison. In addition, there are only two uses of this comparison type throughout the whole text.

In example (9) a particular comparison is used in comparing the amount of the divided treasure and is shown in the text with *kha peh* 'more' and *a cehax lehax* 'only a little'.

<sup>23</sup> See p. 32 for further discussion on comparative reference in English.

(9) The story of the blind man and the lame man (S 26)

Kheh liz khi kuhq var awr lehr khar ni pawz pehg  
 however! leg cripple male subject focus marker how two time[event] divide  
 conj n v adj prt adv num adv v

liz yawd phawd awr vawr **kha peh** ke lehq meh z cox var  
 FOC 3S side FOC **a lot** put\_into COMPL eye blind male  
 disc pro n prt **adv** v Punf n v adj

phawd awr vawr **a ce hax lehax** pehg ke vid cheaq te lehq yawd nez nag  
 side FOC **very\_little** divide put\_into to because 3S angry  
 n prt **adv** v Vv Pv conj pro v

jad che yaog ced.  
 very IND DECL REPORTED  
 Vv Puniv Puf disc

But he was very angry because the lame man, in dividing the two parts, put **more** on his side and **only a little** on the blind man's side.

The second example, (10), which contains a particular comparison, also refers to the Lame man and the Blind man dividing the treasure. However, this time they divide it evenly comparing the two halves with the word *kha sur suar* 'to be the same'.

(10) The story of the blind man and the lame man (S 31)

Te pawz awr lehr gha ve-a lar  
 one time[event] subject focus marker obtain indicative motion\_to\_speaker DIR  
 num adv prt v Puniv prt Pv

che phu kawg si kawg u ve haq **kha sur suar** te pehg  
 REL silver cup gold cup that OM **be\_the\_sameemphasize** make divide  
 Puniv n n n n det Pn **adv** vV v

daq lehq  
 reciprocal COMPL ...  
 Pv Punf

So at that time [they] divided that treasure which [they] had **evenly** and ...

### 3.2.3 Substitution

Substitution as defined by Halliday and Hasan (1976:88) is the replacement of one item by another. In this sense, cohesion in the discourse is carried through a relation between linguistic items such as words or phrases, rather than a relation between meanings (see p.35-37). In their analysis of English, Halliday and Hasan divided 'substitution' into three types according to their inherent characteristics: nominal substitution, verbal substitution, and clausal substitution.



### 3.2.4 Ellipsis

Ellipsis can be thought of as the omission of an item in which the form of substitution is replaced by nothing or zero. It “occurs when something that is structurally necessary is left unsaid...” (Halliday and Hasan 1976:144). Ellipsis in English can be found in the nominal phrase, verbal phrase, and clausal element.

#### 3.2.4.1 Nominal ellipsis

The only ellipsis found in *The Story of the Blind Man and the Lame Man* is that which occurs within the nominal phrase called a nominal ellipsis. This type of ellipsis is employed frequently throughout the story.

In example (12) ellipsis occurs in the nominal elements that function as both the direct and indirect objects of the clause, where the omitted nominal elements are *ngag haq* ‘me’ and *phu kawg si kawg* ‘gold cups silver cups’.

(12) The story of the blind man and the lame man (S 24)

Ngag	mehz	mad	mawg	cheaq	te	lehq	nawg	kha	nehax	mad	pehg	ax
1S	eye	NEG	see	because			2S	Ø	well	NEG	divide	to_
pro	n	adv	v	conj			pro	adv	adv	v	Pv	

che -awg.  
IND - affirmative  
Puniv - Puf

Since I can't see you don't divide Ø [the treasure with me] fairly.

Therefore, the complete sentence could be *Ngag mehz mad mawg cheaq te lehq nawg ngag haq phu kawg si kawg kha nehax mad pehg ax che-awg* ‘Since I am blind, you did not divide [the treasure with me] fairly’.

### 3.3 Cohesion through lexical relations

Cohesion through lexical relations refers to pairs of lexical items which are related in ways that do not involve identity. It is the cohesive effect achieved by the selection of vocabulary. Dooley and Levinsohn (2001:30) list hyponymy, part-whole relationship, and collocation as such lexical relations which create cohesion, whereas Halliday and Hasan (1976:288) state reiteration, which includes (a) same word, (b) synonym, (c) superordinate, and (d) general word, and collocation are the source of lexical cohesion. A synthesis of Halliday and

Hasan's (1976) and Dooley and Levinsohn's (2001) work on lexical cohesion results in four types of lexical relations: part-whole relationship, synonym, hyponymy, and collocation. All were investigated in this text. However, only two types of lexical relations, synonym and collocation, are used as cohesive devices in this story, and collocation is the most frequent one. Each will be looked at individually below.

### 3.3.1 Synonym

Synonym is the use of a lexical item which has a similar meaning to another previously used word. Cohesive relations can be achieved through the use of synonyms because they tie the events in the story together by using similar lexical items in reference to the same object. Examples (13) and (14) illustrate the use of synonyms in The Story of the Blind Man and the Lame Man.

In (13) the words *soz* and *vad*, which mean 'to stroke' and 'to touch', occur together in the expression *ca soz ca vad* 'to feel [it]'.

(13) The story of the blind man and the lame man (S 23)

Mehz	cox	var	awr	lehr		mehz	mad	mawg	liz	ca	<u>soz</u>
eye	blind	male	subject	focus	marker	eye	NEG	see	FOC	<u>go_and</u>	<u>stroke</u>
n	v	adj	prt			n	adv	v	disc	vV	y
ca	<u>vad</u>	ngawx	ver		sir	chehd					
<u>go_and</u>	<u>touch</u>	see	indicative	know	CONT	...					
vV	y	Vv	Puniv	v	Vv						

Although the blind man could not see he **felt around** and knew and ...

Another example from the text, (14), shows the use of *ma thed* 'not straight' and *kuhq* 'cripple' as synonyms. This appears in the speech of the blind man that describes the lame man as a dishonest crooked man.

(14) The story of the blind man and the lame man (S 29)

nawg	che	ni	ma	liz	ma	thed	che	law	ni	ma	liz	<u>kuhq</u>
...	2S	definite	heart	FOC	NEG	<u>straight</u>	IND	DECL	heart	FOC	<u>cripple</u>	
pro	det	n	disc	adj	v	Puniv	Puf	n	disc	y		
jad	che	law"	ghod	lehq								
very	IND	DECL	explain	COMPL	...							
Vv	Puniv	Puf	v	Punf								

... Your heart is **not straight**. [Your] heart is **crippled**" and ...

### 3.3.2 Collocation

Collocation occurs when semantically related words which belong to the same domain are used together. That is, it is the association of lexical items that regularly co-occur. Cohesion in the text can be obtained through the occurrence of collocations. Halliday and Hasan (1976) note that collocation “definitely contributes to the texture” because “there is cohesion between any pair of lexical items that stand to each other in some recognizable lexicosemantic (word meaning) relation”.

Table 9 shows collocations that occur in this text in five different domains: body parts, night time, travelling, things related to treasure, and pairs of objects that look alike.

Domain	Semantically Related Words
Body Parts	<i>mehz cox</i> ‘blind’ (S#03, 23), <i>khi kuhq</i> ‘crippled leg’ (S#03, 26), <i>kuhr thag</i> ‘top of the neck’ (S#03), <i>awg ghad</i> ‘physical strength’ (S#04), <i>mehz mawg</i> ‘sight’ (S#04, 30), <i>a kor</i> ‘head’ (S#10, 11), <i>khi kud</i> ‘leg’ (S#10), <i>ni ma</i> ‘heart’ (S#28, 29), <i>khi kud caz</i> ‘leg tendon’ (S#29), <i>khi</i> ‘foot’ (S#29), <i>laq chuhz pi</i> ‘fist’ (S#30), <i>mehz ceh kar</i> ‘between the eyes’ (S#30), <i>mehz caz</i> ‘vision’ (S#30)
Night Time	<i>muhd khax</i> ‘night’ (S#10), <i>hax</i> ‘stay over night’ (S#10), <i>yuhq</i> ‘sleep’ (S#10), <i>te khend</i> ‘midnight’ (S#11), <i>nuhd</i> ‘wake up’ (S#12)
Travelling	<i>yaq kaw tod kae</i> ‘set out on a journey’ (S#05), <i>gaeg</i> ‘arrive at’ (S#05), <i>kae</i> ‘go’ (S#05, 06, 08), <i>kae tod</i> ‘be walking’ (S#06), <i>yaq kaw</i> ‘road’ (S#07, 10, 29), <i>awg ghud suhr lo</i> ‘the next place’ (S#12), <i>cax kae</i> ‘continue on (a journey)’ (S#12), <i>gehe</i> ‘go into’ (S#12), <i>kawq</i> ‘return’ (S#21, 31), <i>tod</i> ‘walk’ (S#29)
Things Related to Treasure	<i>phu kawg si kawg</i> ‘treasure’ (S#20, 21, 29, 31), <i>ghawz doz</i> ‘take and put into’ (S#21), <i>puhd</i> ‘carry’ (S#21), <i>pehg (daq)</i> ‘divide’ (S#22, 24-26, 31), <i>pehg ke</i> ‘divide and put into’ (S#26)
Pairs of Objects that Look alike	<i>gaz laz nux</i> ‘big field rake’ (S#05, 15) – <i>a pir nux</i> ‘big comb’ (S#14), <i>pawd pehg nux</i> ‘big turtle’ (S#06, 17) – <i>awg se nux</i> ‘big flea’ (S#16)

Table 9: Collocational chains in The Story of the Blind

Man and the Lame Man

Example (15) shows collocations that occur in the night time domain. This example indicates certain actions happened at night as well as lexical items used to tell parts of the night in terms of time. The words that represent all these things are illustrated in bold.

(15) The story of the blind man and the lame man (S 10)

**Muhdkhax** vehr lehq yaq kaw khuhn **hax** che te yand  
**night** become COMPL path in **stay\_over\_night** REL at the time  
**n** v Punf n Pn v Puniv adv:tm

a kor te ghad te phawd lo pe lehq khikud teq geha  
 head one person one side LOC\_place send COMPL leg together  
 n num n num n Pn v Punf n adj

che pe lehq **yuhq** che yaog ced.  
 stretch COMPL **sleep** IND DECL REPORTED  
 v Punf v Puniv Puf disc

**Night** came and when they **stayed over night** on the path their heads were side-by-side and their legs stretched out together and [they] **slept**.

The story of the blind man and the lame man (S 11)

**Te khend** lo gaeg lehq cag meh nux teq kheh lag  
**midnight** LOC\_time arrive\_at COMPL tiger big one animal come  
**n** Pn v Punf n adj num clf v

lehq  
 COMPL ...  
 Punf

At **midnight** a big tiger came and ...

The story of the blind man and the lame man (S 12)

Ix mag **nuhd** lehq awg ghud suhr lo kawq cax kae  
 3Dual **awake** COMPL next\_place LOC\_place subsequently continue go  
 pro v Punf n Pn vV v v

che te yand hax kor nux ted kag haq kawq mawg lehq  
 REL time cave large one location OM subsequently see COMPL ...  
 Puniv n n adj num clf Pn vV v Punf

Those two **woke up** and when [they] continued on to the next place [they] found a large cave and ...

### 3.4 Cohesion through conjunction

Halliday and Hasan state that “conjunction elements are cohesive... by virtue of their specific meanings, [i.e.] they express certain meanings which presuppose the presence of other components in the discourse” (1976:226). They not only add meaning of their own but also create ties between entire segments of text of various lengths. Cohesion is the relation between sentences in a text and those sentences must follow one after the other. Therefore, in describing conjunction as a cohesive device, the focus of attention will be on the function the conjunctions have of relating to each other linguistic elements that occur in succession.



### 3.4.1 Additive conjunction

Additive conjunction is a generalized semantic relation in the text-forming component of the semantic system that is based on the logical notion of ‘and’. This non-temporal conjunction ‘and’ which operates conjunctively to give cohesion to a text, or to create a text by cohering one sentence to another, is, according to Halliday and Hasan (1976:234), restricted to just a pair of sentences.

The additive conjunction found in *The Story of the Blind Man and the Lame Man* functions as a connector that conjoins two adjoining sentences together. It is a non-temporal conjunction *kheh te lehq* ‘and’ that only occurs in the sentence initial position in the discourse. It is used four times throughout this text. Example (16) shows the only additive conjunction *kheh te lehq* ‘and’ employed in this story.

(16) The story of the blind man and the lame man (S 20)

<b>Khehte lehq</b>	ix mag	hax kor	u ve	khuhn	kawq	gebe	che	te yand	phu	kawg
<b>And</b>	3Dual	cave	that	in	return	go_in	REL	time	silver	cup
<b>conj</b>	pro	n	det	Pn	v	v	Puniv	n	n	n
si	kawg	kha	peh	vad-ag	te	chehd	lawz	che	haq	gha
gold	cup	lots	very	great amount	do	CONT	DECL	IND	OM	get_to
n	n	adj	adv	v	Vv	Puf	Puniv	Pn	vV	
mawg	che	yaog	ced.							
see	IND	DECL	REPORTED							
v	Puniv	Puf	disc							

**And** so when those two went back into that cave [they] saw that there was a large amount of treasure there.

### 3.4.2 Adversative conjunction

An adversative conjunction is a relation used as “contrary to expectation” (Halliday and Hasan 1976:250). Only one adversative conjunction was found in *The Story of the Blind Man and the Lame Man*. This adversative conjunction is *kheh liz* ‘however’ which appears in the sentence initial position of sentence 26 (in bold). The content that follows this conjunction contradicts the expectation raised in the previous sentence, which can be seen in italics in sentences 23, 24, and 25. This is shown in example (17) below.

(17) The story of the blind man and the lame man (S 23)

Mehz cox var awr lehr mehz mad mawg liz ca soz  
 eye blind male subject focus marker eye NEG see FOC go\_and stroke  
 n v adj prt n adv v disc vV v

ca vad ngawx ver sir chehd cheaq te lehq yawd koz che  
 go\_and touch see indicative know CONT because 3S speak IND  
 vV v Vv Puniv v Vv conj pro v Puniv

"Ngag puhd ve-a lar che che kheha lehax ma  
 IS carry indicative motion\_to\_speaker DIR IND this little NEG  
 pro v Puniv prt Pv Puniv det adj adv

hez hawg.  
 right EMPH  
 v Puf

Although the blind man could not see he felt around and knew and therefore he said,  
 "What I've carried along is not little like this.

The story of the blind man and the lame man (S 24)

Ngag mehز mad mawg cheaq te lehq nawg kha nehax mad pehg ax che  
 IS eye NEG see because 2S well NEG divide to\_ IND  
 pro n adv v conj pro adv adv v Pv Puniv

-awg.  
 - affirmative  
 - Puf

Since I can't see you don't divide [it] fairly.

The story of the blind man and the lame man (S 25)

Kha nehax pehg ax" lehd koz vid che yaog ced.  
 well divide to\_ thus speak to IND DECL REPORTED  
 adv v Pv disc v Pv Puniv Puf disc

Divide it fairly," thus telling [the lame man].

The story of the blind man and the lame man (S 26)

**Kheh liz** khi kuhq var awr lehr khar ni pawz pehg  
**however!** leg cripple male subject focus marker how two time[event] divide  
**conj** n v adj prt adv num adv v

liz yawd phawd awr vawr kha peh ke lehq mehз cox var  
 FOC 3S side FOC a lot put\_into COMPL eye blind male  
 disc pro n prt adv v Punf n v adj

phawd awr vawr a cehax lehax pehg ke vid cheaq te lehq yawd nez nag  
 side FOC very\_little divide put\_into to because 3S angry  
 n prt adv v Vv Pv conj pro v

jad che yaog ced.  
 very IND DECL REPORTED  
 Vv Puniv Puf disc

**However**, the lame man, no matter how many times he divided, put more on his side and only a little on the blind man's side so he (the blind man) was very angry because of that.

### 3.4.3 Causal conjunction

According to Halliday and Hasan (1976:256), a causal conjunction is a cause-effect relation. The specific relations of result, reason and purpose are included under the heading of causal relations. The simple forms of causal relation in English are words and expressions such as ‘so’, ‘thus’, ‘hence’, ‘therefore’, ‘consequently’, ‘accordingly’, ‘because of that’, and ‘as a result of that’.

The only causal conjunction found in the story of The Story of the Blind Man and the Lame Man is a causal conjunction *cheaq te lehq* ‘because’. This conjunction indicates either the reason or motivation behind the actions carried out by the major participants in the story. The example that illustrates the use of this conjunction in this story is in (18).

(18) The story of the blind man and the lame man (S 24)

Ngag	mehz	mad	mawg	<b>cheaq te lehq</b>	nawg	kha	nehax	mad	pehg	ax	che
1S	eye	NEG	see	<b>because</b>	2S	well	NEG	divide	to_	IND	
pro	n	adv	v	<b>conj</b>	pro	adv	adv	v	Pv	Puniv	

- awg.
- affirmative
- Puf

**Because** I can't see you don't divide [it] fairly.

### 3.4.4 Temporal conjunction

Temporal conjunction is a relation in time. It is “the relation between the theses of two successive sentences” in terms of their sequence in time (Halliday and Hasan 1976:261). Thus, the one is subsequent to the other.

The use of temporal conjunctions in this story is a “complex temporal relation,” specifically a “specific temporal relation” (Halliday and Hasan 1976:266). That is, the Lahu Si temporal conjunctions found in this text are in the form of an adverbial clause which occurs in the sentence initial position and marks the change from the temporal setting of the preceding event. Examples (19) and (20) in the following section are the use of temporal conjunctions in this story

(19) The story of the blind man and the lame man (S 10)

<b>Muhdkhax</b>	<b>vehr</b>	<b>lehq</b>	yaq kaw	khuhn	hax	che	te yand
<b>night</b>	<b>become</b>	<b>COMPL</b>	path	in	stay_over_night	REL	at the time
<b>n</b>	<b>v</b>	<b>Punf</b>	n	Pn	v	Puniv	adv:tm

a kor	te	ghad	te	phawd	lo	pe	lehq
head	one	person	one	side	LOC_place	send	COMPL
n	num	n	num	n	Pn	v	Punf

**Night came and** when they laid down on the path their heads were side-by-side and ...

(20) The story of the blind man and the lame man (S 11)

<b>Te khend</b>	<b>lo</b>	<b>gaeg</b>	<b>lehq</b>	cag meh	nux	teq	kheh	lag
<b>midnight</b>	<b>LOC_time</b>	<b>arrive_at</b>	<b>COMPL</b>	tiger	big	one	animal	come
<b>n</b>	<b>Pn</b>	<b>v</b>	<b>Punf</b>	n	adj	num	clf	v

lehq
COMPL
Punf

**At midnight** a big tiger came and ...

### 3.5 Summary

This chapter has presented the analysis of the cohesive devices found in the Lahu Si folktale, 'The Story of the Blind Man and the Lame Man,' by using the framework which synthesizes both Dooley and Levinsohn (2001) and Halliday and Hasan (1976). Based on this integrated framework, the entire text was examined for three categories of cohesive devices; cohesion through identity, cohesion through lexical relation, and cohesion through conjunction.

The cohesive devices found under the category of identity include repetition, reference, substitution, and ellipsis. Both entire repetition and partial repetition are employed in this text. Of all the three types of reference, personal reference is used most often throughout the entire text when compared to the other two types of reference: demonstrative reference and comparative reference. Nominal substitution and nominal ellipsis are the only cohesive devices that are found under substitution and ellipsis.

In regards to lexical cohesion, collocation is the most commonly used cohesive device, whereas a synonym is found with only two pairs of lexical items. In addition, there is no occurrence of both part-whole relationship and hyponymy in this Lahu Si text.

Cohesion through conjunction in this text is achieved through the use of all four types of conjunctions: additive, adversative, causal, and temporal conjunctions. An additive conjunction *kheh te lehq* 'and' is the only form of this conjunction type, and it occurs four times throughout the entire text. As for adversative and causal conjunctions, each occurs only once and has only a single form; *kheh liz* 'however' and *cheaq te lehq* 'because' respectively. A temporal conjunction occurs twice and both belong to a complex temporal relation type, particularly a specific temporal relation.

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