PHRASES HEADED BY ABSTRACT NOUNS WITH (UN)SIGNALLING POTENTIAL: A STRUCTURAL AND FUNCTIONAL ANALYSIS OF PAKISTANI PUBLISHED RESEARCH ARTICLES

BY

ATIF IJAZ

NATIONAL UNIVERSITY OF MODERN LANGUAGES ISLAMABAD

November, 2024

PHRASES HEADED BY ABSTRACT NOUNS WITH (UN)SIGNALLING POTENTIAL: A STRUCTURAL AND FUNCTIONAL ANALYSIS OF PAKISTANI PUBLISHED RESEARCH ARTICLES

By

ATIF IJAZ

BS English, Khushal Khan Khattak University, Karak, 2020

A THESIS SUBMITTED IN PARTIAL FULFILMENT OF
THE REQUIREMENTS FOR THE DEGREE OF

MASTER OF PHILOSPHY

In **English**

To

FACULTY OF ARTS AND HUMANITIES

NATIONAL UNIVERSITY OF MODERN LANGUAGES, ISLAMABAD

© Atif Ijaz, 2024

FACULTY OF ARTS & HUMANITIES
NATIONAL UNIVERSITY OF MODERN LANGUAGES

THESIS AND DEFENSE APPROVAL FORM

The undersigned certify that they have read the following thesis, examined the defense, are satisfied with the overall exam performance, and recommend the thesis to the Faculty of Higher Studies for acceptance:

Thesis Title: Phrases Headed by Abstract Nouns with (Un)Signalling Potential: A Structural and Functional Analysis of Pakistani Published Research Articles

Submitted By: Atif Ijaz   **Registration #:** 107-MPhil/E.Ling/S21

Dr. Aneela Gill
Name of Supervisor   Signature of Supervisor

Dr. Farheen Ahmed Hashmi
Name of Head (GS)   Signature of Head (GS)

Dr. Arshad Mahmood
Name of Dean (FAH)   Signature of Dean (FAH)

Prof. Dr. Muhammad Safeer Awan
Name of Pro-Rector Academics   Signature of Pro-Rector Academics

Date

AUTHOR'S DECLARATION

I, Atif Ijaz

Son of Muhammad Ijaz

Registration # 107-MPhil/E.Ling/S21

Discipline English Linguistics

Candidate of **Master of Philosophy** at the National University of Modern Languages do hereby declare that the thesis **Phrases Headed by Abstract Nouns with (Un)Signalling Potential: A Structural and Functional Analysis of Pakistani Published Research Articles** submitted by me in partial fulfillment of MPhil degree, is my original work, and has not been submitted or published earlier. I also solemnly declare that it shall not, in future, be submitted by me for obtaining any other degree from this or any other university or institution.

I also understand that if evidence of plagiarism is found in my thesis/dissertation at any stage, even after the award of a degree, the work may be cancelled and the degree revoked.

_____
Signature of Candidate

_____
Name of Candidate

_____
Date

ABSTRACT

Title: Phrases Headed by Abstract Nouns with (Un)Signalling Potential: A Structural and Functional Analysis of Pakistani Published Research Articles

This study endeavours to analyse the research articles of Pakistani researchers in order to address the problem experienced by novie academic writers in using noun phrases headed by abstract nouns with or without signalling potential (WSP or WoSP). Importantly, the present study aims to determine similarities and/or differences in the function and structure of noun phrases headed by abstract nouns WSP or WoSP, and to identify the role of the structural and functional features of noun phrases headed by abstract nouns WSP or WoSP in the production of coherent academic texts. The study is descriptive in nature and falls within qualitative research. The study relies on qualitative content analysis and descriptive discourse analysis as research methods. In addition, the study adopts Flowerdew and Forest's (2015) model as a theoretical framework for the functional analysis of abstract nouns WSP or WoSP. Moreover, the study uses Radford's (1988) X-bar theory as an analytical framework for the examination of the structure of noun phrases headed by abstract nouns WSP or WoSP. The findings of the study reveal that there are similarities and differences in the noun phrases headed by abstract nouns WSP or WoSP in terms of function and structure. Moreover, the functional and structural features allow the novice academic writers to have appropriate organization of content. Furthermore, the study concludes that noun phrases headed by abstract nouns WSP or WoSP interconnectedly help each other for the production of coherent academic texts. The study suggests pedagogical interventions for novie academic writers to improve their academic writing skills.

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

LIST OF ABBREVIATIONS

WSP: With Signalling Potential

WoSP: Without Signalling Potential

ACKNOWLEDGEMENTS

DEDICATION

I am dedicating this thesis to my dear parents, loving siblings and respected supervisor, Dr. Aneela Gill.

CHAPTER 1

INTRODUCTION

"Language is … a resource for making meaning" (Halliday & Matthiessen, 2014, p. 3), serving as the foundation of human communication. Through language, it is possible to construct a variety of discourses (Johnstone, 2018). Every discourse is created in accordance with its requirement. Accordingly, written academic discourse has its own set of conventions that are followed in the academic community. In Pakistan, English for Academic Purposes (EAP) has gained significance, as it is the medium of instruction and scholarly exchange, demanding the L2 learners to possess fluency in writing. This task is difficult as the process of developing L1 and L2 writing proficiency is foundationally different (Hinkel, 2012).

This discrepancy becomes even more pronounced when the quality of language instructions comes into question. Recent research indicates that the inability of Pakistani academic writers to produce academic texts is the result of improper input that they revecive during the development of their academic writing skills in English (Sajid & Siddiqui, 2015). It becomes difficult for Pakistani academic writers to enhance their writing skills. It is the reason that the academic prose of Pakistani academic writers is characterized by structural and grammatical peculiarities (Latif et al., 2023). This inefficacy does not encourage the development of complex academic writing skills necessary to conduct research wherein the proficiency matters in possessing the advanced academic knowledge.

In terms of structural complexes, one of the challenges posed by academic writing is the construction of noun phrases in a way to connect different elements in the text. Mastering the use of noun phrases cannot be neglected as their headwords are nouns that are considered primary building blocks of language. Importantly, a noun that heads a noun phrase has various different types; however, the present study only takes account of abstract nouns as headwords of noun phrases. This type of nouns can be categorized into two classes: first, abstract nouns with signalling potential (WSP); and, second, abstract nouns without signalling potential (WoSP). Abstract nouns WSP satisfy their specific meanings when they are referred to their linguistic contexts within or across the clause(s) either cataphorically or anaphorically, whereas abstract nouns WoSP do not refer to anything in the text (Flowerdew & Forest, 2015). The

overall phenomenon has drawn the attention of researchers in the field of linguistics primarily due to its potential to construct academic texts.

As abstract noun phrases serve as a cornerstone of academic texts, there is still limited work done in existing literature. With regard to abstract nouns WSP, researchers have focused on the identification of the frequencies of abstract nouns WSP. The researchers include Flowerdew and Forest (2015), Hasselgård (2012), Oh (2014), Flowerdew (2010), Flowerdew (2006), Flowerdew (2003a). Pertaining to abstract noun WoSP, there is a study by Flowerdew (2003b) aiming to determine the frequencies of abstract noun WoSP. These studies have not covered noun phrases that are headed by abstract nouns WSP or WoSP, their structural and functional features, and the role of the features in the production of academic texts.

In order to come into the line of structural analysis of abstract nouns, no attempt has been made to compare the structure of two classes of noun phrases that are, specifically, headed by abstract noun phrases WSP or WoSP. Nevertheless, there are numerous studies (for example; Chomsky, 1970; Taylor et al., 1989, Lahlou, 2000; Blevins, 2008; Arbianto, 2023) related to the structural analysis of noun phrases in general.

Keeping in view the fact that there has not been any study that has analyzed abstract nouns WSP or WoSP at phrase level, this area of research needs to be explored. This gap prompts a question of how noun phrases headed by abstract nouns WSP or WoSP can help in producing coherent academic texts. Hence, it necessitates to study the two types of noun phrases. Serving as an impetus, the present study endeavors to comparatively study noun phrases headed by abstract nouns WSP or WoSP. This consideration helps in bridging the said gap.

To satisfy this purpose, this study adopts Flowerdew and Forest's (2015) model for the functional analysis of abstract nouns WSP or WoSP as the theoretical framework. For the analytical framework, Radford's (1988) X-bar theory is selected in order to examine the structure of noun phrases headed abstract nouns WSP or WoSP. The theoretical and analytical frameworks help to carry out the functional and structural analyses. As far as research methods are concerned, qualitative content analysis and descriptive discourse analysis are preferred to carry out the process of data analysis.

1.1   Background of the Study

Academic writing complying with the elements of formal writing requires a writer to have proper understanding of academic writing conventions. The compliance with the conventions of academic writing helps to produce texts that are recognizable and are up to the expectations of academic readers who possess academic knowledge.

In Pakistan, like any other country, academic writing is used for various purposes in which the prominent one is to carry out research. This requires academic writers to acquire the academic writing skills in order to have the ability to articulate research using academic English.

Enhancing linguistic competence of acadmic writers in English language has been the central focus of researchers, especially in the Pakistani context. Parveen and Hafeez (2024) highlight that Pakistani novice academic writers often overlook complying with academic conventions. Moreover, Sajid and Siddiqui (2015) underscores the inability of Pakistani novice academic writers who struggle to produce academic texts, which is the result of improper input that receive. It implies that some strategies are required for the writers to improve their writing skills. Importantly, the present study provides the pedagogical interventions in the form of structural and functional aspects of nouns phrases headed by abstract nouns WSP or WoSP, and their role in the production of coherent academic texts.

A number of studies have been carried out to identify the frequencies of abstract nouns WSP. In order to fulfil the purpose, the researchers have focused on various elements: Flowerdew and Forest (2015) took account of disciplinary and genre variations; Hasselgård (2012) compared the writing of L1 and L2 English learners; Oh (2014) compared research articles of published writers and research papers of Korean graduate students; Flowerdew (2010) examined the argumentative writing of native and non-native English learners; Flowerdew (2006) examined the argumentative writing of non-native English learners; Flowerdew (2003a) compared the text of transcribed biology lectures and biology textbooks. These studies have not covered abstract noun phrases WSP, their structural and functional features, and the role of the features in academic texts.

With regard to abstract nouns WoSP, there is a research study carried out by Flowerdew (2003b), comparing the text of transcribed biology lectures and biology

textbooks. The study have not covered abstract noun phrases WoSP, their structural and functional features, and the role of the features in academic texts.

As far as structural analysis of abstract nouns is concerned, there is dearth of literature on the comparison of structural and funcional features of two classes of noun phrases that are, specifically, headed by abstract noun phrases WSP or WoSP. Nevertheless, there are numerous studies (for example; Chomsky, 1970; Taylor et al., 1989, Lahlou, 2000; Blevins, 2008; Arbianto, 2023) related to the structural analysis of noun phrases in general.

Keeping in view all of this, it is stated that the functional and structural aspects of noun phrases headed by abstract nouns WSP or WoSP and the role of these functional and structural aspects in the production of coherent academic texts have no trace in the literature. Hence, the present study aims to identify the functional and structural aspects of noun phrases headed by abstract nouns WSP or WoSP, and to determine the role of these functional and structural aspects in the production of coherent academic texts.

1.2   Statement of the Problem

Producing research projects is an arduous task requiring the knowledge of academic conventions. The compliance becomes difficult for those who are novice to the field by virtue of their limited exposure to academic texts. It is observed that Pakistani novice academic writers, at the outset of their research career, face problems in expressing their ideas coherently. They encounter significant obstacles that encompass the difficulty in using abstract noun phrases WSP or WoSP in a manner to make alliances within the academic texts, and the inability to select appropriate structures that are suitable for abstract noun phrases WSP or WoSP. Since these challenges negatively impact the writing skills of the academic writers, it is essential to develop effective strategies to enhance their writing abilities. This study, thus, aims to explore the structure of the research articles of Pakistani researchers with the view to discern the manner in which they are constructed using noun phrases headed by abstract nouns WSP or WoSP. Employing Flowerdew and Forest's (2015) model as a theoretical framework for the functional analysis of abstract nouns WSP or WoSP, and Radford's (1988) X-bar theory as an analytical framework for the examination of the structure of noun phrases headed by abstract nouns WSP or WoSP, this study aims

to identify functional and structural features of noun phrases headed by abstract nouns WSP or WoSP, and to determine the role of the functional and structural features in the production of coherent academic texts.

1.3   Research Objectives

Following are the research objectives of the present study:

1.   To discern different functions performed by noun phrases headed by abstract nouns with or without signalling potential (WSP or WoSP).

2.   To identify the similarities and differences in the structure of noun phrases headed by abstract nouns with or without signalling potential (WSP or WoSP).

3.   To determine how the specific functional and structural features of noun phrases headed by abstract nouns with or without signalling potential (WSP or WoSP) help to produce coherent academic texts.

1.4   Research Questions

The research questions of this study are as follows:

1.   What different functions are performed by noun phrases headed by abstract nouns with or without signalling potential (WSP or WoSP)?

2.   What are the similarities and differences in the structure of noun phrases headed by abstract nouns with or without signalling potential (WSP or WoSP)?

3.   How do the specific functional and structural features of noun phrases headed by abstract nouns with or without signalling potential (WSP or WoSP) help in producing coherent academic texts?

1.5   Significance of the Study

The present study provides insights into similarities and/or differences between noun phrases headed by abstract nouns WSP or WoSP by exploring their use in the published research articles of Pakistani researchers. Remarkably, to the best of the researcher's knowledge, there is dearth of literature on abstract nouns WSP or WoSP at phrase level, specifically in relation to their functional and structural aspects. By shifting the emphasis to the phrase level, the present study endeavors to compare the functional and structural features of noun phrases headed by abstract nouns WSP or WoSP, and delineate their importance in the production of coherent academic texts. With this attempt, the present study fills the knowledge gap, contributing to the

exiting literature on noun phrases headed by abstract nouns WSP or WoSP. Moreover, the present study is significant in the sense that it structurally and functionally compares two classess of abstract nouns WSP or WoSP heading noun phrases.

Most importantly, noun phrases are considered one of the inevitable foundations in academic contexts that are requisite to be used having their appropriate understanding. As Pakistani novice academic writers are not able to compose texts by completely complying with academic conventions when they carry out research projects, the present study provides practical implications for them to use noun phrases headed by abstract nouns WSP or WoSP as a tool for improving their writing competence. Lastly, the study is significanct as it hopes to encourage further exploration among researchers in the field of academic writing.

1.6   Delimitation of the Study

The present study has been delimited to the analysis of noun phrases headed by abstract nouns WSP or WoSP (30 phrases of each type, 60 altogether). Pertaining to the selection of the text, four y-category journals in the discipline of Arts and Humanities have been selected for this purpose, namely Erevna Journal of Linguistics and Literature, Kashmir Journal of Language Research, NUML Journal of Critical Inquiry, and Pakistan Journal of Language Studies. Moreover, the present study only covers the criteria put forward by Flowerdew and Forest (2015). The criteria are taken into account for identifying noun phrases headed by abstract nouns WSP or WoSP. Moreover, the present study considers only the instances of English noun phrases headed by abstract nouns WSP or WoSP.

Despite growing body of research on abstract nouns in written academic discourse, limited studies explore abstract nouns WSP or WoSP. Existing literature focuses on the identification of frequencies of abstracct noun WSP or WoSP. The studies are as follows: Flowerdew and Forest (2015) took account of disciplinary and genre variations; Hasselgård (2012) compared the writing of L1 and L2 English learners; Oh (2014) compared research articles of published writers and research papers of Korean graduate students; Flowerdew (2010) examined the argumentative writing of native and non-native English learners; Flowerdew (2006) examined the argumentative writing of non-native English learners; Flowerdew (2003a) compared the text of transcribed biology lectures and biology textbooks; Flowerdew (2003b), comparing the text of transcribed biology lectures and biology textbooks.

However, there is still a gap in the existing literature related to abstract nouns WSP or WoSP. The structural and functional features of abstract noun phrases in academic texts have not been given attention. The present study positions itself within the existing literature addressing the gap by examining the comparison between the two classes of abstract nouns WSP or WoSP heading noun phrases in terms of the structural and functional features, and determining the role of the structural and functional features in the production of coherent academic texts.

1.7   Key Terminologies

There are some terminologies in the content of the present study, which need to be defined so as to eliminate the chances of ambiguity and misunderstanding. The important terminologies that are requisite to explain are as follows:

Abstract nouns WSP satisfy their specific meanings when they are referred to their linguistic context within or across the clause(s) either cataphorically or anaphorically (Flowerdew & Forest, 2015), whereas abstract nouns WoSP do not refer to anything in the text due to the lack of their linguistic contexts in the text (Flowerdew & Forest, 2015). .

Generally speaking, functional analysis explains how and why linguistic elements work together to yield outcomes. In the context of cohesion, functional analysis entails how linguistic elements function to construct coherent academic texts. In contrary, structural analysis, in general sense, helps to break down linguistic expressions, such as phrases, clauses, and sentences etc., into their constituents. In the context of this study, noun phrases are broken down into their constituents, such as determiners, adjective phrases, complements and adjuncts, in order to identify how and why they function for constructing connections in the texts, and in turn produce the coherent academic texts.   .

A constituent is a syntactic unit that is a word in a phrase (Radford, 1988). Several constituents combine to behave as a unit in a phrase.

A head has a central role in a phrase; it decides the grammatical category of a phrase, for instance, if a noun serves as a head in a phrase, the phrase is termed as a noun phrase (Carnie, 2021).

According to Flowerdew and Forest (2015), a linguistic context is a phrase(s) or a sentence(s) or any other expression (such as a paragraph(s) or entire texts) helping in specifying the meaning of an abstract noun and making it clear for readers.

1.8   Organization of the Study

The organization of the present study has been planned such that it constitutes six chapters.

Chapter 1, titled Introduction, introduces the present study. Furthermore, it specifies research questions, research objectives, significance, and delimitation.

Chapter 2 is labeled as Literature Review. The chapter covers all essentials notions related to the present study and attests the research gap this research is going to fill.

Chapter 3 entails a detailed study of the methodology. It discusses the research design of the study, incorporating the selection of journals and research articles, the research methods, and the procedure of data analysis. It also includes the theoretical and analytical framework of the present study.

Chapter 3 involves data analysis under the conception of the theoretical framework in combination with the research methods by taking into consideration the academic context.

Chapter 6 has to do with findings and discussion.

Chapter 5, the last one, concludes the study, and also addresses the raised questions. Moreover, the chapter highlights the future prospect in this domain.

CHAPTER 2
LITERATURE REVIEW

This chapter elaborates on important notions pertinent to the present study. To highlight specifically, this literature review discusses syntax in general, noun phrase structure, academic context, academic writing, critical review of literature on abstract nouns WSP or WoSP, and the concept of abstract nouns WSP or WoSP. These elements of the literature review are discussed in the ensuing sections.

2.1   Syntax

Syntax is the branch of linguistics, which deals with syntactic constructions (Aarts, 2018). In order words, syntax is concerned with the arrangement of words to form phrases and sentences. Specifically, syntax is about the grammatical operations between words in the structuring of constructions. In essence, it is syntax that gives comprehensive details about different grammatical structures, which in turn makes a language easy to learn. Syntax is viewed differently in different grammatical approaches.

Traditional grammar is a system that "describe the structure of language" (Purpura, 2004, p. 8). Its roots originated from "the study of Latin and Greek" (Purpura, 2004, p. 8). The system categorizes words into word-classes (Huddlestone, 1984). Importantly, the role of each word-class is different in the construction of sentences (Radford, 2010). This approach of grammar is prescriptive constructed to set standards for proper language use (Williams, 2006), but structural grammar is descriptive aiming to analyze "how language is really used in both standard and non-standard approaches" (Donoghue, 2008, p. 321).

As compared to these grammar approaches, Chomsky prefers to cognitively deal with the study of language. In this book entitled "Syntactic Structures", Chomsky (1957) views "a language…[as] a set…of sentences, each finite in length and constructed out of a finite set of elements" (p. 13). His aim was to develop underpinnings carrying the potential to generate limitless constructions. After several years, Chomsky's proposed underpinnings underwent a series of revisions.

Following this perspective, the Standard Theory was given representation in 'Aspects of the Theory of Syntax (1965)'. This book discussed the concept of adequacies, in which the explanatory adequacy was prioritized (Roberts, 2017). Moreover, deep and surface structures have their vital role in the grammar operations (Chomsky, 1965). This grammar approach encapsulates the components which deal with syntax, semantics and phonetics (Chomsky, 1965). They are used in this sequence to form grammatical sentences (Chomsky, 1965). The first component develops the surface and deep structures. The second component deciphers the deep structure, while the last component interprets the surface structure (Chomsky, 1965).   .

Afterwards, Chomsky (1972) subjected the Standard Theory to the process of modification as there were considerable drawbacks in the theory. According to the revised version of the theory, both deep structure and surface structures are interpreted by the semantic component (Chomsky, 1972), which was criticized by Jackendoff (1972) who states that using semantic component for the interpretation of deep structure is illogical.

The revised version of the theory also faced criticism in terms of associating the semantic component with both deep and surface structures. According to Chomsky (1981), it is only the Surface Structure that needs to be considered when it comes to the derivation of meaning. In order to solidify his claim, Chomsky (1981) introduced the concept of a *trace* that is operational in the surface structure.

Keeping in view the above discussion related to the development of English syntax, it can be stated that syntax received the majority of attention in terms of doing the transformations, and of devising the parameters of language. In this syntax, X-bar theory, that is concerned with phrase structure, has its prominent role. As discussed, Chomsky (1957) was the first to propose this theory, which was further refined by Jackendoff (1977). This approach also influenced the renowned linguist named Radford (1988). As a strong proponent of X-bar theory, Radford (1988) gave firm evidences in favour of the different projections for all the grammatical categories of English language. The attempt of Radford (1988) elaborated on the distinct aspects of X-bar theory. Similarly, Carnie (2021) tried to present the holistic view of X-bar theory in his book, covering its parameters. All the devised rules are important for the analysis of syntactic structures.

As far as the phrase structure is concerned, Chomsky laid the groundwork by basing it on Lexicalist Hypothesis. It is a hypothesis "in which nominals are generated directly by the base component." (Jackendoff, 1977, p.5). One of the aims of the hypothesis was to propose "that the theory of grammar must include a way to refer to more than one syntactic category, using a single term of the structural description of a grammatical rule." (Jackendoff, 1977, p.5).

In order to develop X-bar theory, Jackendoff (1977) put emphasis on the three prime claims. The first claim is that "universal grammar includes a set of syntactic distinctive features which defines the possible lexical categories of human languages. A particular language chooses its repertoire of lexical categories from among those provided by universal grammar" (p.29). Concerning the next claim in the sequence, Jackendoff (1977) states "that each lexical category X defines a set of syntactic categories X', X'', ….X^k, the supercategories of X, related by phrase structure rules of the form…$X^n \rightarrow ...X^{n-1}$ " (p.29). The final claim describes "that rules of grammar are stated in terms of syntactic feature complexes and the prime notation" (Jackendoff, 1977, p. 30). In essence, the three claims precisely capture the hierarchical structure of a phrase.

Afterwards, Radford (1988) made contribution to X-bar theory by focusing on its various aspects that were necessary to be addressed.

Syntax considers form by focusing on structure, whereas there are other grammar approaches which considers "[a] language…[as a] resource for making meaning" (Halliday & Matthiessen, 2014, p.3). Moreover, the approach begins to develop in the 1960s (Halliday & Matthiessen, 2014), and still evolves.

2.2   Structure of a Noun Phrase

As far as the structure of a noun phrase is concerned, there are various scholars who have presented their views. All of them agree on the fact that a noun phrase has pre-modifiers (such as, determiners, NP complements and adjective phrases), and post-modifiers that include complements and adjuncts.

Adjective phrases modify head nouns, and enrich their meaning in terms of providing descriptive details (Radford, 1988). Working on proper and common noun phrases, Radford (1988) has identified that NP complements add specific

characteristics to head nouns. Moreover, about NP complements, Radford (1988) states that NP complements modify the headword making it specific.

As far as determiners are concerned, Radford (1988) and Carnie (2021), while working on proper and common noun phrases, have brought forth that determiner (e.g., articles, demonstratives, and possessives) are important elements making a noun phrase specific.

Jackendoff (1972), Radford (1988) and Carnie (2021) have argued that adjuncts serve as optional modifiers that provide additional or non-essential information, whereas complements are essential elements completing the meaning of the head noun

2.3   Academic Context

Scholars interpret the term academic context from a variety of standpoints that can generally be summed up to incorporate commonality. In this manner, academic context is an intricate web of environment, norms and practices, which helps to govern educational endeavors within a particular field. So, such elements affect the process of text structure.

Producing academic texts has its central role in academic context as it requires skills to engage in such activity by following academic conventions. Additionally, a writer has to keep in mind academic audience when making an attempt for academic text publication, which is made possible when a writer adheres to the conventions of academic writing stimulating convenient understanding (Singh & Lukkarila, 2017).

2.4   Academic Writing

Academically written text is entirely different from other types of writing (Singh & Lukkarila, 2017). In the most general sense, academic writing must encompass the following elements; the presence of a prime argument, the formal language, the proper organization of content, and importantly the sources that serve as a reference point (Singh & Lukkarila, 2017). -

In academic writing, the knowledge about intended audience matters. If the audience is expert, the use of specialized language is preferred (Fang, 2021). In other case such as addressing audience outside of one's field, the expectations become high,

which compels a writer to elaborate on certain concepts in detail by virtue of the unfamiliarity of the audience (Fang, 2021).

It is important to have willingness to initiate the task of producing academic texts. This requirement compels for gaining motivation to do this task (Singh & Lukkarila, 2017). If a writer has a strong willingness, it highly motivates them to undertake the said task (Singh & Lukkarila, 2017).

Academic text is something that requires a writer to be objective, use technical words, consider audience, construe clarity, and achieve formality and organization (Fang, 2021). There are different kinds of academic text that are constructed for various purposes such as research articles, textbooks, argumentative essays, and so forth (Fang, 2021).

2.4.1 Academic Writing in English

The major language in terms of disseminating knowledge in Pakistan is English, which requires academic writers to master rules of this language. The requirement leads them to elevate their level further as they have to caryy out research in English language for which acquiring fluency in the language is necessary. As a result, they become able to produce written academic texts.

The global dominance of English language has affected every aspect of academia. The prime portion of Pakistani journals publishes articles in English, which further consolidate the status of English language.

Highlighting the significant role of proficiency in English language, Hinkel (2004) argues that a novel research idea of a researcher will not produce any result if their written expression is not up to the mark. Consequently, in the last few decades, the inclination to become proficient in academic English has increased.

With this increasing interest, the role of English language instructions plays a crucial part. If the language instructions enable the academic writers to fulfill their desired goals, it becomes convenient to follow the conventions.

2.4.2 Overview of Academic Writing Research

Academic writing has evolved over time in respect of novice academic writers who want to learn English for Academic Purposes, which is intertwined with the shift in education and language instruction. Over the years, it has been the concern to have

deep understanding of challenges faced by the writers when it comes to academic expression. In order to satisfy the needs of the writers researchers have made attempts to tailor the linguistic considerations. This commitment has produced results, and it has been brought forth that the novice academic writers encounter the problems by virtue of distinctive factors including improper input (Sajid & Siddiqui, 2015). As a result, recommendation of pedagogical interventions has been given deem importance.

Within the research area of academic writing, specific linguistic elements have always been the center of interest among researchers. These expressions primarily include linking adverbials that play transitional functions (e.g., Shaw, 2009; Peacock, 2010).

In the last few decades, formulaic expressions have received considerable importance by virtue of its linkage with academic writing. Cortes (2012) combined formulaic expressions with the moves, in order to identify different role of the bundles in academic text. One of them is the identification of gap through expressions like 'it is necessary to'. Similarly, Al-Shujairi et al. (2023) found that formulaic expression can be used to restate findings, for which 'we found that' like expressions are used. In addition, Candarli and Jones (2019) found that the 4-words formulaic expression (for instance, 'the results of the') is used to restate findings. They are of the view that the 4-words formulaic expression plays the role of making a claim.

In constructing academic text, the most preferred linguistic expression is abbreviation. Researches have been conducted to determine the prevalence and appropriateness of abbreviation in written academic discourse (e.g., Yu et al., 2002; Yu et al., 2007). Moreover, Lebrun (2011) states that acronyms are used to avoid repetition. In contrast to condensed information, additional information has its equal role in academic writing. Such information can be conveyed through relative clauses (e.g., Tse & Hyland, 2010).

Related to the restriction of prepositional phrases in academic writing, Sword (2012) states that the number of PP complements in a noun phrase should be restricted to three if a writer wants to do it. She has given an example which is the combination of a relative clause and a noun phrase that is headed by an abstract noun. The instance which is provided by Sword (2012) as an attempt to demistfy her idea is '*the representation of female desire in an era characterized by the objectification of*

personal expression.' She is of the opinion that there should be restriction in terms of using the prepositional phrases in a manner that the noun phrase includes just three prepositional phrases as evident in the instance, the two prepositional phrases, that is, *of female desire* and *in an era*, and one prepositional phrase of the relative clause which may be one of the two phrases '*by the objectification* or *of personal expression*' or their modified version. Remarkbly, she excludes the headword which is an abstract noun. Also, she does not prefer a noun phrase only; rather, its combination with a relative clause. In this case, she suggests to use four abstract nouns in a NP structure which is the combination of a noun phrase and a relative clause.

Starting a text with an attention-grabbing element is crucial when it comes to academic writing. A hook at the beginning of academic texts is employed by adopting different strategies such as using quotes, questions, anecdotes and so forth (e.g., Mubarak & Rudianto, 2020; Ting et al., 2020). Moreover, Adair (2022) states that a hook can be used to provide a context for subsequent discourse.

2.5   Challenges Posed by Academic Writing

Academic writing is an intricate process. It requires understanding of writing rules as well as other aspects that have core importance when a text is constructed. Transitioning from intermediate to tertiary level, some students acquire the fundamental aspects, while others do not even have exposure to least of them. Notwithstanding the fact, the basics of writing do not enable the students to involve in producing a text that is acceptable within academic community. Since, Pakistan is a country where English is taught as L2, undergraduate students have issues with the construction of academic texts.

Inadequate linguistic proficiency impedes learners' written expression. This inadequacy occurs primarily due to the lack of proper understanding of language syntax and lexis. According to Fareed et al. (2016), this certain challenge has an impact on the learner's writing as they cannot maintain fluency in writing, and cannot produce coherent texts. This problem can be overcome through reading, vocabulary instruction, and writing practice (Fareed et al., 2016). Similarly, Sarwar et al. (2022) find that academic writers who novice in their approach face certain problems related to creating sentences by complying with proper syntactic rules.

Organization in the construction of academic texts is a crucial part, which has received attention in the existing literature. Fareed et al. (2016) state that academic writers in Pakistan are unable to generate and organize content. This challenge is by virtue of the lack of reading and writing practice, and the reliance on their first language (Fareed et al., 2016). The problem should be dealt with by reading text based on academic language and by complying with the conventions of academic writing, which are the prime suggestions in terms of generating and organizing ideas (Fareed et al., 2016). Similarly, Sarwar et al. (2022) state that academic writers do not have adequate knowledge of constructing cohesive texts.

Although, it is essential to have certain fluency in writing skills, it is equally important for a writer to connect with target audience when attempting to convey message. During learning period, learners are taught to take into account the role of audience in the text. Consequently, the interest of audience is given deem importance whenever academic text is constructed as they expect the writer to present content that makes them interested in the text (Hyland, 2005).

2.6   Structure of a Research Article

A research article is written to make a contribution(s) with the presentation of findings that reflect originality (Hall, 2013). When devoting time to its writeup, the structure of research articles is given core importance as they make it different from other types of genres.

According to Singh and Lukkarila (2017), following are some of the features of research articles that are employed to structure it.

a)   It is necessary to build the foundation of a study on existing literature. In short, sources must be given priority across text.

b)   The content of the research articles should be succinct so as to convey comprehensive information.

c)   The usage of intradisciplinary terms should be prioritized.

d)   It includes authoritative tone and language that reflects formality.

e)   There must be a central argument that needs to be explored by scrutinizing data.

Research articles are structured based on different sections, and every section has their importance, which are as follows:

The first one is introduction. It includes conveying the subject matter of a topic, which requires some expressions to establish the relevance (Caulfield, 2023a).

The second is literature review. It revolves around a few contents, such as showcasing that the researcher is familiar with the topic, building on the different notion that are relevant to a topic, demonstrating alignment between the topic and the previous literature, and identifying missing information in existing literature (McCombes, 2023a).

The next one is method. It incorporates the subjects, materials and procedures (Bhandari, 2023)

Results, as a section, includes impartially reporting findings of a study and making an attempt to succinctly align them with research question (George, 2023).

Discussion of a study focuses on the very fact that it assigns some meaning to findings when they are interpreted (McCombes, 2023b).

The last one is conclusion that deals with the summary, reiterations and suggestions (Caulfield, 2023b).

2.7   Signalling and Non-Signalling Potential of Abstract Nouns

This section discusses the concept of signalling and non-signalling potential of abstract nouns.

2.7.1 Signalling Potential of Abstract Nouns

With regard to the phenomenon of abstract nouns WSP, Flowerdew and Forest (2015) have provided a book length discussion in order to help in developing it further.

As mentioned that the present study takes account of the concept proposed by Flowerdew and Forest (2015), so it needs a proper elaboration. They provide a definition for the expression, that is, abstract noun WSP. They are of the view that abstract nouns WSP are "abstract nouns which are non-specific in their meaning when are considered in isolation and which are made specific in their meaning by reference to their linguistic context" (p.1). In other words, an abstract noun will be considered to have the signalling potential if its linguistic context is present inside or outside a clause which fulfills the meaning of the abstract noun. This linkage, that establishes between an abstract noun WSP and its linguistic context, is not purely based on

syntactic structures, but it must satisfy the criteria of prospection and encapsulation, which are the important concepts, wherein a semantic meaning of an unspecific abstract noun matches with a semantic meaning of its linguistic context (Flowerdew & Forest, 2015). In terms of prospection, the linkage between an abstract noun WSP and its linguistic context will be cataphoric, while in the case of encapsulation, the relation between the noun and its specific will be anaphoric in nature (Flowerdew & Forest, 2015).

This present study is based on the grammatical features of the conceptual framework that has been put forward by Flowerdew and Forest (2015). These features serve the role of supplement criteria. They help in identifying an abstract noun WSP, in addition to the aforesaid criteria, i.e., encapsulation and prospection. Flowerdew and Forest (2015), in their book, state that an abstract noun WSP cannot occur in a sentence alone, but it is accompanied by premodifiers, such as demonstrators, quantifiers, ordinals, and most importantly, comparative adjectives. Though the premodifiers play a role, they are not considered expeditious discriminators of identifying an abstract noun WSP (Flowerdew & Forest, 2015). An obvious abstract noun WSP primarily functions in two distinct ways: within clause and across clause (Flowerdew & Forest, 2015).

The first signalling function is within the clause. The structures of within the clause can be explained that those structures which operate inside a clause. So, the relation of an abstract noun WSP with its linguistic context is established inside the same clause in which both of them occur. Interestingly, abstract nouns WSP, within the clause, can function anaphorically as well as cataphorically, depending on their construction (Flowerdew & Forest, 2015). An abstract nouns WSP occur in the following sentences when they signal cataphorically (as exhibited in the first example) or anaphorically (as shown in the second example). The sentences taken from Flowerdew and Forest (2015) are illustrated for convenient understanding.

a. "One commonly held view after Condron and Condron was that the jury had to make a qualitative judgment about the defendant's silence."

b. "whether people have these strong rights is the critical point."

In the first example, the noun 'view' cataphorically refers to its linguistic context, fulfilling its variable meaning, hence, it becomes an abstract noun WSP by virtue of

this signalling function. In the similar manner, the word 'point' refers back to its linguistic context. Actually, the word 'point' summarizes the entire previous discourse, and this helps readers to know about the writer's intent.

The second signalling function is across the clause. In across the clause grammatical structures, an abstract noun WSP seeks its lexical realization in preceding or succeeding clause(s) or paragraph(s) that may be distal or proximal (Flowerdew & Forest, 2015). There will be a proximal linkage between an abstract noun WSP and its realized stretch of text if an abstract noun WSP occurs cataphorically or anaphorically in an immediately succeeding or preceding clause (Flowerdew & Forest, 2015). In contrast, another relation is the distal one which is established when an abstract noun WSP is far from its linguistic context by more than one sentence or one/more paragraph(s) (Flowerdew & Forest, 2015). Hence, in this way, we have the categories: cataphoric, across-clause, proximal or distal; anaphoric, across-clause, proximal or distal (Flowerdew & Forest, 2015).

Apart from the aforementioned grammatical features, there are some others that need elaboration, such as repetition, bivalency, logogenesis, and text nouns.

The first criterion is that abstract nouns WSP repeat in a certain text, like a linguistic context sometimes may be summarized by a cataphoric, proximal/distal, across clause abstract noun WSP, and/or an anaphoric, proximal/distal across clause abstract noun WSP, and/or also by a cataphoric/anaphoric within clause. Hence, in this sort of situation, the best option is to consider those abstract nouns that signal to linguistic context, whether the linguistic context is two or more than two. With this, it becomes clear that an abstract noun becomes an abstract noun WSP as it refers to something in the text.

The second criterion that has been taken into account is bivalency, wherein two different complements occur in a sentence. To resolve this issue, Flowerdew and Forest (2015) highlight in their book that when the problem of bivalency is encountered, the researcher must prioritize the equative complement over the non-equative, which is exemplified in the following sentence taken from the book of Flowerdew and Forest (2015).

a. One way to ensure that it does not begin is to refuse to validate any supply shock whatsoever.

As it has been illustrated, the linguistic context of this instance is equative with the abstract noun 'way', rather than the proximal to-infinitive. With this criterion, it becomes easy to consider a noun phrase having an abstract noun WSP as a headword.

The third criterion is logogenesis. It refers to the occurrence of a technical term as a modifier before an abstract noun that makes it an abstract noun WoSP. Thus, those nouns that are pre-modified by a technical term, such as "oxidising potential" (Flowerdew & Forest, 2015, p. 56), is not considered as an abstract noun WSP, rather only an abstract noun.

The final criterion includes abstract nouns, such as introduction, section and conclusion etc. The main reason of considering these abstract nouns is that they are predominantly used in academic discourse, which proves helpful in the linguistic analysis.

2.7.2 Non-Signalling Potential of Abstract Nouns

As far as the abstract nouns WoSP are concerned, they have their own importance. Abstract nouns WoSP received consideration, but somewhat in a different manner. Flowerdew and Forest (2015) state that when an abstract noun does not complies with the criteria fprmulated for the identification of abstract nouns WSP, it is not an abstract noun WSP, which implies that it is an abstract noun WoSP due to the reason that it does not refer to anything in the text.

2.8 Works Already Done

This section reviews the relevant literature on abstract nouns WSP or WoSP, and on the structure of noun phrases.

2.8.1 Relevant Studies on Abstract Nouns WSP

There are some studies that have been carried out in the past to investigate abstract nouns WSP or WoSP. The focus of these studies is merely on the identification of frequencies of abstract nouns WSP.

The pertinent research studies on abstract nouns WSP are as follows:

Examining variations in academic writing has a capital role. In an obvious illustration, Flowerdew and Forest (2015) took account of disciplinary and genre variations. The researchers attempted to develop a 0.6 million words corpus of written

and spoken text by conducting a cross-disciplinary study of three distinct genres i.e., research articles, textbooks, and lectures for their usage of the nouns. The manual annotation of the corpus determined detailed grammatical features of the nouns in across-clause and in-clause both cataphorically and anaphorically, and also semantic features such as fact, idea, circumstantial, locution, and act. The findings of the study exhibited that the nouns related to the Fact semantic category (i.e., result and reason) and circumstantial semantic category (i.e., stage and way) occurred predominantly in the developed corpus. The former occurrence was more common in the whole corpus and the latter was higher in the discipline of social science. As far as lexical specification is concerned, the examples of anaphoric, across-clause, proximal appeared mostly in the whole corpus while in-clause specification with the lexico-grammatical pattern contained a noun with its prepositional linguistic context occurred more frequently in the social science discipline.

Notwithstanding the previously discussed literature, some seminal studies focused on the writing of L1 and L2 spheres English learners and/or writers. For instance, a study by Flowerdew (2010) examined the argumentative writing of Cantonese (111,558 words) and native English learners (110,537 words) with a principal focus on the frequency and distinct patterns of the nouns. The findings proved that L2 English learners used nouns less often compared to native English learners. Furthermore, the findings concluded that native English learners utilized nouns, across and within the clause signalling functions, more frequently than in the L2 corpus. In the similar vein, Hasselgård (2012) compared the writing of L1 and L2 English learners. She restricted the focus of the study to the frequent lexico-syntactic patterns of five nouns and to the three non-native writing sections of ICLE corpus i.e., French, German and Norwegian. The data for native English writing was taken from LOCNESS corpus. The findings of the study revealed that only non-native English learners who had French as a first language was balanced as native writing than the others owing to the reason that French learners showed similarities in the distribution of some specific patterns. Notwithstanding this closeness, the other non-native writings along with the French one displayed the similarities in terms of the under usage of the noun 'issue'. This underuse was subjected to the semantic and pragmatic complexity of the nouns.

Some studies showed a preference for examining variations in different modes. Such an instance of investigating prevalence differences between spoken and written discourse in the same register is a study by Flowerdew (2003a), comparing the text of transcribed biology lectures (92,939 words) and biology textbooks (90, 482 words). To ascertain the register-specific differences, the study adopted three contextual parameters of Halliday as a framework. Also, the study used automated and manual annotation. Concerning the major result, the analysis of the study displayed that frequency of the nouns in the textbooks was higher than two times in the text of lectures. Moreover, it concluded that the selection of nouns was strongly affected by rhetorical acts maintained in the text. The study further concluded that there was also a correlation between the selection of nouns and their modified words i.e., important, undeniable and striking etc.

As far as the examination of expert writing is concerned, which is a combination of both native and non-native writers, as opposed to advanced writing of non-native writers, a study (Oh, 2014) was conducted to compare research articles (524,627 words) of published writers and research papers (162,219) of Korean graduate students. In this context, the study adopted some patterns and the list of the nouns, which was further reduced to only six most frequently occurring nouns. The results exhibited that the frequency of nouns was low in the writing of published writers as compared to Korean graduate students. The noted difference between the writers was that published writers used nouns in a balanced ratio that helped them to construct cohesiveness in their writing while the graduate students did not utilize the nouns in the same manner. Furthermore, the study concluded that the noun 'fact' was considerably used in both the corpora.

An alternative to the previous attempts, there are some studies which have been carried out to bring the nouns usage, especially in the writing of non-native English learners, into the light. An instance of this point of view is a study by Flowerdew (2006), examining the argumentative writing of Cantonese English learners for their usage of the nouns. He developed a 0.111-million-word corpus and then analyzed it by employing the taxonomy of Colligation errors. He discovered that errors in relation to the utilization of nouns positively and negatively correlated with the average number of the nouns usage per argumentative writing. The study

concluded that appropriate utilization of the nouns was closely linked with the advancement of writing skills as a whole.

2.8.2 Relevant Studies on Abstract Nouns WoSP

The relevant research study on abstract nouns WoSP is as follows:

Flowerdew (2003b) investigated the same corpora consisting of biology textbooks and transcribed biology lectures, which constituted 0.1834 million words. However, this time the focus of the study was three major signalling functions including abstract nouns referring to their linguistic context across the text, abstract nouns referring to their linguistic context within the clause, and abstract nouns WoSP. The study discovered that all the three signalling functions remained constant in the two corpora. Moreover, the study revealed that the frequency of the noun 'function' and 'way' were higher than the others in both corpora. Notwithstanding some useful findings, this study still cannot be generalized by virtue of targeting small corpora and a specific discipline. Furthermore, the study also proposed some pedagogical implications of the outcomes.

2.8.3 Relevant Studies on the Structure of Noun Phrases

Since there is dearth of literature on noun phrases headed by abstract nouns WSP or WoSP, the following are the past studies on the structure of noun phrases in general.

Lahlou (2022) attempted to analyze English noun phrases with the application of the framework of X-bar theory. The reason behind adopting this theoretical underpinnings was to explore the structure of noun phrase and to bring forth the differences between the modifiers of noun phrases. The study's focus was to determine the potential of X-Bar theory for capturing the distinction between the modifiers of noun phrases. The study exhibited that X-bar theory helped in proving the target stance.

Taylor et al. (1989) syntactically examined almost ten-thousand noun phrases taken from LOB corpus. The study used Alvey ANLT grammar as a framework. The results exhibited that the grammar approach helped in the reduction of a large number of examples into 54 instances. However, it had some limitations due to the lack of potential for analyzing some examples.

A research study, conducted by Arbianto (2023), investigated the syntactic characteristics of noun phrases in two distinct text genres, i.e., narrative texts and news articles. The study used Systemic Functional Linguistics to analyze noun phrases. Notably, the findings revealed distinctions between the two genres. In the narrative texts, the structure of noun phrases was accompanied by maximum of two modifiers, demonstrating short structures. Contrarily, noun phrases in the news articles were complex compared to the noun phrases in the narrative texts. These differences showed the variation present in distinct genres related to the use of noun phrases.

In order to develop transformational rules, Chomsky (1970) attempted to syntactically analyze nominalized nouns. Similarly, Blevins (2008) undertook lexicalist analysis of deverbal nominals in order to determine its application which was executed with success. These research articles have applied different approaches to examine abstract nouns; however, they have not taken into account the stance of analyzing abstract nouns considering their different classes, which is the research gap that the present study aims to fill.

2.9   Research Gap

From the above-reviewed literature on abstract nouns WSP or WoSP, it is clear that there are several studies that have been carried out to identify the frequencies of abstract nouns WSP, and their lexio-grammatical patterns. In order to fulfil the purpose, the researchers have focused on various genres: Flowerdew and Forest (2015) took account of disciplinary and genre variations; Hasselgård (2012) compared the writing of L1 and L2 English learners; Oh (2014) compared research articles of published writers and research papers of Korean graduate students; Flowerdew (2003a) compared the text of transcribed biology lectures and biology textbooks. As far as abstract nouns WoSP are concerned, Flowerdew (2003b) identified the frequencies of abstract nouns WoSP in the text of transcribed biology lectures and biology textbooks. These studies have not covered noun phrases WSP or WoSP, their structural and functional aspects, and the role of the aspects in academic texts.

Secondly, the previous studies on noun phrase structure, in general, have been conducted from various perspective in order to determine the variety of patterns of

noun phrases. Some of the studies include: Lahlou (2000) delved into the analysis of noun phrases and their modifications using X-bar theory; Taylor et al. (1989) made an attempt to discern whether or not the adopted grammar approach analyzes ten-thousand noun phrases; Arbianto (2023) investigated the syntactic characteristics of noun phrases in two distinct text genres, i.e., narrative texts and news articles; Chomsky (1970) analyzed the syntactic structures of nominalized nouns; Blevins (2008) did lexicalist analysis of deverbal nominals. These studies have not covered noun phrases headed by abstract nouns WSP or WoSP, their structural and functional aspects, and the role of the aspects in academic texts.

Keeping in view all of this, it is stated that there is dearth of literatire on abstract nouns WSP or WoSP. More specifically, the functional and structural aspects of noun phrases headed by abstract nouns WSP or WoSP and the role of these functional and structural aspects in the production of the coherent academic texts have no trace in the literature, which reflects a novel research idea that requires investigation. Hence, the present study intends to identify the functional and structural aspects of noun phrases headed by abstract nouns WSP or WoSP, and to determine the role of these functional and structural aspects in the production of coherent academic texts.

2.9.1 Position of the Present Study within the Existing Literature

Despite growing body of research on abstract nouns in written academic discourse, limited studies explore abstract nouns WSP or WoSP. Existing literature focuses on the identification of frequencies of abstracct noun WSP or WoSP. The studies are as follows: Flowerdew and Forest (2015) took account of disciplinary and genre variations; Hasselgård (2012) compared the writing of L1 and L2 English learners; Oh (2014) compared research articles of published writers and research papers of Korean graduate students; Flowerdew (2010) examined the argumentative writing of native and non-native English learners; Flowerdew (2006) examined the argumentative writing of non-native English learners; Flowerdew (2003a) compared the text of transcribed biology lectures and biology textbooks; Flowerdew (2003b), comparing the text of transcribed biology lectures and biology textbooks.

However, there is still a gap in the existing literature related to abstract nouns WSP or WoSP. The structural and functional features of abstract noun phrases in

academic texts have not been given attention. The present study positions itself within the existing literature addressing the gap by examining the comparison between the two classes of abstract nouns WSP or WoSP heading noun phrases in terms of the structural and functional features, and determining the role of the structural and functional features in the production of coherent academic texts.

2.10 Chapter Summary

The chapter discusses important notions relevant to this study. It starts with the brief introduction of syntax. It also casts light on the academic context. This attempt leads to the explanation of academic writing. Moreover, it includes the challenges faced by Pakistani academic writers in the academic text production. Additionally, the structure of research articles as a genre is discussed that constitutes its definition and distinct elements. Importantly, the concept of signalling and non-signalling potential is also given importance.

CHAPTER 3
RESEARCH METHODOLOGY

The chapter begins with the research design of this study relying on descriptive qualitative approach. Afterwards, the selection of the data is given priority, which includes the following: the population, sampling technique, justification, and the ethical importance. Moreover, it discusses the theoretical and analytical frameworks. It also contains the process of data coding and the procedure of data analysis. Additionally, it elaborates on the research methods of this study.

3.1 Research Design

Research design, in general sense, connects a conceptualized context to a real one in order to establish an alliance. In other words, it is considered a plan that is utilized to address raised questions of particular research. The present study deals with qualitative descriptive research design, which, according to Regoniel (2023) is used to acquire knowledge about a phenomenon when its features are scrutinized. This research design is flexible in nature in a sense that it can be applied to any context, which makes it suitable to achieve aims of a study (Regoniel, 2023).

3.2 Research Methods

As far as this study is concerned, two analysis methods are applied. The first one is qualitative content analysis, while the second is descriptive discourse analysis. Schreier (2012) argues that these methods can be used in conjunction with each other in which qualitative content analysis serves a "subordinate function" (Schreier, 2012, p. 49). This approach is valued in the present study.

Qualitative content analysis is used for the systematic identification of functions of noun phrases headed by abstract nouns WSP or WoSP, whereas descriptive discourse analysis is employed after conducting qualitative content analysis. The application of descriptive discourse analysis aims to provide an in-depth and comprehensive analysis.

3.2.1 Qualitative Content Analysis

This study used content analysis, which is "a systematic, replicable technique for compressing many words of text into fewer content categories based on explicit

rules of coding" (Stemler, 2001, p. 1). In other words, it is a method that identifies the presence of words or phrases etc., and assists in categorizing them for the purpose of analysis. Content analysis has two major types: quantitative and qualitative content analysis. The former content analysis deals with frequency of different categories (Drisko & Maschi, 2016), whereas the later content analysis is concerned with interpretation and understanding of words in a certain text (Drisko & Maschi, 2016).

While a qualitative content analysis can be carried out in distinct manners, this present research study selected inductive approach. Since, the present study relied on a theoretical framework to identify the instances of abstract nouns WSP or WoSP, the presence of abstract nouns WSP or WoSP as headwords in noun phrases served as coding units from which the categories and sub-categories emerged.

In order to make description, it is necessary to determine the level of abstraction beforehand. In the context of the present study, the level of abstraction and the degree of interpretation level were set to be low as the categorization was carried out by adhering to the explicitness of the data.

In order to delve deep into qualitative content analysis, Schreier (2012) has discussed three types of units. The first one is unit of analysis which is the entire text that is subjected to coding (Schreier, 2012). Secondly, "[u]nits of coding are those parts of unit of analysis that can be interpreted in a meaningful way" (Schreier, 2012, p. 131), which are then classified into subcategories and categories (Schreier, 2012). Importantly, "[u]nits of analysis are usually larger than units of coding, and each unit of analysis will contain several units of coding" (Schreier, 2012, p. 132). Lastly, "the context unit is that portion of the surrounding material that…[is] need[ed] to understand the meaning of a given unit of coding" (Schreier, 2012, p. 133)

When unit of analysis is decided, the next step is to decide an approach for data description. There are various strategies to code the data, but the most prominent one is inductive. The inductive approach "is to create categories and subcategories in a data-driven way…[,] especially useful…[for describing] material in depth." (Schreier, 2012, p. 88).

Afterwards, the process of coding occurs, which involves "three steps: conceptualizing, defining categories, and developing categories" (Schreier, 2012, p. 111). Conceptualization involves the description of what is there in the text,

considering "different perspectives" (Schreier, 2012, p. 112). In defining categories, similar codes are classified into categories (Schreier, 2012). The final step is to develop categories where it is decided which categories carry the potential to be considered for subcategories and main categories (Schreier, 2012).

If the unit of analysis and the coding unit are not similar, the results need to be transformed "from the level of the units of coding to the level of the units of analysis" (Schreier, 2012, p. 208). The transformation of results is due to the reason that if there is any repetition of the units of coding, it is highlighted in each unit of analysis (Schreier, 2012).

3.2.2 Descriptive Discourse Analysis

Discourse analysis is a research method that examines how a language helps in the construction of reality. In other words, discourse analysis is the study of language use (Johnstone, 2018). It helps to analyze the use of language from different perspectives, which makes it an intricate research method.

Specifically, descriptive discourse analysis is one of the types of discourse analysis possessing its own characteristics. In his book, Fairclough (2013) has used the term "descriptive discourse analysis" (p. 45). He states that "I am using the term 'descriptive' primarily to characterise approaches to discourse analysis whose goals are either non-explanatory, or explanatory within 'local' limits" (p. 45). He further adds that "[w]here goals are non-explanatory, the objective is to describe without explaining: if for instance a speaker in some interaction uses consistently indirect forms of request, one points this out without looking for causes." (p. 45). Moreover, he highlights that "[w]here goals are explanatory but 'local', causes are looked for in the immediatr situation…, but not beyond it" (p. 45).

Torode (1989) advocates the view that descriptive discourse analysis brings forth how language use helps in the organization of the text. Similarly, it is argued that descriptive discourse analysis focuses on the use of language in the text, and the way different techniques are used to construct the structure of discourse (Gee, 2014; Johnstone, 2018).

Zdenek and Johnstone (2008) state that "[d]escriptive discourse analysis aims to show how…texts are structured…and to explore what new conceptual tools, in addition to already available models for words and sentences, are needed to

understand…[texts]" (p. 26). To put it in a nutshell, they attempt to associate descriptive discourse analysis with the understanding of the overall structure of texts.

3.3   Population

The population of the present research is research articles of Pakistani researchers. Importantly, research articles have considerable significance as they are read and analyzed to get a research gap(s) in order to fill them. Due to their importance at readability level, this genre was selected to inform upcoming researchers to consider the overall presentation of how noun phrases WSP or WoSP are used to produce coherent academic texts while reading the research articles for achieving target goals.

3.4   Sampling

The sampling technique for the selection of data was purposive. In this technique, sample is selected based on some features relevant to the aim of a study (Creswell, 2014). For this reason, the HEC JRS was preferred due to the fact that the journal in the list are selected by keeping in view six different parameters. This reflects their esteem that satisfied the objectives of the study in meaningful manner.

3.5   Data Collection

The sample of this study constituted four research journals of Pakistan selected through stipulated criteria. The journals included, namely, Erevna Journal of Linguistics and Literature, Kashmir Journal of Language Research, NUML Journal of Critical Inquiry, and Pakistan Journal of Language Studies.

3.5.1 Journal Selection

The selection process of journals is divided into two main aspects.

Firstly, the journals were chosen based on the HEC Journal Recognition System list. The HEC JRS list is released on annual basis, and it depends on six distinct parameters for the selection of journals. There have been three lists released so far that cover the fiscal years 2020-21, 2021-22, and 2022-23. Although several journals in the field of Arts and Humanities appeared on all three lists, only four were eventually selected: Erevna Journal of Linguistics and Literature, Kashmir Journal of Language Research, NUML Journal of Critical Inquiry, and Pakistan Journal of Language Studies. It is important to note that the exclusion of certain journals from

the study was due to the reason that they could not fulfill the objectives of the research. Moreover, the exclusion of the journals was based on two reason: firstly, they primarily focused on quantitative research studies in which results are summarized; and secondly, the majority of their research articles did not satisfy the specific selection criteria that is outlined in heading number 3.5.3. Moreover, some journals had no full access on the internet that further contributed to their exclusion from the study.

Secondly, the four journals were selected due to the variation in their content, which means that they publish both literature and linguistic research articles.

3.5.2 Author Selection

With regards to the selection criteria for authors, the following points can be highlighted:

The first criterion was related to the selection of single author due to their in-depth knowledge about the field.

The second criterion was about co-authorship, involving three combinations: first, professor(s) as well as assistant professor(s); next, assistant professor(s) along with lecturer(s); finally, assistant professor(s) and MPhil or Ph.D. scholars. They were included due to the reason that they have vast knowledge of the field that helps them to keep the evaluation of the research articles up to their mark.

The third criterion had its importance as it supported the above two criteria. In this context, those authors were selected that earned a number of citations on various platforms signifying their esteem as researchers.

3.5.3 Article Selection

According to Atkins et al. (2008), the criteria for the selection of research articles are as follows:

- The elements, that is, research question, adopted approach, context of the study, sampling technique, data collection method, data analysis procedure, should be described in a clear manner.
- All the above elements should show appropriatness to the research questions.
- Analysis of the research articles should be conducted rigoursly.

- Claims should have firm support in terms of evidences.

Apart from the above criteria, there is another criterion, i.e., proper use of academic language in constructing research articles, that was also taken into consideration in order to achieve the best possible results.

3.5.3.1 Selection Range of Article

Since, there are no established criteria in qualitative studies to determine the number of documents for analysis, it is recommended to select the number of documents that best answer the research questions (Creswell, 2014). The present study selected 60 research articles from all the four selected journals published in Pakistan, that is, Erevna Journal of Linguistics and Literature, Kashmir Journal of Language Research, NUML Journal of Critical Inquiry, and Pakistan Journal of Language Studies. For the selection process, these research articles were considered in each of the selected journal which were published till 2023. The selection was made by keeping in view the criteria in section 3.5.2. and 3.5.3. When the 60 research articles were selected, they subsequently underwent the process of coding. After the completion of the coding process, it was found that there was repetition of codes in the research articles (see section 3.8). In order to avoid the repetition, the retention of codes was initiated starting from the research articles published by sole authors towards those published by coauthors (see section 3.5.2. for authors consideration), which was due to the reason that when there were codes found in the research articles written by sole authors, they were retained; however, when there were no codes in the research articles written by sole authors, the codes were retained in the research articles written by coauthors. Eventually, the number of research articles reduced to 26 research articles cited in the appendices.

3.5.4 Manual Coding

When selecting an appropriate approach to code data, it is difficult to decide whether to use the manual method or prefer the capability of computer (Creswell & Guetterman, 2019). According to Creswell and Guetterman (2019), these two choices are always available with researchers. As far as the present study is concerned, the manual method was selected. Using the manual method to code the text was

manageable as the researcher, in this study, had to look for the linguistic context of the abstract nouns to determine their signalling and non-signalling potential.

3.6   Theoretical Framework

The present study sought theoretical guidance from the model by Flowerdew and Forest (2015).

For the functional analysis, the present study adopted Flowerdew and Forest's (2015) model. It is accompanied by various criteria helping in the identification of abstract nouns WSP or WoSP. They have worked within Systemic Functional Grammar in order to determine abstract nouns WSP. Their work helps in the development of Systemic Functional Grammar because the criteria that they have provided capture more abstract nouns WSP. According to Flowerdew and Forest (2015), abstract nouns WSP satisfy their specific meanings when they are referred to their linguistic context within or across the clause(s) either cataphorically or anaphorically.

Flowerdew and Forest (2015) elaborate on abstract nouns WSP that makes across-clause reference to their linguistic context. The following example shows the abstract noun WSP that makes anaphoric reference to its linguistic context.

a.   "[P]H decreases from 8.25 in the bulk medium to 8.07 at the shell surface. This **result** is in good agreement with the measure pH profile… " (Flowerdew & Forest, 2015, p.76)

In the above example, the abstract noun '*result*' attains signalling potential by condensing the anaphoric linguistic context. In simple words, '*result*' anaphorically refers to the preceding linguistic context, that is, '*pH decreases from 8.25 in the bulk medium to 8.07 at the shell surface*', which helps in establishing reference across the clause. Moreover, an abstract noun can make cataphoric and anaphoric reference to its proximal and distal linguistic context (Flowerdew & Forest, 2015). Furthermore, they state that abstract nouns WSP can refer to more than one linguistic context. In order to link it to Systemic Functional Grammar, they state that it is similar to "the relationship of a pronoun and its antecedent" (p.2). Their view has been precisely captured in the example of a pronoun and its antecedent, that is, "[t]here was once a velveteen rabbit. **He** was fat and bunchy." (Halliday & Matthiessen, 2014, p.623).

For in-clause reference, Flowerdew and Forest (2015) hold that there are some syntactic structures with which abstract nouns need to comply for attaining signalling potential. The following is the example of *that-clause.*

b. "The **logic** is <u>that higher expected future prices act as a spur to current production and raise employment.</u>" (Flowerdew & Forest, 2015, p.78)

In the above example, the abstract noun '*logic*' refers to its linguistic context that is present in *that-clause*. Since it makes reference, it becomes an abstract noun WSP. In order to identify abstract nouns WSP with in-clause, there are some criteria needed to be taken into account, which are "abstract noun WSP + *that-clause / to-clause / wh-clause / specifics in the main clause / appositive / specifics in comparative construction*", "*specifics in the main clause / appositive* + abstract noun WSP", "abstract noun WSP + relational process verb + *that-clause / to-clause / ing-clause / wh-*clause / *deverbal / deadjectival / clausal specifics*", and "*ing-clause / deverbal / deadjectival / wh-specifics* / + relational process verb + abstract noun WSP". In Systemic Functional Grammar, '*the logic*' is considered as '*identified*' in identifying relational process clauses followed by a relational process verb '*is*', and then '*identifier*' occurs as a projected clause (or linguistic context). It is clear that the relational process verb helps to show the relationship between the entity that requires to be defined and the other that serves as the definition of the identified entity (Halliday & Matthiessen, 2014). This demonstrates how Flowerdew and Forest (2015) have worked to develop Systemic Functional Grammar.

The reference is established when an abstract noun fulfills its meaning from something mentioned forward or backward in a certain text (Flowerdew & Forest, 2015). The forward reference is termed as cataphoric, whereas the backward reference is called anaphoric (Flowerdew & Forest, 2015). They state that abstract nouns WSP use determiners which can be plural/singular in form. Moreover, they explain that modifiers, such as, adjectives, are not the criteria for the identification of abstract nouns WSP. Also, they argue that abstract nouns WSP carry the potential to move the discourse forward.

As far as abstract nouns WoSP are concerned, they have been given consideration, but somewhat in a different manner. Flowerdew and Forest (2015) state that when an abstract noun does not comply with the aforementioned criteria, it is not

an abstract noun WSP, which implies that it is an abstract noun WoSP due to the reason that it does not refer to anything in the text.

Moreover, the abstractness of abstract nouns WSP or WoSP can be identified by their abstract entities and the suffixes, such as, -ness, -ment, and -ity etc. (Flowerdew & Forest, 2015).

3.7   Analytical Framework

In this study, X-bar theory by Radford (1988) was applied for examining the structure of noun phrases headed by abstract nouns WSP or WoSP.

3.7.1 X-bar Theory

For the structural analysis of English noun phrases, the present study adopted X-bar theory by Radford (1988).

Radford's (1988) X-bar theory suggests X-bar schema containing determiners, adjective phrases, complements, and adjuncts. In order to identify constituents for their specific nodes, there is the standard constituency test suggested in Radford's framework of X-bar theory, that is, the *one*-pronominalization test, which is used with a wh-question. To elaborate, Radford (1988) provides the test for pre-nominal components, that is, "Which stranger? The tall dark handsome one?" (p. 211), and describes the test for post-nominal components, such as, "Which student of Physics? The one at Cambridge?" (p. 198). Radford (1988) divides the constituents of noun phrases into pre-nominal and post-nominal components, which are as follows:

According to Radford (1988), pre-nominal components of noun phrases are identified using the one-pronominalization test. The pre-nominal components are discussed in the following paragraphs.

Adjective phrases modify the headword and provide descriptive details (Radford, 1988). They follow the following rules "N' → AP N'" (Radford, 1988, p.209). It means that they are the daughter to an N' node as well as the sister of an N' node (Radford, 1988). In the one-pronominalization test, they comply with '*one*' as in "Which [stranger]? The tall dark handsome one?" (Radford, 1988, p.211).

A noun can occur before the headword in a noun phrase, to which Radford (1988) refers as an NP complement. In the constituency test, such nouns do not seem plausible as they provide essential information to headwords (Radford, 1988). This is

the reason that they are assigned the position, such as, "N' → (NP) N" (Radford, 1988, p. 216).

Concerning determiners, Radford (1988) states that determiners play a role in specifying the reference of the head noun. They follow the rules, that is, "N" → (D) N'" (Radford, 1988, p.187). Apart from this, genitive nouns are possessive determiners, which comply with the one-pronominalization test and occupy the same position as determiners but with *NP* as node instead of *D*, that is, N" → (NP) N', (Radford, 1988).

Pertaining to post-nominal components, Radford's (1988) framework of X-bar theory helps in the distinction of complements and adjuncts, which are as follows:

A complement in noun phrase structure is called a PP complement as it is a prepositional phrase which occurs after the headword (Radford, 1988). It provides essential information without which the noun phrase cannot stand alone (Radford, 1988). They use the following rules "N' → N (PP)" (Radford, 1988, p.187). A complement occurs close to its headword, and there should be one complement of the headword (Radford, 1988). Complements does not comply with '*one*' in the one-pronominalization test as demonstrated in the example "Which [student]? *The *one* of Physics with long hair? (Radford, 1988, p.187).

An adjunct in noun phrase structure provides additional information about the headword (Radford, 1988). They occur after the headword and can be removed without having any impact on the meaning of a noun phrase. They show compliance with '*one*' in the one-pronominalization test, which is shown the following example "Which [student of Physics]? The *one* with long hair? (Radford, 1988, p.187). They use the following rules for the hierarchical structure, that is, "N' → N' PP" (Radford, 1988, p.189).

In terms of conjoined constituents, only identical categories are allowed to be conjoined (Radford, 1988). Moreover, in order to test whether or not the constituent is a part of N′, the following rule is applied, "Which [student of Physics with long hair]? This *one* ? (Radford, 1988, p.187).

3.8   Data Coding

In the present study, the following stages were involved in the coding of the selected text.

The first stage was segmentation which was helpful in the consideration of all the material. Moreover, the undertaking of the segmentation required to determine three different units, that is, unit of analysis, coding unit and context unit. As far as the present study is concerned, the units of analysis were the research articles that were selected based on the criterion in the section 3.5.3. Afterwards, the units of coding were determined. The first unit of coding was noun phrases headed by abstract nouns WSP, while the second one was noun phrases headed by abstract nouns WoSP. Subsequently, context units were determined for each coding unit. For noun phrases headed by abstract nouns WSP, the context units were based on the consideration of the linguistic contexts of the noun phrases, the succeeding and preceding sentences and the other expressions within the sentences where the abstract noun phrases WSP occurred. Secondly, the context units for noun phrases headed by abstract nouns WoSP were the preceding and succeeding sentences and the other expressions within the sentences where the abstract noun phrases WoSP appeared.

The next stage was the process of coding the coding units in each unit of analysis. It started with the inductive approach as there was no preliminary coding frame to undertake the analysis. In this context, the data was used in order for the categories to emerge. According to Schreier (2012), there are three steps "for developing inductive categories" (p. 111), which are "conceptualizing, defining categories, and developing of categories' (p.111). Since, the interpretation degree was kept low, the coding worked at that level. The instances of noun phrases headed by abstract nouns WSP or WoSP were interpreted, which determined their roles in the texts based on their respective context units. For example, the instance '*the importance of these findings to the present study*' was described as '*emphatic transition with complements*', while the examples '*the belatedness or afterwardness at the heart of the traumatic experience*' and '*the analyses of the relevant cultural productions*' were described as '*emphatic transition performed by two instances*'. In terms of the example '*the aspect of its link with society*', the description was '*missing information*'. All of these descriptions were constructed after taking into consideration the coding units and their respective context units. When their roles were described, the next step was to define the categories on the basis of their

similarities. The abstraction level was low and the emergence of categories occurred accordingly. For instance, the descriptions '*emphatic transition with complements*' and '*emphatic transition performed by two instances*' were categorized as *emphatic transition.* The other description, that is, '*missing information*' was grouped into *awareness of perspective*. The final step in the coding was the development of main categories. In this step, it was realized that the classification '*emphatic transition*' along with the others, such as, '*progressive transition*' and '*additive transition*', needed to be grouped under one category, that is, '*transition'*, which was placed under the additional main category '*logical connection*'. In contrast, '*awareness of perspective'* was considered as a sub-category, which was placed under the main category '*extra-textual information'*.

Upon transforming the coding units to the level of the units of analysis, it was found that there were repetitions in some coding units appeared in various units of analysis. In order to determine which instance could represent a particular coding unit, a decision was made on the basis of the potential of an example. When the example was subtle in meaning and context units for the subsequent descriptive discourse analysis, it was selected. For instance, the example '*the study of linguistic structures and the lexis*' was given preference to represent the sub-category '*reflection on status*' due to its ability to capture the essence of the text with certain precision as compared to other examples of the same caliber.

In the next stage, the findings were presented in a matrix table in which the first column was attributed to categories and subcategories, while the last column contained their instances.

3.9   Data Analysis Procedure

1. The research articles from the selected journals were printed. Subsequently, the research articles were read in order to become familiar with the academic texts. This enabled the researcher to identify abstract nouns WSP or WoSP.

2. Coding was the next stage in the data analysis. The coding process followed inductive approach. It started with coding the coding units that were noun phrases headed by abstract nouns WSP or WoSP by considering their context units. The derived codes were

subcategorized and then categorized based on their relevance to each other.

3. The structure of the noun phrases headed by abstract nouns WSP or WoSP was then analyzed using X-bar theory. The standard constituency test accompanied with X-bar theory of Radford (1988) was conducted. The constituency test, that is, the one-pronominalization test helped in assigning the hierarchical positions to constituents. Overall, the structural analysis determined the different constituents of the abstract noun phrases, which were used as a starting point for the next analysis.

4. Afterwards, descriptive discourse analysis was applied. In this step, the instances of noun phrases WSP or WoSP were selected, which underwent structural analysis in the previous step. The headwords of the selected noun phrases were analyzed to identify whether they referred to something within or outside of the text. Since, the headwords of the abstract noun phrases WoSP had no linguistic contexts, they received explanation paving the way to know what were their position (e.g., the noun phrase headed by abstract noun WoSP 'communication', in this case, captured the nuances of a phenomenon). As far as noun phrases headed by abstract noun WSP are concerned, their headwords were the condensation of their linguistic context (e.g., the headword 'phenomenon' condensed its anaphoric, across-clause linguistic context). Subsequently, all the instances were then analyzed in their immediate context, that is, how they fitted within sentence or paragraph to understand their role (e.g., the noun phrase 'this phenomenon' condensed its anaphoric, across-clause linguistic context, and the following discourse was interconnected with the linguistic context of the noun phrase, creating an additive transition), and how the surrounding text was influenced with their use (e.g., the use of 'this phenomenon' created transition shaping the subsequent discourse.). Afterwards, the discourse context was taken into account in order to discern how the role performed by the abstract noun phrases WSP or WoSP contributed to the overall structure (e.g., in the

case of 'this phenomenon', it intertwined different ideas together, which helped in maintaining the flow of the text.). Most importantly, during the conduct of descriptive discourse analysis, the expressions 'information', 'content', and 'linguistic context' were used interchangeably. Moreover, some other expressions, such as, 'the particular study' and 'the particular text' were used interchangeably.

3.10 Rationale for Combining Structural and Functional Approaches

Pertaining to the reliance of the functional analysis on the structural one, the present study highlights that the structure of noun phrases headed by abstract nouns WSP or WoSP are combinations of different constituents which are central to both structural and functional analyses. In order words, the functional features of the abstract noun phrases WSP or WoSP use the specific structure of the noun phrases headed by abstract nouns WSP or WoSP to perform their functions within the texts. Importantly, an example of abstract noun phrases WSP from the data, which justifies the combindation of structural and functional approaches, is "*the importance of these findings to the present study*". The structure of this instance contains the following constituents, that is, the determiner '*the*', the headword '*importance*', the complement '*of these findings*', and the adjunct '*to the present study*'. The determiner specifies the instance. The headword labels its proximal cataphoric within-clause linguistic context. The complement contains an abstract noun that establishes proximal anaphoric across-clause reference. Lastly, the adjunct has the abstract noun '*the present study*' referring to the entire body of the text. The first three constituents, such as, the determiner, the headword and the complement, create a transition, whereas the addition of the adjunct makes it an emphatic transition. Hence, it shows that the functional analysis depends on the structural features of noun phrases headed by abstract nouns WSP or WoSP.

3.11 Reliability and Validity

Likewise quantitative paradigms, qualitative approaches also prefer its applicability, which, according to Leung (2015), is only feasible when the chosen methodology realizes the objectives of a study.

To determine whether or not the findings are reliable, it can be ensured by means of trustworthiness (Seale, 1999). As far as the present study is concerned, there

was just one matter related to it, that of knowledge of researchers, which was kept autonomous in order to make sure that the outcome of the study is accurate. Moreover, the use of two research methods further increased the validity of the findings.

Finally, the manual analysis of the data was used to surge the validity of the study as this traditionally utilized technique holds a significant place in the academic community due to its ability to be readily managed.

3.12 Ethical Considerations

Ethical considerations in qualitative studies are crucial as data, in any form, requires to be kept anonymous. The data of the present study was research articles published in Pakistan. This data has open source, which means that it does not require any ethical permission to be used, as text, in the carrying out of a research study.

3.13 Chapter Summary

This chapter describes the text, i.e., the research articles published in Pakistan, used to investigate the two types of noun phrases in terms of function and structure. In addition, it discusses the research methodology employed to carry out the process of analyzing the text. Moreover, the chapter presents the justification for the selection of the text that is vital to put forward the proceedings. Furthermore, it discusses the theoretical framework and the analytical framework of this study. In addition, it discusses the process of coding data and the procedure of data analysis. It also highlights ethical considerations observed while conducting this study.

CHAPTER 4

DATA ANALYSIS

The chapter is broken down into various sections. The first section is concerned with the analysis of the data pertinent to abstract noun phrases WSP. The second section deals with the analysis of the data concerning abstract noun phrases WoSP. The third section is about the analysis of the data related to abstract noun phrases WSP or WoSP. The fourth section involves categorization occuring in qualitative content analysis. The fifth section is about the interpretation. The next one present the triangulation of the findings. Finally, the last three sections incorporate the tabulated form of the analyzed data.

4.1   Analysis of Noun Phrases Headed by Abstract Nouns WSP

This section incorporates data analysis under one of the main headings, i.e., noun phrases headed by abstract nouns WSP. The section has the main categories, including *logical connection, in-text content,* and *synthesis*. These main categories further contain sub categories which involve *transition, constancy, instigation, interconnection, alignment , reiteration, collation, reflection on status, clarification, compression,* and *prudence.*

To elaborate, there are tree diagrams of the noun phrases and their description. Moreover, it incorporates the explication of the noun phrases in order to assign them appropriate functions. All of these elements are discussed in the ensuing section.

4.1.1 Logical Connection

4.1.1.1 Transition

This function involves three types of trasition, namely emphatic, additive and progressional transition. They are analyzed are as follows:

4.1.1.1.1 *Instance*

Figure 1

The Tree Diagram of the Function of Emphatic Transition.
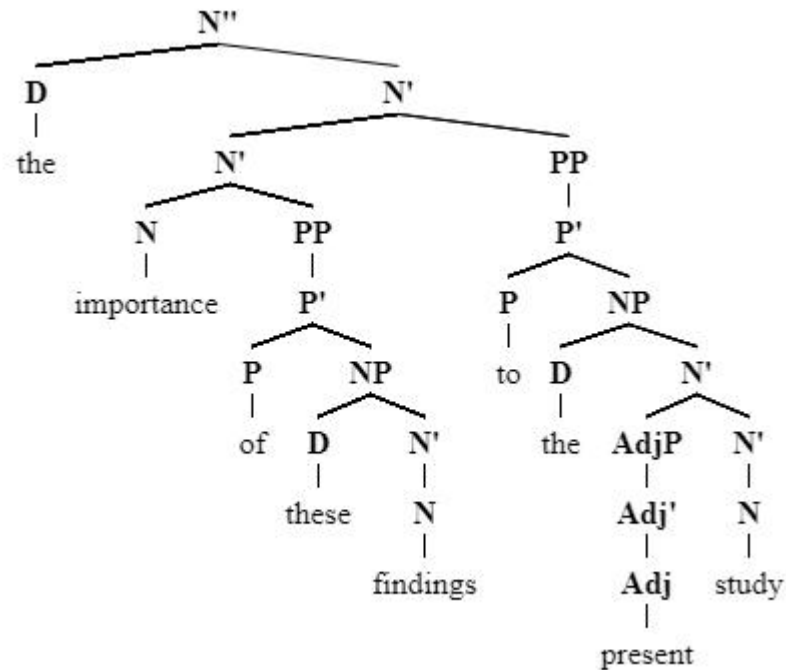
```
                            N"
        ┌────────────────────┴──────────┐
        D                               N'
        |                    ┌───────────┴──────────┐
       the                  N'                       PP
                    ┌────────┴──────┐                |
                    N              PP                P'
                    |               |          ┌─────┴─────┐
                importance          P'         P           NP
                              ┌─────┴────┐     |      ┌─────┴─────┐
                              P          NP    to     D          N'
                              |     ┌────┴───┐        |     ┌─────┴────┐
                              of    D        N'      the   AdjP        N'
                                    |        |              |          |
                                  these      N             Adj'        N
                                             |              |          |
                                          findings         Adj        study
                                                            |
                                                         present
```

4.1.1.1.1.1 *Structural Analysis*. The above example of the noun phrase illustrates that there is the head noun '*importance*', the complement '*of these findings*', and the adjunct in the form of '*to the present study*'. All the constituents have their determiners. According to Radford (1988), the one-pronominalization test is required in order to determine the relationships. The test is applied, which is as follows:

1. a. Which [importance]?   The one of these findings to the present study?

   b. Which [importance of these findings]?   The one to the present study?

   c. Which [study]?   The present one?

It is clear from (1.a.) that '*of these findings*' demonstrates in-compliance with the one-pronominalization test as '*of these findings*' carries essential information, defining what kind of '*importance*', which makes it difficult for '*one*' to substitute '*importance*'. Conforming to Radford (1988), a complement provides essential information and is identified when a prepositional phrase does not pass the one-pronominalization test. In essence, '*of these findings*' is the complement of '*importance*' because it provides necessary information to '*importance*'.

(1.b.) implies that the prepositional phrase '*to the present study*' pass the one-pronominalization test. Since, '*to the preset study*' pass the test in (1.b.), it, according to Radford (1988), is an adjunct.

(1.c.) shows that the word '*present*' modifies the noun '*study*', which is an adjective phrase that occurs before the head noun as maintained by Radford (1988).

4.1.1.1.1.2 *Functional Analysis*. In this noun phrase, there is the abstract noun '*importance*' which refers to its cataphoric, in-clause linguistic context, and the abstract noun *'findings'* condenses the anaphoric, across-clause proximal information, which, according to Flowerdew and Forest (2015), become abstract nouns WSP. With this, two types of information are held, which are connected. The creation of a connection between the previous information and the subsequent one helps to establish a transition between the two types of information.

Moreover, the abstract noun '*study*' refers to the entire text, which makes it an abstract noun WSP as maintained by Flowerdew and Forest (2015). Moreover, the two abstract nouns 'importance' and 'findings' make a relationship with the adjunct '*to the present study*', and explain how the *'findings'* holds value for the adjunct. In other words, the first two abstract nouns that demonstrate transition evenly put emphasis on the adjunct. It is the reason that the shift between two contents receives emphasis as it establishes a link with the entire body of the text. In simple words, the noun phrase WSP emphasizes the '*importance*' of the '*findings*' in relation to '*the present study*'. In this context, the noun phrase exhibits an emphatic transition (see Instance A1 in the Appendix A).

4.1.1.1.2 *Instance*

Figure 2

The Tree Diagram of the Function of Emphatic Transition.

```
                        N''
          ┌──────────────┴──────────────┐
          D                             N'
          │                  ┌───────────┴───────────┐
        this                N'                       PP
                   ┌─────────┼─────────┐             │
                   N        Conj       N             P'
                   │         │         │         ┌───┴───┐
              belatedness   or   afterwardness   P      NP
                                                 │    ┌──┴──┐
                                                at    D     N'
                                                      │  ┌──┴──┐
                                                     the N    PP
                                                      │  │    │
                                                   heart    P'
                                                         ┌───┴───┐
                                                         P      NP
                                                         │    ┌──┴──┐
                                                        of    D     N'
                                                              │  ┌──┴──┐
                                                             the AdjP  N'
                                                                  │    │
                                                                 Adj'  N
                                                                  │    │
                                                                 Adj  experience
                                                                  │
                                                               traumatic
```
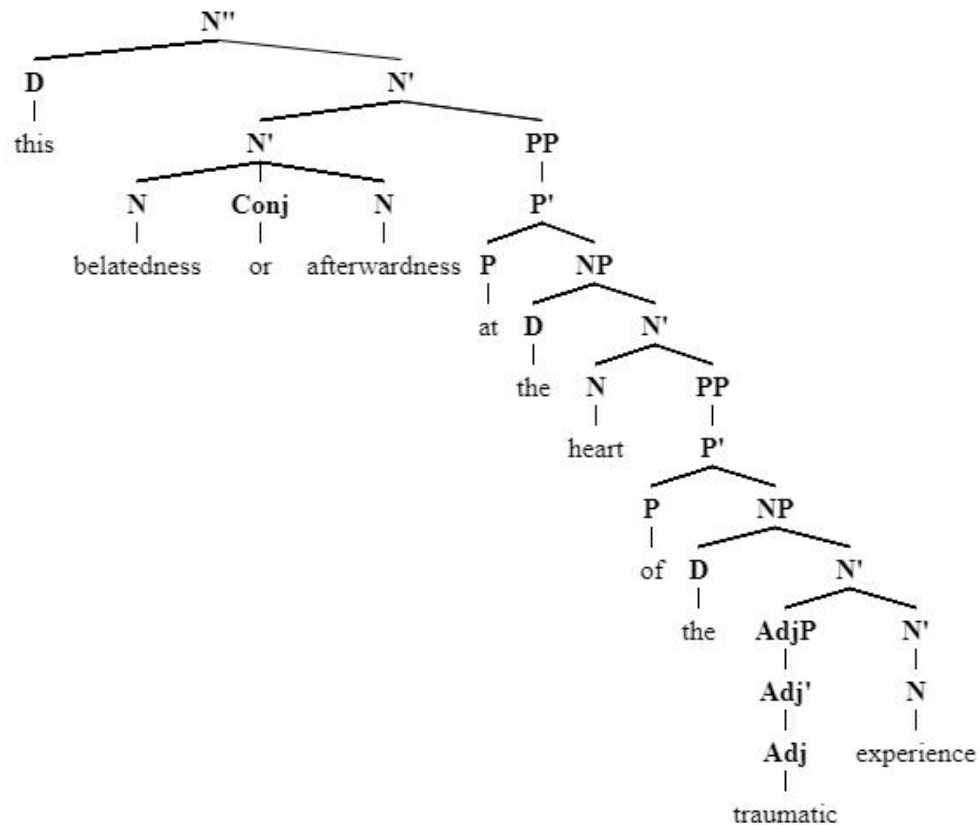
4.1.1.1.2.1 *Structural Analysis*. In the light of the above case of the noun phrase, it is obvious that there is the conjoined head noun. It has the adjunct which has its own complement. Moreover, all the constituents have their determiners. In order to decide the positions of the constituents, Radford (1988) suggests the standard constituency test, which is applied in the below examples.

2. a. Which [belatedness or afterwardness]?   The one at the heart of the traumatic experience?

   b. Which [heart]?   The one of the traumatic experience?

   c. Which [belatedness]?   The one at the heart of the traumatic experience?

   d. Which [afterwardness]?   The one at the heart of the traumatic experience?

   e. Which [experience]?   The traumatic one?

The example (2.a) shows that '*at the heart of the traumatic experience*' does comply with the one-pronominalization test, which is labelled as an adjunct by Radford (1988). It implies that '*at the heart of the traumatic experience*' is the adjunct of '*belatedness or afterwardness*', whereas (2.b.) demonstrates that '*of the traumatic*

experience' does not fulfill the standard constituency test, so, according to Radford'
(1988) view, '*of the traumatic experience*' is the complement of '*heart*', which is due
to the reason that '*of the traumatic experience*' provides essential information to
'*heart*'. This makes 'heart' difficult to be replaced by the one-anaphora.

The instances in (2.c-d.) reveal that '*belatedness*' and '*afterwardness*' carry
the potential to separately serve as heads, which implies that '*belatedness or
afterwardness*' in (2.a.) are conjoined nouns that head the noun phrase as maintained
by Radford (1988). As far as the example (2.e.) is concerned, the word '*traumatic*'
modifies the noun '*experience*', which, according to Radford (1988), is an adjective
phrase.

Figure 3

The Tree Diagram of the Function of Emphatic Transition.
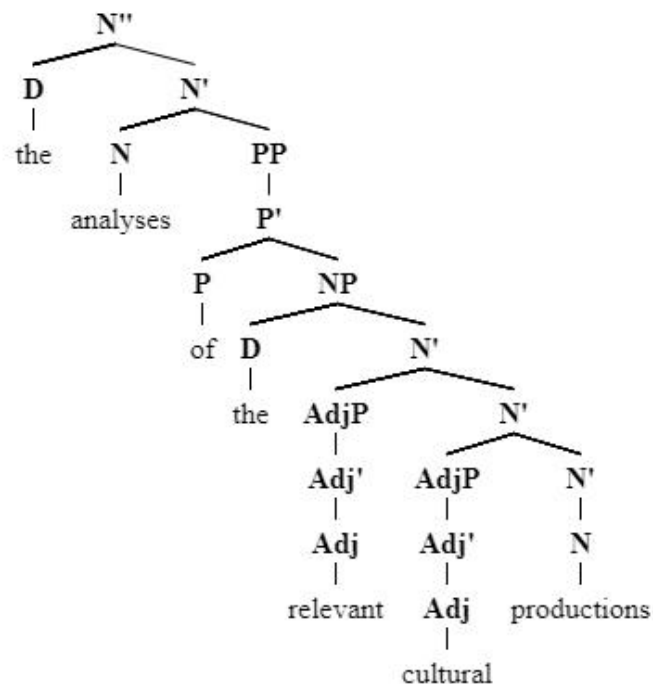
4.1.1.1.2.2 *Structural Analysis.* To scrutinize this noun phrase, it has the headword
'*analyses*' and the complement '*of the relevant cultural productions*'. In addition, the
constituents have determiners. For the distribution of the constituents in the
hierarchical structure of the noun phrase, Radford (1988) suggests the constituency
test needed to be applied, which is as follows:

3.   a.   Which [analyses]?   The ones of the relevant cultural productions?

        b.   Which [productions]?   The relevant cultural ones ?

        c.   Which [cultural productions]?   The relevant ones?

The prepositional phrase '*of the relevant cultural productions*' in the example (3.a.) does not comply with the one-pronominalization test, which is characterized as a complement by Radford (1988). It means that '*of the relevant cultural productions*' is the complement of '*analyses*'. In the light of Radford's (1988) view, '*of the relevant cultural productions*' in (3.a.) provides essential information, which specifies the type of '*analyses*'. This makes it difficult for '*one*' to replace '*analyses*' in (3.a.).

Moreover, it seems clear from the example (3.c.) that '*relevant cultural*' as a constituent modifies the noun '*productions*'. In the similar manner, '*relevant*' satisfies the role of a premodifier of the constituent '*cultural productions*' in (3.d.). Since, '*relevant*' and '*cultural*' modify their respective constituents, they are called adjective phrases, which is supported by Radford (1988).

4.1.1.1.2.3 *Functional Analysis*. The first noun phrase contains the abstract nouns '*belatedness or afterwardness*', which, according to Flowerdew and Forest (2015), condenses their anaphoric, across-clause proximal linguistic context and becomes abstract noun WSP. The constituent '*the traumatic experience*' provides extra information about the headword. By putting emphasis on the the specific content, the first noun phrase lays the groundwork in order to benefit the second noun phrase (see Instance A2 in the Appendix A). In other words, an earlier event happened in someone's life starts gaining traumatic meaning.

As far as the second noun phrase is concerned, it has the abstract noun '*analyses*' that summarizes a cataphoric, across-clause distal linguistic contexts, which is in accordance with Flowerdew and Forest's (2015) view. The abstract noun '*analyses*' refers to the content where analytical approaches are applied. This upcoming content is clear from the headword '*analyses*' and its complement '*relevant cultural productions*' implying that *the analyses* is related to *relevant cultural productions* (see Instance A2 in the Appendix A). It implies that the production of culture triggered from a specific event or experience.

The two noun phrases illustrate how an earlier incident begins making sense turning to someone's traumatic experience and how this experence triggers the production of cultural practices. It help to emphasize the idea that some information can trigger the happening of subsequent discourse. This mesh gives an indication of accentuation so as to be considered pivotal point for investigation to begin. In essence, the triggering information which is highlighted with the first noun phrase serves as an impetus for the second noun phrase to perform its role, which highlights not only an emphasis of the information, but also the transition from one content to another. Notably, this emphatic transition refers towards the beginning of exploration of a topic.

4.1.1.1.3 *Instance*

Figure 4

The Tree Diagram of the Function of Additive Transition.
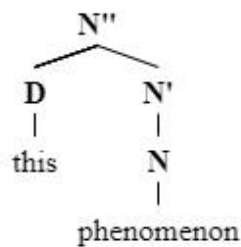
4.1.1.1.3.1 *Structural Analysis*. This instance illustrates that there is the head noun, i.e., '*phenomenon*'. Moreover, the head noun has the determiner in the form of '*this*'. According to Radford (1988), the positions become clear with the following conjunction text.

    4.   a.   Which [phenomenon]?   This one?

It seems clear from the example (4.a.) that *phenomenon* is a head noun. This is inline with the view of Radford (1988) who states that the instance like (4.a.) are not plausible as this instance makes the word *phenomenon* a part of N′; however, it is a part of an N in this case. It implies that it is the headword of this noun phrase.

4.1.1.1.3.2 *Functional Analysis*. This noun phrase contains the abstract noun '*phenomenon*' which attains its signalling potential by establishing anaphoric, across-

clause proximal reference to its linguistic context, which, according to Flowerdew and Forest (2015), is an abstract noun WSP. Moreover, the headword that summarizes the information creates a connection between the previous and the upcoming information. The previous content is related to the emergence of different variaties of English, whereas the subsequent content shows how the emergence of variaties has received attention. The second content is the continuation of the first content. Since, it adds the upcoming content to the previous one, it becomes an additive transition. This noun phrase attempts to maintain logical flow within the text. (see Instance A3 in the Appendix A).

4.1.1.1.4 *Instance*

Figure 5

The Tree Diagram of the Function of Progressional Transition.
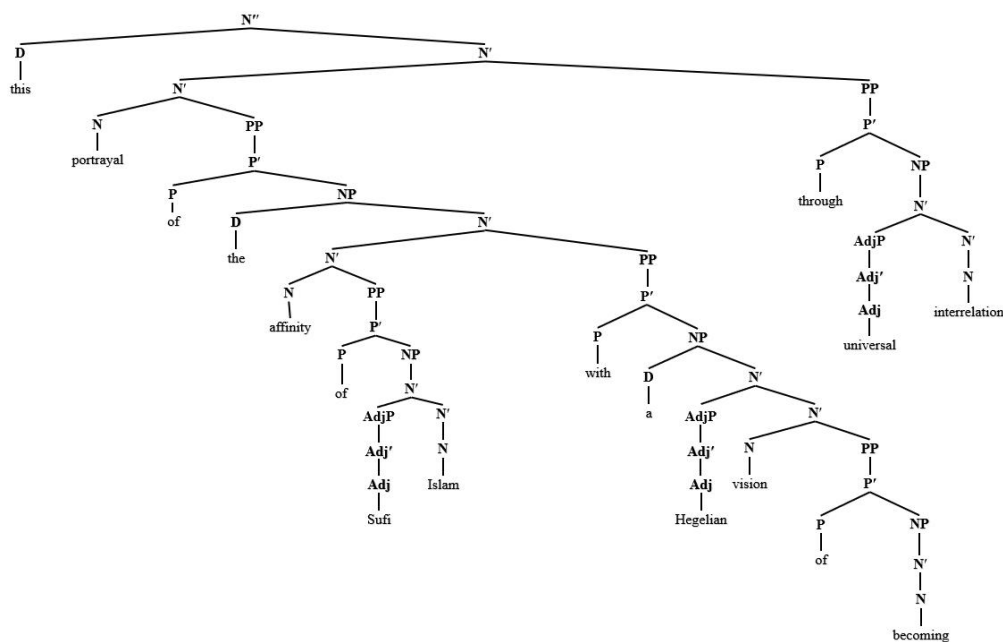
4.1.1.1.4.1 *Structural Analysis*. To consider this example of the noun phrase, it has the headword '*portrayal,*' the complement '*of the affinity*' having its own complement in the form of '*of Sufi Islam*', and the adjunct '*with a Hegelian vision of becoming*'. Moreover, the headword has the adjunct '*through universal interrelation*'. For the distribution of the constituents in the hierarchical structure of the noun phrase, Radford (1988) prefers the constituency test needed to be applied, which is as follows:

5. a. Which [portrayal]?   The one of the affinity of Sufi
                                    Islam with a Hegelian vision of

		becoming through universal interrelation?
b.	Which [portrayal of the affinity]?	The one of Sufi Islam with a Hegelian vision of becoming through universal interrelation?
c.	Which [affinity]?	The one of Sufi Islam with a Hegelian vision of becoming?
d.	Which [affinity of Sufi Islam]?	The one with a Hegelian vision of becoming?
e.	Which [vision]?	The one of becoming?
f.	Which [portrayal of the affinity of Sufi Islam with a Hegelian vision of becoming]?	The one through universal interrelation?
g.	Which [Islam]?	The Sufi one?
h.	Which [vision]?	The Hegelian one?
i.	Which [interrelation]?	The universal one?

The examples (5.a-c.) demonstrate that *of the affinity* and *of Sufi Islam* do not comply with the one-pronominalization test, which are described as complements by Radford (1988). It mean that *the affinity* is the complement of *this portrayal,* while *Sufi Islam* is the complement of *the affinity.* It is due to the reason that *of the affinity* and *of Sufi Islam* provide necessary information according to Radford (1988). In (5.b.), the constituent *'portrayal'* cannot have another complement because a headword can have only one complement as maintained by Radford (1988).

(5.f.) shows that '*through universal interrelation*' complies with the one-pronominalization test, which is an adjunct as noted by Radford (1988). In essence, '*through universal interrelation*' is the adjunct of the head noun *portrayal*'. Subsequently, the constituent '*with a Hegelian vision of becoming*' passes the one-anaphora test in the example (5.d.), which is described as an adjunct by Radford (1988). In this case, the constituent '*with a Hegelian vision of becoming'* becomes the adjunct of *affinity*'. Moreover, '*of becoming*' in (5.e.) does not pass the one-pronominalization test, which becomes a complement providing essential information according to Radford (1988). It occurs due to the reason that '*of becoming*' provides essential information to '*vision*'. This makes '*vision*' difficult to be replaced by the one-anaphora.

The instances from (5.g-i.) show that the words '*Sufi*', '*Hegelian*', and '*universal*' modify their respective nouns, which, according to Radford (1988), are adjective phrases in their respective constituents.

Figure 6

The Tree Diagram of the Function of Progressional Transition.
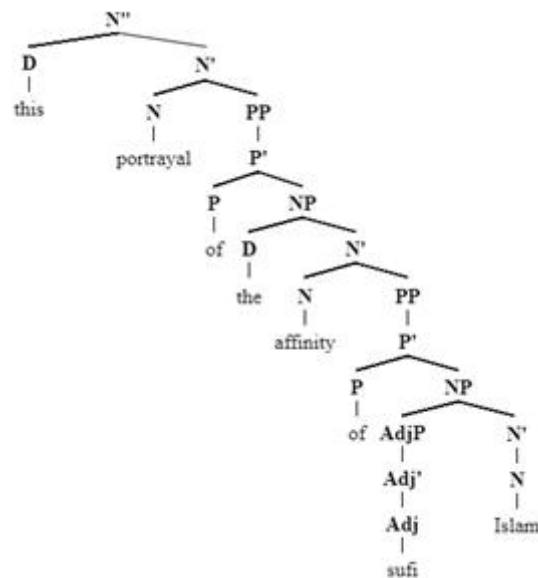
4.1.1.1.4.2 *Structural Analysis*. In the light of the above case of the noun phrase, there is the headword '*portrayal*'. The head noun has the complement. This complement has its own complement. The following examples undergo the constituency test as suggested by Radford (1988).

6.	a.	Which [portrayal]?	The one of the cosmopolitan and humanist nature of Sufi Islam?
	b.	Which [portrayal of the cosmopolitan and humanist nature]?	The one of Sufi Islam?
	c.	Which [nature]?	The one of Sufi Islam?
	d.	Which [portrayal]?	The positive one?
	e.	Which [nature]?	The cosmopolitan and humanist one?
	f.	Which [nature]?	The cosmopolitan one?
	g.	Which [nature]?	The humanist one?
	h.	Which [Islam]?	The Sufi one?

The example (6.a.) does not comply with the one-pronominalization test, which means that '*of the cosmopolitan and humanist nature* is the complement of '*portrayal* as maintained by Radford (1988). Moreover, '*of Sufi Islam,* according to Radford (1988), is the complement of '*nature* by virtue of the reason that it does not obey the one-anaphora test in (6.b.) and (6.c.). The example (6.b.) is not plausible because it is obvious in (6.c.) that the prepositional phrase '*of Sufi Islam*' is the complement of '*nature',* which is due to the reason that a headword of a noun phrase can accommodate only one complement as maintained by Radford (1988). Moreover, it is in line with Radford's (1988) view that '*of the cosmopolitan and humanist nature*' and '*of Sufi Islam*' in (6.a-b.) contain essential information because they define the type of '*portrayal*' and '*nature*' respectively. The substitution of '*portrayal*' and '*nature*' in (6.a-b.) become difficult with the one-anaphora.

Importantly, '*positive*', '*cosmopolitan and humanist*', and '*Sufi*' demonstrate that they modify their nouns in (6.d.), (6.e.) and (6.h.) respectively, which, according to Radford (1988), are adjective phrases in their constituents. As demonstrated in (6.f.) and (6.g.) the one-anaphora separately complies with '*cosmopolitan*' and '*humanist*' which are conjoined by a conjunction as in the phrase '*cosmopolitan and humanist*', since the constituent '*cosmopolitan and humanist*' are conjoined adjectives. It is an acceptable case according to Radford (1988).

4.1.1.1.4.3 *Functional Analysis*. In the first noun phrase, the abstract noun, i.e., '*portrayal*', refers to its anaphoric across-clause proximal linguistic context and becomes an abstract noun WSP as maintained by Flowerdew and Forest (2015). The complement and the adjunct enrich the abstract noun '*portrayal*' with information. The headword refers to its linguistic context which is in the paragraph occurred before it. It means that the content in the previous paragraph ends, and the abstract noun, i.e., *portrayal*, creates a connection between the succeeding and preceding paragraphs which are distinct but interconnected to each other (see Instance A4 in the Appendix A). The complement with the headword "affinity" provides essential information, whereas the adjunct with the headword "interralation" provides non-essential informatio. Both the components endeavours to demistify the headwords. The headword refers to the text that shows how a scholar has presented a relationship between Sufi ethos and a Hegelian concept.

In the similar manner, the abstract noun of the second noun phrase, i.e., 'portrayal', refers to its anaphoric, across-clause proximal linguistic context in the preceding paragraph, which, according to Flowerdew and Forest (2015), becomes an abstract noun WSP. It reflects that the abstract noun, i.e., portrayal, attempts to connect the content of the two paragraphs that demonstrate relevance (see Instance A4 in the Appendix A). The complement "affinity" provides essential information and makes it convienient to understand the reference of the headword 'portrayal'. In the second noun phrase, the headword refers to the text that show '*the cosmopolitan and humanist nature of Sufi Islam*', which is yet another presentention of Sufi ethos.

It is shown that the abstract nouns of the first and the second noun phrases WSP refer to their anaphoric, across-clause proximal linguistic context, which signifies that they create a series of transitions between different aspects of the same idea. Hence, it becomes an instance of a progressional transition.

This function helps in the organization of considerable amount of information, and attempts to avoid the distortion in the flow of information.

4.1.1.2   Constancy

4.1.1.2.1 *Instance*

Figure 7

The Tree Diagram of the Function of Constancy.
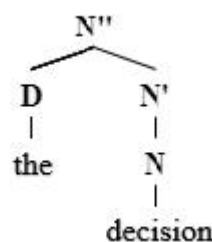
4.1.1.2.1.1 *Structural Analysis*. Upon examining the noun phrase, it shows that it has the head noun, i.e., '*decision*' and the determiner '*the*'. To construct hierarchical structure, it, according to Radford (1988), requires the one-pronominalization test, which is as follows:

7.   a.   Which [decision]?   This one?

It seems clear from the example (7.a.) that '*decision*' is a head noun. This is inline with the view of Radford (1988) who states that the instance like (7.a.) are not plausible as this instance makes the word '*decision*' a part of N'; however, it is a part of an N in this case. It implies that '*decision*' is the headword of this noun phrase.

Figure 8

The Tree Diagram of the Function of Constancy.
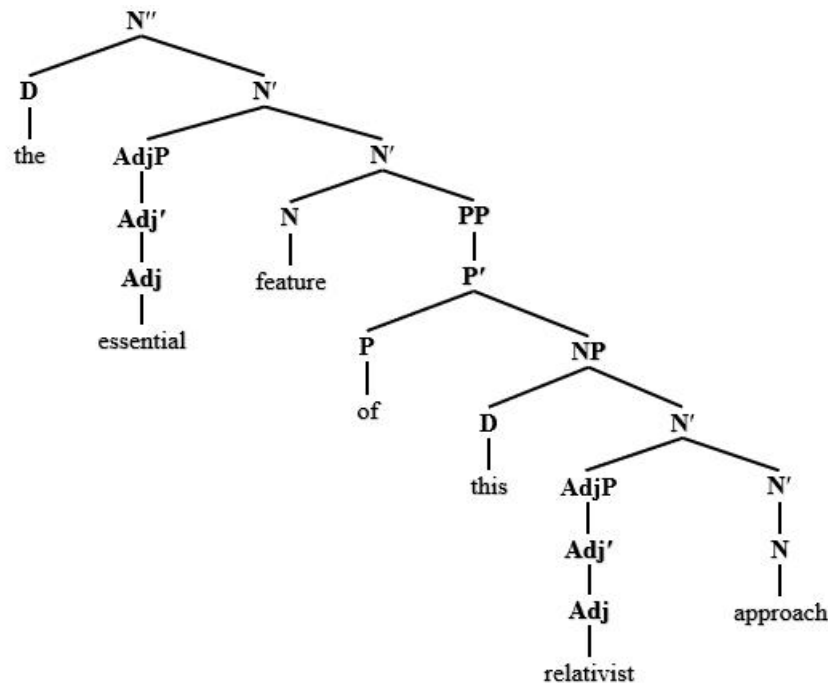
4.1.1.2.1.2 *Structural Analysis*. To scrutinize this noun phrase, it has the head noun '*feature*', and its complement '*of this relativist approach*'. Moreover, the constituents have their determiners. The following examples undergo the constituency test as suggested by Radford (1988).

8.	a.	Which [feature]?	The one of this relativist approach?
	b.	Which [feature]?	The essential one?
	c.	Which [approach]?	The relativist one?

The example (8.a) shows that '*of this relativist approach*' does not comply with the one-pronominalization test, which is identified as a complement Radford (1988). It implies that '*of this relativist approach*' is the complement of '*feature*'. As per Radford's (1988) view, '*of this relativist approach*' in (8.a.) contains essential

information because it defines the type of '*feature*'. It implies that the substitution of '*feature*' in (8.a.) becomes difficult with the '*one*' anaphora.

(8.b.) and (8.c.) demonstrate that 'essential' and 'relativist' are adjective phrases in their respective constituents according to Radford (1988).

Figure 9

The Tree Diagram of the Function of Constancy.
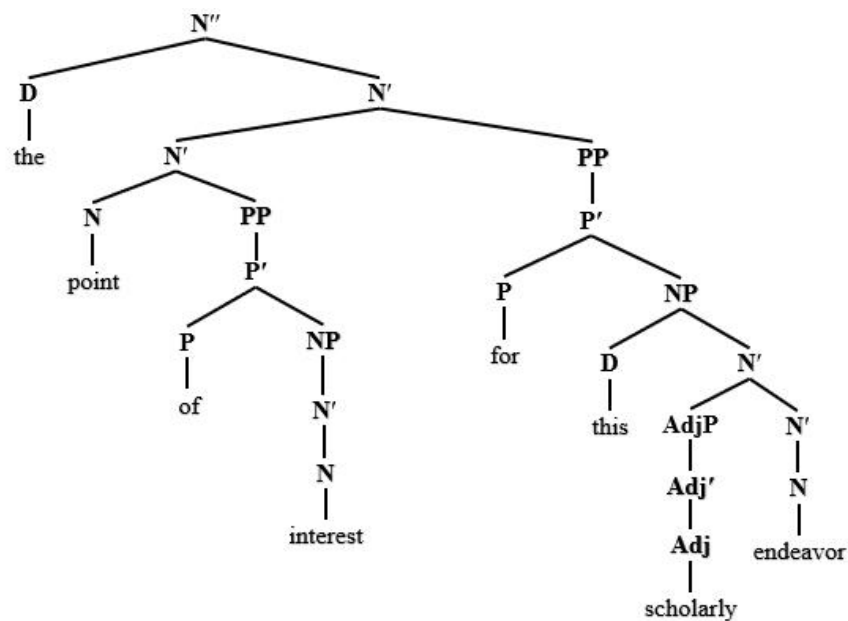
4.1.1.2.1.3 *Structural Analysis*. As indicated, the above example has the headword. The headword has the adjunct and the complement. Moreover, the headword and the adjunct have their determiners. The relationships are identified in the following examples where the constituency test is applied as maintained by Radford (1988).

9.	a.	Which [point]?	The one of interest for this scholarly endeavor?
	b.	Which [point of interest]?	The one for this scholarly endeavor?
	c.	Which [endeavor]?	The scholarly one?

The example (9.a) shows that '*of interest*' does not comply with the one-pronominalization test, which Radford (1988) refers to as a complement that occurs after the headword. It implies that '*of interest*' is the complement of the headword '*point*'. According to Radford (1988), '*of interest*' in (9.a.) provides essential information because it defines the type of '*point*'. This makes it difficult for '*point*' to

be substituted by the one-anaphora in (9.a.). Subsequently, the constituent '*for this scholarly endeavor*' passes the one-anaphora test in the example (9.b.), which is described as an adjunct by Radford (1988). In this case, the constituent '*for this scholarly endeavor*' becomes the adjunct of '*point*'.

The example (13.a.) reveals that '*scholarly*' modifies the noun '*endeavor*'. It means that '*scholarly*' is an adjective phrase according to Radford (1988).

4.1.1.2.1.4 *Functional Analysis*. There are three abstract nouns '*decision*', '*feature*', and 'point' which, according to Flowerdew and Forest (2015), are abstract nouns WSP because they make cataphoric in-clause reference to their linguistic contexts.

The first noun phrase contains the abstract noun '*decision*' that is an abstract noun WSP. It reflects that the headword does not need any additional component in order to convey information as it is adequate in itself (see Instance A5 in the Appendix A).

The second noun phrase is an example of a structure that has the head noun 'feature' and just one component in the form of 'of this relativist approach' which gives the head noun further clarification. In this case, the additional component becomes valuable (see Instance A6 in the Appendix A).

The third noun phrase has the head noun 'point', and the complement 'of interest', and the adjunct 'for this scholarly endeavor'. These components provide additional information to the head noun. In short, these components describe the nature of the headword within the surrounding text (see Instance A7 in the Appendix A).

It is shown that when a noun phrase can convey information on itself, the complements should not be added. In other case, if there is a need of a component or components to a noun phrase, it has to be added in order to make writing efficient. However, the matter is that it should not exceed two components by virtue of the reason that when the components remain within its range, that is, not more than two, the writing, then, reflects a sense of control and does not create confusion. As abstract nouns WSP are dense in meaning, their construction within range make them recognizable.

Furthermore, the consistent use of these structures creates unity in the text as this unified approach brings intertwined discourse.

4.1.1.3 Alignment

4.1.1.3.1 *Instance*

Figure 10 and 11

The Tree Diagrams of the Function of Alignment.

4.1.1.3.1.1 *Structural Analysis.* There are two noun phrases. The first noun phrase has the head noun, i.e., '*trauma*', whereas the second one has the headword '*incident*'. Moreover, these two noun phrases have the determiners in the form of '*the*'. According to Radford's (1988) view, these examples undergo the one-pronominalization test, which are as follows:

10. a. Which [trauma]?　　　　This one?
　　 b. Which [incident]?　　　　This one?

The instances in (10.a.) and (10.b.) show that '*trauma*' and '*incident*' are head nouns. This is inline with the view of Radford (1988) who states that the instances like (10.a.) and (10.b.) are not plausible as the instances make the words '*trauma*' and '*incident*' a part of N′; however, it is a part of an N in this case. It implies that they are the headwords.

4.1.1.3.1.2 *Functional Analysis.* The noun phrase contains abstract nouns '*trauma*' and '*incident*' which, as per Flowerdew and Forest's (2015) view, are abstract nouns WSP because they refer to their anaphoric, across-clause proximal linguistic contexts.

The noun phrases occur consistently in the particular text by virtue of the reason that they demonstrate interconnection. To specify, the '*incident*' and the '*trauma*' show a cause and effect relationship within the text; it means that the

'*incident*' (see Instance A9 in the Appendix A) becomes the cause of developing the '*trauma*' as an effect (see Instance A8 in the Appendix A). In this way, the concept of trauma creates a clear connection with the data in which there are events in the form of incidents. This approach clarifies how the notion that is used in the particular study connects with the patterns, in the form of incidents, noticed in the data. In this manner, the concept aligns with the data to enhance clarity throughout the text.

This connection between the different aspects within the text reflects how they are suitable for each other, which gives the indication of an appropriate match.

4.1.1.4   Instigation

4.1.1.4.1 *Instance*

Figure 12

The Tree Diagram of the Function of Instigation.
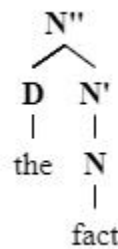
4.1.1.4.1.1 *Structural Analysis*. This instance illustrates that there is the head noun, i.e., 'fact'. In addition, it has the determiner 'the'. According to Radford's (1988) view, the example undergoes the one-pronominalization test, which is as follows:

12.   a.   Which [fact]?   This one?

(12.a.) shows that '*fact*' is a head noun. This is inline with the view of Radford (1988) who states that the instance like (12.a.) is not plausible as the instance makes the word '*fact*' a part of N′; however, it is a part of an N in this case. It implies that it is a headword.

Figure 13

The Tree Diagram of the Function of Instigation.
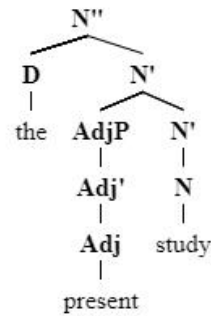
4.1.1.4.1.2 *Structural Analysis*. This instance illustrates that there is the head noun, i.e., 'study'. This headword has the adjective phrase '*present*' and the determiner '*the*'.

To construct hierarchical structure for this noun phrase, it, as suggested by Radford (1988), requires the one-pronominalization test, which is as follows:

13.   a.   Which [study]?   The present one?

The example (13.a.) reveals that '*present*' modifies the noun '*study*'. It means that '*present*' is an adjective phrase which is supported by Radford (1988).

Figure 14

The Tree Diagram of the Function of Instigation.
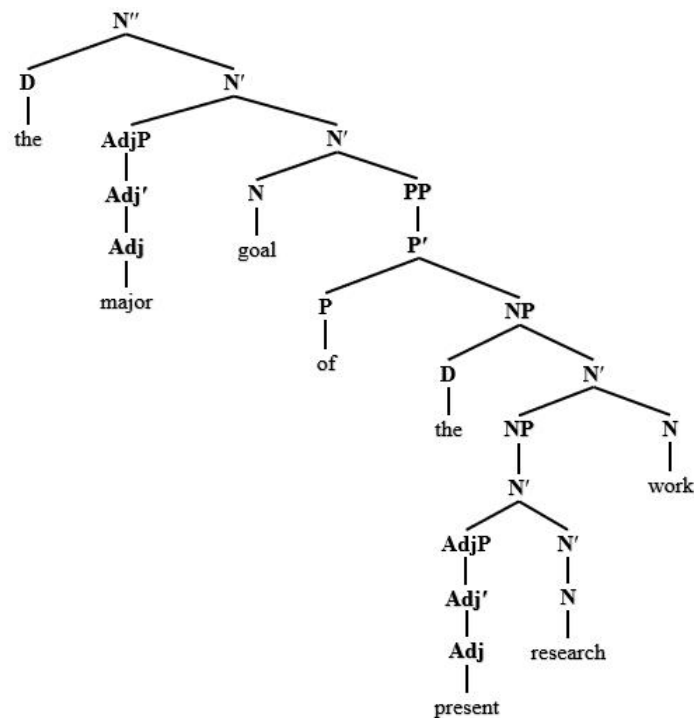
4.1.1.4.1.3 *Structural Analysis*. The above example of the noun phrase illustrates that the headword '*goal*' has the complement '*of the present research work*'. This

complement has the NP complement '*research*'. Noticeably, the headword and its complement has determiners. According to Radford (1988), these relationships are identified through the one-pronominalization test in the following examples.

14. a. Which [goal]?   The one of the present research work?

    b. Which [work]?   The present research one?

    c. Which [research work]?   The present one?

    d. Which [goal]?   The major one?

The example (14.a) shows that '*of the present research work*' does not comply with the one-pronominalization test, which is described as a complement by Radford (1988). It implies that '*of the present study work*' is the complement of '*goal*'. In (14.a.), '*of the present research work*' provides necessary information which specifies '*goals*' as maintained by Radford (1988) . This creates problems for '*goal*' to be replaced by the one-anaphora.

Whereas, the example (14.e.) demonstrates that the word '*major*' modifies the noun '*goal*', and it thus becomes an adjective phrase according to Radford (1988).

(14.b.) is not grammatical as the constituent '*present research*' does not comply with the test, which is described as an NP complement by Radford (1988). It suggests that '*research*' is the NP complement of '*work*'. Moreover, The example (14.d.) shows that '*present*' modifies '*research work*', which, according to Radford (1988), attaches to an N′ and is the sister of an N′ node.

Figure 15

The Tree Diagram of the Function of Instigation.

4.1.1.4.1.4 *Structural Analysis*. To scrutinize this noun phrase, it has the head noun '*focus*' and the complement '*of this investigation*'. Moreover, the constituents have their determiners. As suggested by Radford (1988), the following example shows the relationship.

15. a. Which [focus]?   The one of this investigation?

The example (15.a) shows that '*of this investigation*' does not comply with the one-pronominalization test, which Radford (1988) refers to as a complement that occurs after the headword. It implies that '*of this investigation*' is the complement of the headword '*focus*'. According to Radford (1988), '*of this investigation*' in (15.a.) provides essential information because it defines the type of '*focus*'. This makes it difficult for '*focus*' to be substituted by the one-anaphora in (15.a.).

4.1.1.4.1.5 *Functional Analysis*. As indicated in the figure 12, 13, 14, and 15 , there are four abstract nouns '*fact*', '*study*', '*goal*', and '*focus*', which, according to Flowerdew and Forest (2015), are abstract nouns WSP because they make reference to their linguistic contexts. The abstract nouns WSP '*fact*', '*goal*', and '*focus*' condense cataphoric in-clause information, while the abstract noun WSP '*study*' refers to the entire body of text.

The first noun phrase appears at the start of the particular study. It serves as an initial element of reference for a topic. Its role is to introduce the study with some factual information which provides a solid ground to the study (see Instance A10 in the Appendix A).

In the similar manner, the second noun phrase acts as an introductory point; however, this noun phrase sets the context for the particular study. It means that it has a direct link with the particular study as it attempts to sum up the entire status of that study (see Instance A11 in the Appendix A). It is clear from the noun phrase showing that the particular text revolves around how female characters possess the attributes of superiority and inferiority.

To compare it to the previous two noun phrase, the third noun phrase also help in the initiation of context (see Instance A12 in the Appendix A). Similarly, the fourth noun phrase occurs at the start of the text to provide context (see Instance A13 in the Appendix A). These noun phrases adopt a different approach to deal with it. It

directly starts with the focus of the particular study. So, in this way, it diverts the attention towards the prime of the topic. The third noun phrase shows that the particular study focuses on the exploration of a specific type of verbs at different levels, whereas the fourth noun phrase demonstrates that the particular text is about how language operates in a specific setting.

This function enables to set the context for the texts by presenting factual information, summing an entire study, and beginning with the focus of the study.

4.1.1.5   Reiteration

4.1.1.5.1 *Instance*

Figure 16

The Tree Diagram of the Function of Reiteration.
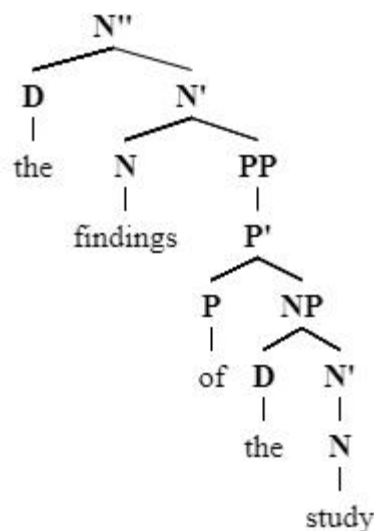
4.1.1.5.1.1 *Structural Analysis*. To scrutinize this noun phrase, it has the head noun '*findings*', and its complement '*study*'. Moreover, the constituents have their determiners in the form of 'the'. The following example shows the relationship.

16.   a.   Which [findings]?   The ones of the study?
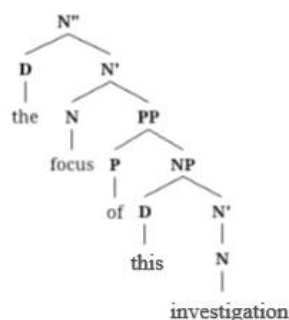
The example (16.a) shows that *of the study* does not comply with the one-pronominalization test, which is identified as a complement occurring after the headword by Radford (1988). In essence, *'of the study'* is the complement of *'findings'*. According to Radford (1988), '*of the study'* in (15.a.) provides essential

information because it defines the type of '*findings*'. This makes it difficult for '*findings*' to be substituted by the one-anaphora in (16.a.).

4.1.1.5.1.2 *Functional Analysis.* This noun phrase has two abstract nouns '*findings*' and '*study*' which, according to Flowerdew and Forest (2015), are abstract nouns WSP because it makes reference to their linguistic contexts. The abstract noun WSP '*findings*' condenses anaphoric, across-clause distal information, while the abstract noun WSP '*study*' refers to the entire body of text.

The usage of this noun phrase is to restate the key points that are presented somewhere in the text. The focus of the text is related to the idenitification of whether explicit way of teaching can help to develop pragmatic competence. It reveals through this noun phrases that this way of teaching can prove helpful in fostering pragmatic competence. In other words, the primary points are summarized in order to reinforce them for the realization of the main purpose of the text. (see Instance A14 in the Appendix A). With this condensation, the main claim is made, which eventually helps to proceed towards concluding the particular study. This becomes one of the functions of abstract noun phrases imlying that abstract noun WSP can make distal reference. The reason behind its inclusion is to show how distal specifications can be condensed and to highlight how they can help in the construction of conlusion statements.

4.1.1.6   Collation

4.1.1.6.1 *Instance*

Figure 17

The Tree Diagram of the Function of Collation.
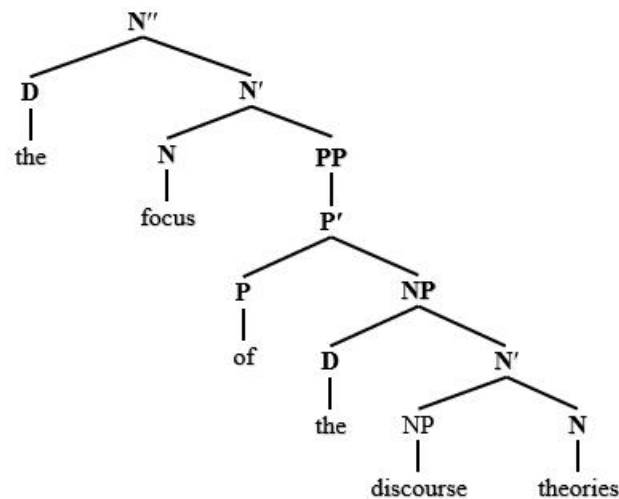
4.1.1.6.1.1 *Structural Analysis*. The above noun phrase shows that there is the head '*focus*' and the complement '*of the discourse theories*'. In order to identity the relationships, Radford (1988) suggests the one-pronominalization test, which is as follows:

17. a. Which [focus]?   The one of the discourse theories?
    b. Which [theories]?   The discourse ones?

The prepositional phrase '*of the discourse theories*' in the example (17.a) does not comply with the one-pronominalization test, which is identified as a complement by Radford (1988). In (17.a.), '*of the discourse theories*' provides necessary details which specifies '*focus*' as maintained by Radford (1988) . This creates problems for '*focus*' to be replaced by the one-anaphora. It suggests that '*of the discourse theories*' is the complement of '*focus*'. Moreover, (17.b.) demonstrates that '*discourse*' is the NP complement as it does not show compliance with the one-anaphora , which is in accordance with Radford's (1988) view.

Figure 18

The Tree Diagram of the Function of Collation.
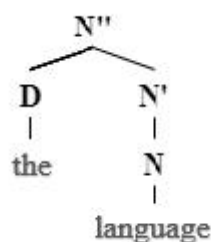
4.1.1.6.1.2 *Structural Analysis*. This instance illustrates that there is the head noun, i.e., '*language*'. In addition, it has the determiner '*the*'.

> 18.   a.   Which [language]?   This one?

(18.a.) shows that '*language*' is a head noun. This is inline with the view of Radford (1988) who states that the instance like (18.a.) is not plausible as the instance makes the word '*language*' a part of N′; however, it is a part of an N in this case. It implies that it is a headword.

4.1.1.6.1.3 *Functional Analysis*. The abstract noun WSP '*focus*' refers to its cataphoric, in-clause proximal linguistic context, whereas the abstract noun WoSP '*theories*' has no content within the text as maintained by Flowerdew and Forest (2015). In this sense, the noun phrase holds the important information which occurs in the form of the second noun phrase '*the language*'. Moreover, the second noun phrase has the abstract noun WSP '*language*' that makes a cataphoric, in-clause proximal reference and, thus, acts as the prime content of the abstract noun 'focus', which is in accordance with Flowerdew and Forest's (2015) view. It demonstrates that the point of interest of different discourse theories is the study of language.

It is shown that the two noun phrases summarize the linguistic context which allows them to adopt the form of noun phrases that have something in the text, but are too general in their nature (see Instance A15 in the Appendix A). The first one provides a clear condensation of the linguistic context, and the second one signifies what the linguistic context is all about reflecting the prime content of the first noun phrase.

This function attempts to label a linguistic context and helps to continue discourse related to it. Furthermore, it restricts an extra amount of information as the primary information related to '*the discourse theories*' are provided in the text in the form of the linguistic context '*the language*'.

4.1.2   In-text Content

4.1.2.1   Reflection on Status

4.1.2.1.1 *Instance*

Figure 19

The Tree Diagram of the Function of Reflection on Status.

```
                        N"
              ┌─────────┴─────────┐
              D                   N'
              │          ┌────────┴────────┐
             the         N                 PP
                         │                 │
                       study               P'
                              ┌────────────┴────────────┐
                              P                          NP
                              │          ┌───────────────┼──────────┐
                             of          NP             Conj        NP
                                         │               │        ┌──┴──┐
                                         N'             and       D    N'
                                    ┌────┴────┐                   │    │
                                  AdjP        N'                 the   N
                                   │          │                       │
                                  Adj'        N                      lexis
                                   │          │
                                  Adj      structures
                                   │
                               linguistic
```
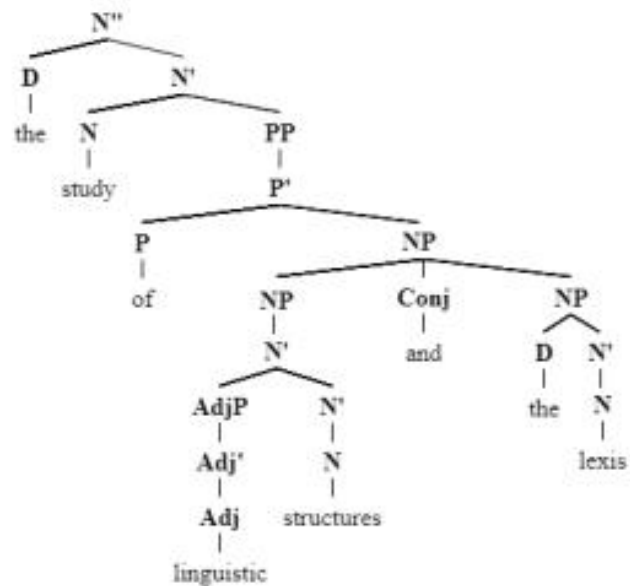
4.1.2.1.1.1 *Structural Analysis*. In the light of the above case of the noun phrase, it is clear that the head noun has the complement. Moreover, the constituents have the determiners. The following examples undergo the constituency test as suggested by Radford (1988).

19.	a.	Which [study]?	The one of linguistic structures and the lexis?
	b.	Which [structures]?	The linguistic one?
	c.	Which [linguistic structures and the lexis]?	This one?
	d.	Which [linguistic structures]?	This one?
	e.	Which [lexis]?	This one?

The examples (19.a.) and (19.b.) show that '*of linguistic structures and the lexis*' does not pass the one-anaphora test, which makes it a complement as noted by Radford (1988). It implies that '*of linguistic structures and the lexis*' is the complement of '*study*'. In (19.a.), '*of linguistic structures and the lexis*' provides necessary information which specifies '*study*' as maintained by Radford (1988). This creates problems for '*study*' to be replaced by the one-anaphora.

In (19.c.), it is obvious that *'linguistic'* modifies the noun *'structures'*, so it, according to Radford (1988), becomes an adjective phrase.

As far as the conjoined noun phrase '*linguistic structures and the lexis*' is concerned, (19.d-e.) demonstrates that *structures* and *lexis* are nouns which is why they are conjoined. It is the reason that they occur under the dominance of N″ in the hierarchical structure.

4.1.2.1.1.2 *Functional Analysis*. The noun phrase contains an abstract noun '*study*' which, according to Flowerdew and Forest (2015), is an abstract noun WSP because it makes anaphoric reference to its anaphoric, in-clause linguistic context.

The noun phrase implies an area of research requiring to be considered for examination that focuses on how some '*structures*' and '*lexis*' operate in a certain data. In other words, the abstract noun '*study*' suggests an examination, while '*structures*' and '*lexis*' are the elements through which the examination undergoes. It means that the noun phrase captures the entire essence of the particular study, that is, what can be expected in the study? It means that it reflects the overall status of the particular study (see Instance A16 in the Appendix A). Notably, this noun phrase suggests the focus of the particular study, which in turn offers opportunity to begin investigation. In short terms, this noun phrase demonstrates a strong relevance to the thesis statement of the particular study requiring to move the discourse further in the form of beginning investigation.

4.1.2.2   Clarification

4.1.2.2.1 *Instance*

Figure 20

The Tree Diagram of the Function of Clarification.

```
                        N″
                 ┌──────┴──────┐
                 D             N′
                 │        ┌─────┴─────┐
                the     AdjP         N′
                 │      ┌──────┬──────┐
               Adj′     N           PP
                 │      │           │
               Adj    stage        P′
                 │          ┌───────┴───────┐
               first       P′              NP
                           │               │
                           of             N′
                                    ┌──────┴──────┐
                                   N′            PP
                                   │             │
                                   N            P′
                                   │        ┌────┴────┐
                                recovery    P        NP
                                            │         │
                                          from       N′
                                                     │
                                                     N
                                                     │
                                                  trauma
```
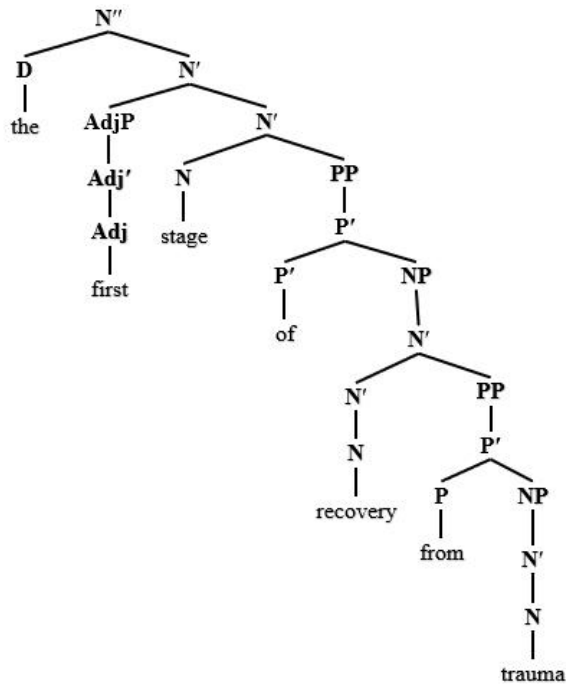
4.1.2.2.1.1 *Structural Analysis*. As indicated, the above example has the headword '*stage*'. The headword of the noun phrase has the complement having its own adjunct. Moreover, the head noun has the determiner in the form of '*the*'. The relationships are identified in the following examples where the standard constituency test is applied as suggested by Radford (1988).

20.	a.	Which [stage]?	The one of recovery from trauma?
	b.	Which [stage of recovery]?	The one from trauma?
	c.	Which [recovery]?	The one from trauma?
	d.	Which [stage]?	The first one?

The prepositional phrase '*of recovery*', in the example (20.a.), does not comply with the one-pronominalization test, which is labelled as a complement by Radford (1988). It means that '*of recovery*' is the complement of '*stage*'. In (5.a.), '*of recovery*' provides necessary details which specifies '*stage*' as maintained by Radford (1988). This creates problems for '*stage*' to be replaced by the one-anaphora. Moreover, '*from trauma*' is the complement of '*recovery*' by virtue of the reason that it does not obey the one-anaphora test in (20.c.) as maintained by Radford (1988). In addition, the consideration of (20.b.) makes if further clear that '*from trauma*' is the adjunct of '*recovery*' because it does not seem grammatical with '*stage*'; otherwise, this

sequence, that is, '*the first stage from trauma*', which would be natural, but is not plausible here.

It seems clear from (20.d.) that the word *'first'* modifies the noun *'stage',* so it, according to Radford (1988), becomes an adjective phrase.

Figure 21

The Tree Diagram of the Function of Clarification.
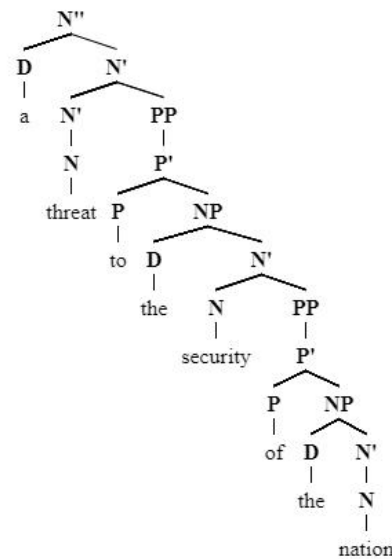
4.1.2.2.1.2 *Structural Analysis*. As indicated, the above example has the headword '*threat*'. The headword has the adjunct which has its own complement. Moreover, all the constituents have the determiner 'a'. The relationships are identified in the following examples where the standard constituency test are applied as maintained by Radford (1988).

21. a. Which [threat]? The one to the security of the nation?

b. Which [threat to the security]? The one of the nation?

c. Which [security]? The one of the nation?

In the example (21.a.), '*to the security*' does comply with the one-pronominalization test. Since it passes the one-anaphora test, it, according to Radford (1988), is an adjunct. In essence, '*to the security*' is the complement of '*threat*'. Conforming to Radford's (1988) view, '*of the nation*' is the complement of '*security*' by virtue of the reason that it does not obey the one-anaphora test in (21.b.) and (21.c.).

Figure 22

The Tree Diagram of the Function of Clarification.
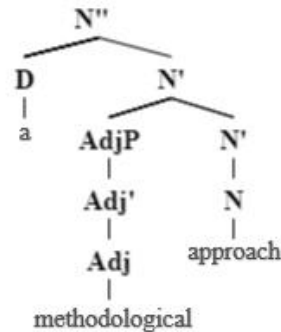
4.1.2.2.1.3 *Structural Analysis*. This instance of the noun phrase illustrates that there is the head noun, i.e., '*approach'*. Importantly, the headword has the determiner and the adjective phrase.

To construct hierarchical structure for this noun phrase, it, according to Radford (1988), requires the one-pronominalization test, which is as follows:

22. a. Which [approach]? The methodological one ?

It seems clear from the example (22.a.) that the word '*methodological'* modifies the noun '*approach*', so it becomes an adjective phrase according to Radford (1988).

4.1.2.2.1.3 *Functional Analysis*. There are three abstract nouns '*stage*', '*threat*', and '*approach*' which, according to Flowerdew and Forest (2015), are abstract nouns WSP because they make anaphoric, in-clause reference to their linguistic contexts.

In the first noun phrase, the abstract noun condenses its linguistic context. The content is labeled as a *'stage'* conveying its position in the text. The expression '*the recovery from trauma*' adds enriching information. In this sense, the noun phrase serves as additional information to its linguistic context as well as clarifies its position in the text as '*the first stage*', which justifies the importance of the content in the particular text (see Instance A17 in the Appendix A).

As far as the second noun phrase is concerned, it also condenses its linguistic context (see Instance A18 in the Appendix A). Similarly, the third noun phrase carries the signalling potential (see Instance A19 in the Appendix A). The headwords '*threat*' and '*approach*' label their respective contents and assign them their characteristics. In

the second noun phrase, the expression '*the security of the nation*' provides relevant information related to the abstract noun '*threat*'. In this sense, they act similar to the role of the first noun phrase.

With this, the noun phrases make an attempt to enable the academic text to convey information with clarity. In addition, the position of the condensed linguistic contexts become obvious in the entire text.

4.1.2.3   Compression

4.1.2.3.1 *Instance*

Figure 23

The Tree Diagram of the Function of Compression.
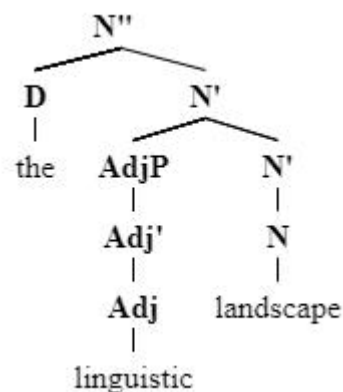
4.1.2.3.1.1 *Structural Analysis*. The instance has the headword, i.e., 'landscape'. This headword has the adjective phrase '*linguistic*' and the determiner '*the*'.

To construct hierarchical structure for this noun phrase, it, according to Radford (1988), requires the one-pronominalization test, which is as follows:

23.   a.   Which [landscape]?   The linguistic one?

The example (23.a.) reveals that '*linguistic*' modifies the noun '*landscape*', which means that '*linguistic*' is an adjective phrase as noted by Radford (1988).

4.1.2.3.1.2 *Functional Analysis*. The noun phrase contains an abstract noun '*landscape*' which, according to Flowerdew and Forest (2015), is an abstract noun WSP because it makes cataphoric, across-clause proximal reference to its linguistic context.

This noun phrase is a term that is well established in the field of linguistics. The particular study revolves around a list of '*landscape*' that are mentioned in the text, which means that the noun phrase refers only to those mentioned 'landscapes' (see Instance A20 in the Appendix A). The term is shortened in the text as its consistent use in a shortened form makes writing efficient, which helps in the presentation of information in a manner that is recognizable. Moreover, the noun phrase is an established term, which means that its use has importance in the particular text. In this sense, its abbreviated form retains its meaning making it possible to avoid the repetition of its complete structure, and thereby minimize the chances of absurdity. In essence, the compression of the noun phrase brings efficient writing.

4.1.3   Synthesis

4.1.3.1   Interconnection

4.1.3.1.1 *Instance*

Figure 24 and 25

The Tree Diagrams of the Function of Interconnection.
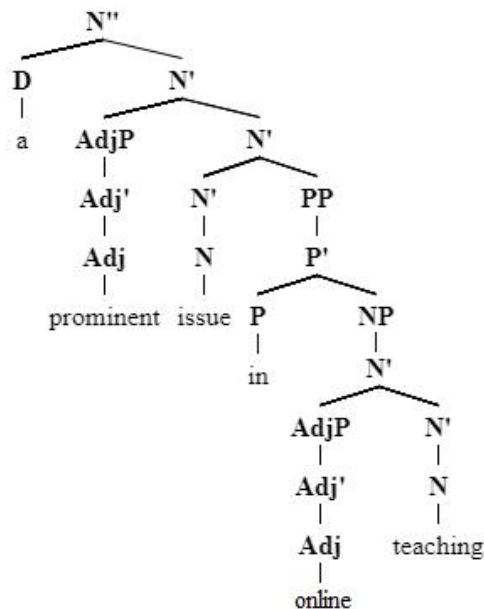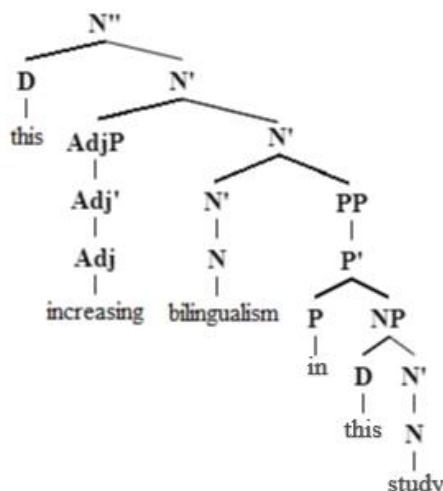
4.1.3.1.1.1 *Structural Analysis*. The first noun phrase illustrates that there is the head noun, i.e., '*issue*'. This headword has the adjunct in the form of '*in online teaching*'. Furthermore, it involves a determiner. All of these positions are determined through the following test, as suggested by Radford (1988).

24. a. Which [issue]?   The one in online teaching?

  b. Which [issue]?   The prominent one?

  c. Which [teaching]?   The online one?

The prepositional phrase '*in online teaching*', in the example (24.a.), complies with the one-pronominalization test, which is identified as an adjunct by Radford (1988). It means that '*in online teaching*' is the complement of '*issue*'. Moreover, it seems clear from the example (24.b.) that '*prominent*' modifies the noun '*issue*'. In the similar manner, '*online*' satisfies the role of a premodifier of '*teaching*' as evident in (24.c.). So, the words '*prominent*' and '*issue*', according to Radford (1988), become adjective phrases in their respective constituents.

As far as the second noun phrase is concerned, it contains the head noun. Importantly, it has the adjective phrase in the form of '*increasing*'. In addition, there is a presence of the determiner and the adjunct.

25. a. Which [bilingualism]? The one in this study?

  b. Which [bilingualism]? The increasing one?

The *in-phrase* in the example (25.a.) complies with the one-pronominalization test. This compliance of '*in this study*' with the one-anaphora test gives the indication that

'*in this study*' is an adjunct as maintained by Radford (1988). It means that '*in this study*' is the adjunct of '*bilingualism*'.

The example (25.b.) shows that '*increasing*' modifies the noun '*bilingualism*', so, according to Radford (1988), the word '*increasing*' is an adjective phrase.

4.1.3.1.1.2 *Functional Analysis*. There are two abstract nouns '*issue*' and '*bilingualism*' which, according to Flowerdew and Forest (2015), are abstract nouns WSP because they make reference to their linguistic contexts. The abstract noun '*issue*' condenses an anaphoric, in-clause information, while the abstract noun '*bilingualism*' makes to anaphoric, across-clause proximal reference.

The two noun phrases have a shared feature. They summarize their linguistic contexts that are in the form of previously conducted research. The first noun phrase has the linguistic context, that is, slow broadband speed, which serves as a point which is condensed as '*a prominent issue in online teaching*', so the first noun phrase adds further weight to the comparison (see Instance A21 in the Appendix A). It shows how slow internet speed can affect online teaching. It is the reason that the comparison is made between new findings and those in existing literature, which gives the indication that the claim is supported by the particular text. In other words, the first noun phrase highlights the particular problem that is addressed by the new finding and those in the existing literature.

In contrast, the abstract nouns of the second noun phrase '*bilingualism*' summarizes the content that is in the form of some findings from a previously conducted study, and thus makes an attempt to link them to the new findings with the help of the adjunct '*in this study*'. The condensed content is related to the increasing use of code mixing is used in a specific context, whereas the subsequent content is about the use of L1 by students in the classroom despite the dominance of L2. Moreover, the abstract noun '*study*'refers to the entire body of text (see Instance A22 in the Appendix A). In this manner, the second noun phrase serves as a bridge between findings in existing literature and new findings.

The first noun phrase directly makes comparison with the findings of the study, while the second noun phrase summarizes the previous findings and then compares it to the new findings.

With these connections, the noun phrases make the environment suitable for new findings to be linked with those in existing literature so as to highlight the standing of new findings in the existing literature, which may be in the form of revealing novel outcomes or strengthening previous claims. Notably, these noun phrases clearly illustrate the comparison of new findings with those in existing literature.

As the two noun phrases have commonality in terms of sharing a function, they possess connection by comparing emerged findings with those in existing literature. In essence, they play the role of interconnection. Moreover, they attempt to situate new findings with in existing literature.

4.1.3.2   Prudence

4.1.3.2.1 *Instance*

Figure 26 and 27

The Tree Diagrams of the Function of Prudence.
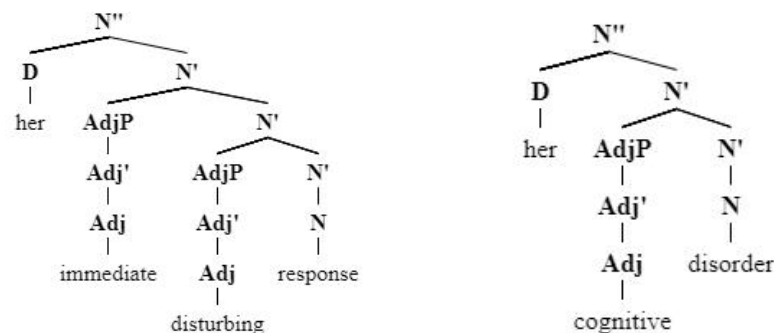
4.1.3.2.1.1. *Structural Analysis*. In order to examine the noun phrase, it has the head noun, i.e., '*response*', and the determiner '*her*'.

To construct hierarchical structure for this noun phrase, it, according to Radford (1988), requires the one-pronominalization test, which is as follows:

26.   a.   Which [response]?   The immediate disturbing one?
        b.   Which [disturbing response]?   The immediate one?

It seems clear from the example (26.a.) that the word '*immediate disturbing*' modifies the constituent '*response*'. (26.b.) illustrates that 'immediate*'* modifies 'disturbing

response', which labels '*immediate*' and '*disturbing'* as adjective phrases according to Radford (1988).

The second instance of the noun phrase illustrates that there is the head noun, i.e., 'disorder'. Importantly, the headword has the determiner '*her*' and the adjective phrase '*cognitive*'.

To construct hierarchical structure for this noun phrase, it, according to Radford (1988), requires the one-pronominalization test, which is as follows:

    27. a.   Which [disorder]?   The cognitive one?

It seems clear from the example (27.a.) that the word '*cognitive*' modifies the noun '*disorder*', so it becomes an adjective phrase as maintained by Radford (1988).

Figure 28

The Tree Diagram of the Function of Prudence.
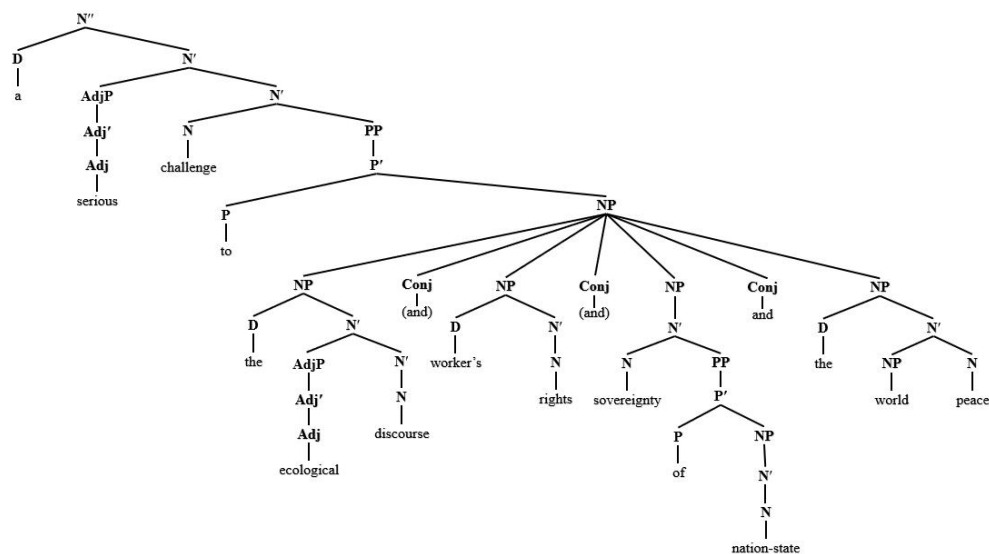
4.1.3.2.1.2 *Structural Analysis*. As indicated, the above example has the headword '*challenge*'. The headword has the adjunct. This adjunct is complex, having five nouns. Moreover, the head noun has the determiner 'a'. In order to decide the positions for the prepositional phrases (whether they belong to a complement or an adjunct), it, according to Radford (1988), requires the standard constituency test which is applied in the below examples.

    28. a.   Which [challenge]?   The one to the ecological balance, workers' rights, sovereignty of nation-states and the world

		peace?
b.	Which [sovereignty]?	The one of nation-states?
c.	Which [balance]?	The ecological one?
d.	Which [peace]?	The world one?
e.	Which [rights]?	Workers' one?
f.	Which [challenge]?	The serious one?

When it comes to the example (28.a.), it demonstrates that this *to-phrase* complies with the one-pronominalization test. This compliance makes it an adjunct as noted by Radford (1988). In essence, the *to-phrase* is the adjunct of '*challenge*'. Conforming to Radford's (1988) view, '*of nation-states*' is the complement of '*sovereignty*' by virtue of the reason that it does not obey the one-anaphora test in (28.b.).

Importantly, '*serious*' and '*ecological*' demonstrate that they modify their nouns in (28.c.) and (28.f.) respectively. The modifying ability of these words makes them adjective phrases in each constituent as noted by Radford (1988).

(28.d.) shows that '*world*' is the NP complement of '*peace*', which occupies the NP complement position occurred before '*peace*' as per Radford (1988).

The example (28.e.) shows that *workers'* is a genitive case. Also, it can be noticed that *workers'* complies with the one-pronominalization test. In this case, *workers'* is a daughter of NP, which is supported by Radford (1988). Moreover, Radford (1988) states that genitive nouns are specifiers occupying the determiner position with the NP label. Specifically, Radford (1988) is of the opinion that when a genitive noun is used in place of a determiner, the situation is vice versa; that is, the noun phrase can be 'his rights', 'your rights' and 'these rights', which are plausible. It implies that *workers'* can be replaced with other determiners because it is the daughter of N″ and the sister of N′, which are similar relationships to determiners.

4.1.3.2.1.3. *Functional Analysis*. As it is obvious, there are three abstract noun '*response*', '*disorder*', and '*challenge*' which, according to Flowerdew and Forest (2015), are abstract nouns WSP because they make reference to their linguistic contexts. The abstract noun '*response*' makes anaphoric, across-clause proximal reference, whereas the abstract nouns '*disorder*', and '*challenge*' refer to anaphoric, in-clause linguistic contexts.

The first noun phrase bases itself on observable data in the particular study, which helps to keep it open to interpretation. Moreover, it offers a platform to build on, and it thus projects another noun phrase, that is, *her cognitive disorder* (see Instance A23 in the Appendix A). It shows how a character treats other characters in jealousy.

To have a connection with the first phrase, the second noun phrase *her cognitive disorder* takes an inference from the first noun phrase, or, in other words, it is a result of interpretation (see Instance A23 in the Appendix A). This noun phrase further clarifies the condition of the character showing jealousy. It shows that the condition of the character is due to *her cognitive disorder.*

The two noun phrases help in the development of an argument structure in the particular study, which is due to the second noun phrase '*her cognitive disorder*' that serves as an initial statement upon it the structure builds. In other words, the second noun phrase sets up the context for the discussion, which ultimately reinforces the conclusion.

Concerning the third noun phrase, it also acts as an initial statement based on evidences from the data analysis. This preliminary statement frames the discussion and reinforce the conclusion. Specifically, the headword '*challenge*' condenses a factor 'corporate imperalism', and shows how it affects the elements in the adjunct, that is, *the ecological balance, workers' rights, sovereignty of nation-states* and *the world peace*. The connection between the factor and the elements help in the strengthening of the conclusion statement of the particular study (see Instance A24 in the Appendix A). The to-phrase clarifies how the contituents being the part of it are affected by the use of headword 'challenge'.

Overall, the noun phrases provide ingredients for the conclusion statement. With this, these noun phrases show prudence. Moreover, these noun phrases serve as preliminary statements that help to reinforce the conclusion. This attempt provides opportunity to establish that the conclusion is drawn upon some statements based on evidences, which reflects an impersonal way of summing up a study.

4.2   Analysis of Noun Phrases Headed by Abstract Nouns WoSP

This section incorporates data analysis under one of the main headings, i.e., noun phrases headed by abstract nouns WoSP. The section has the main categories, including *extra-textual information* and *logical connection*. These main categories further contain sub categories which involve *transition, constancy, instigation, compression, concentionality, collation, specificity, fact-mentioning, awareness of perspective,* and *interplay*.

To elaborate, there are tree diagrams of the noun phrases and their description. Moreover, it incorporates the explication of the noun phrases in order to assign them appropriate functions. All of these elements are discussed in the ensuing section.

4.2.1 Extra-Textual Information

4.2.1.1 Conventionality

4.2.1.1.1 *Instance*

Figure 29

The Tree Diagram of the Function of Conventionality.
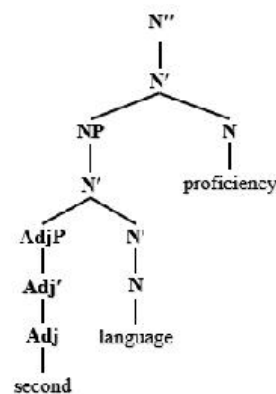
4.1.1.1.1.1 *Structural Analysis*. In order to examine the noun phrase, it has the head noun, i.e., 'proficiency'. This headword has the NP complement in the form of '*language*' having its adjective phrase.

To construct hierarchical structure for this noun phrase, it, according to Radford (1988), requires the one-pronominalization test, which is as follows:

29.　a.　Which [proficiency]?　　　　The second language one?

　　　b.　Which　　　　　[language　The second one?
　　　　　proficiency]?

　　　c.　Which [language]?　　　　　The second one ?

The example (29.a.) seems ungrammatical because '*second language*' as a constituent cannot modify a noun. The instance (29.b.) seems ill-formed as '*second*' does not modify the constituent '*language proficiency*'. (29.c.) demonstrates that the word '*second*' can play the role of a modifier of the constituent '*language*', which means that '*second*' is the adjective phrase of '*language*', and that '*language*' is the NP complement. It is due to the reason that an NP complement does not pass the one-pronominalization test as stated by Radford (1988).

4.1.1.1.1.2 *Functional Analysis*. The noun phrase contains an abstract noun '*proficiency*' which, according to Flowerdew and Forest (2015), is an abstract noun WoSP because it does not make reference within the text.

　　　The abstract noun 'proficiency' means acuiring advanced skills with practice. The abstract noun is specified by the constituent 'second language', making it a term that is well-established in the field of linguistics. This term maintains its credibility when it is used in its original form. Moreover, its usage enhances the efficiency of discourse structure by virtue of the reason that its inclusion blends with the overall content of the particular text (see Instance B1 in the Appendix B). In the text, it has been used in its general sense. It means that the term has been used with all interprations assigned to it.

4.2.1.2　Specificity

4.2.1.2.1 *Instance*

Figure 30

The Tree Diagram of the Function of Specificity.
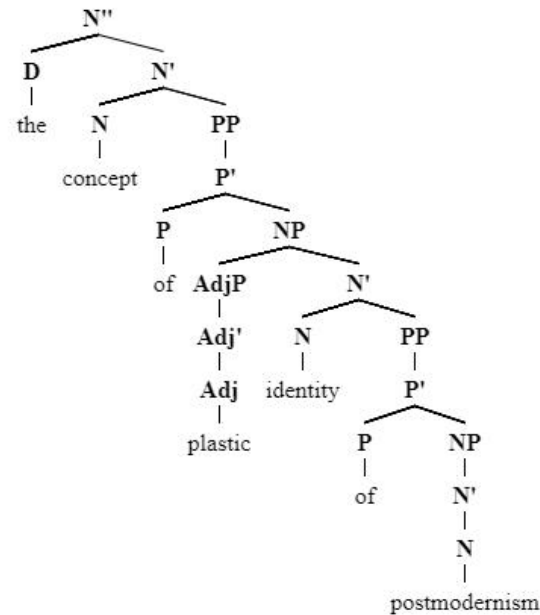
4.1.1.1.1.1 *Structural Analysis.* To consider this example of the noun phrase, it has the headword '*concept,*' and the complement '*of plastic identity*' that has its own complement in the form the prepositional phrase '*of Postmodernism*'. For the distribution of the constituents in the hierarchical structure of the noun phrase, Radford (1988) suggests the constituency test needed to be applied, which is as follows:

30.	a.	Which [concept]?	The one of plastic identity of Postmodernism?
	b.	Which [concept of plastic identity]?	The one of Postmodernism?
	c.	Which [identity]?	The one of Postmodernism?
	d.	Which [identity]?	The plastic one?

The consideration of the examples (30.a-b.) gives the indication that the two *of-phrases* do not comply with the one-anaphora test. According to Radford (1988), when a prepositional phrase does not pass the one-anaphora test, it is described as a complement. In essence, '*plastic identity*' is the complement of '*concept*', while '*Postmodernism*' is the complement of '*identity*'. In (30.a.) and (30.c.), '*plastic identity*' and '*of Postmodernism*' provide necessary details which specify '*identity*' as maintained by Radford (1988) . This creates problems for 'one' in the replacement of '*concept*' and '*identity*'. According to Radford (1988), (30.b.) does not seem plausible because only one complement is allowed for a headword.

It seems clear from the example (30.d.) that the word '*plastic*' modifies the noun '*identity*', so it, according to Radford (1988), becomes an adjective phrase.

4.1.1.1.1.2 *Functional Analysis*. The noun phrase contains an abstract noun '*concept*' which, according to Flowerdew and Forest (2015), is an abstract noun WoSP because it does not make reference within the text.

This noun phrase signifies an idea that it is constructed in a way in order to specify the concept situated in a broader topic. The inclusion of the main topic '*Postmodernism*' as the complement of the abstract noun 'identity' makes it clear that the notion '*plastic identity*' is a part of it. In this case, '*Postmodernism*' specifies '*plastic identity*' that is further clarified as being a '*concept*'. In order words, *the concept of plastic identity* is a subtopic within '*Postmodernism*' (see Instance B2 in the Appendix B).

In this context, the explanation of '*the concept of plastic identity*' does not become necessary when it is linked to its broader topic.

4.2.1.3 Fact-Mentioning

4.2.1.3.1 *Instance*

Figure 31

The Tree Diagram of the Function of Fact-Mentioning.
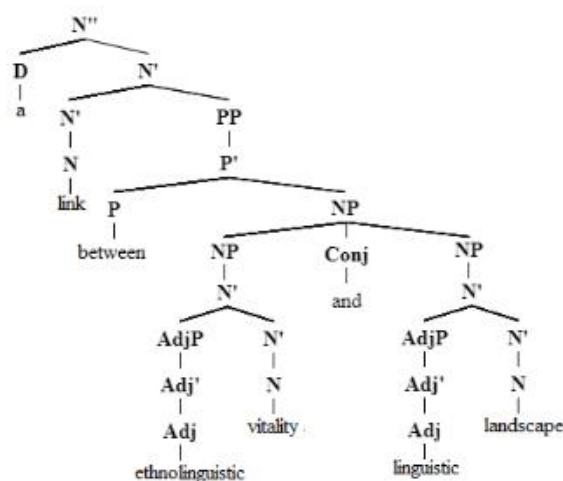
4.1.1.1.1.1 *Structural Analysis*. As far as the second noun phrase is concerned, it has the headword '*link*' with the determiner 'a'. Afterwards, it has the adjunct that contains two nouns. In the adjunct position, the nouns 'vitality' and 'landscape' have

the adjective phrases, i.e., ethnographic and linguistic, respectively. The relationships are identified in the following examples where the constituency test is applied as suggested by Radford (1988).

31.	a.	Which [link]?	The one between ethnolinguistic vitality and linguistic landscape?
	b.	Which [vitality]?	The ethnolinguistic one?
	c.	Which [landscape]?	The linguistic one?
	d.	Which [ethnolinguistic vitality and linguistic landscape]?	This one?
	e.	Which [vitality]?	This one?
	f.	Which [landscape]?	This one?

The example (31.a.) shows that '*between ethnographic vitality and linguistic landscape*' is the complement of '*link*' as the constituent does comply with the one-pronominalization test, which is inline with Radford's (1988) view. In (31.b.) and (31.c.), it is obvious that '*ethnolinguistic*' modifies the noun '*vitality*', and '*linguistic*' does the same with the noun 'landscape', so '*ethnolinguistic*' and '*linguistic*', according to Radford (1988), become adjective phrases in their respective constituents.

As far as the phrase '*ethnographic vitality and linguistic landscape*' is concerned, the instances in (31.d-f.) demonstrate that '*vitality and 'landscape'* are nouns which is why they conjoin with each other, as maintained by Radford (1988). It is the reason that they occur under the dominance of NP in the hierarchical structure.

Figure 32

The Tree Diagram of the Function of Fact-Mentioning.

```
          N"
        /    \
       D      N'
       |     /  \
      the   N    PP
            |   /  \
         theory P   NP
                |    |
                of   N'
                     |
                     N
                     |
                 education
```
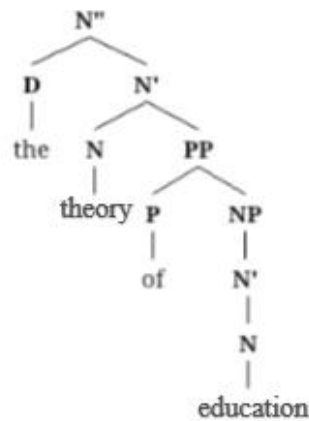
4.1.1.1.1.1 *Structural Analysis*. As far as this noun phrase is concerned, it contains the headword. Importantly, noun '*theory'* has the determiner.

      32.   a.   Which [theory]?   The one of education?

In the example (32.a.), the prepositional phrase '*of education*' does not comply with the one-pronominalization test, which is labelled as a complement by Radford (1988). It means that '*of education*' is the complement of the headword *theory*. In (14.a.), '*of education*' provides necessary information which specifies '*theory*' as maintained by Radford (1988) . This creates problems for '*theory*' to be replaced by the one-anaphora.

Figure 33

The Tree Diagram of the Function of Fact-Mentioning.

```
          N"
        /    \
       D      N'
       |     /  \
      the   N    PP
            |   /  \
        principle P   NP
                  |    |
                  of   N'
                       |
                       N
                       |
                  reinforcement
```
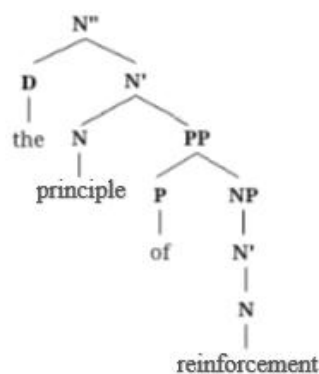
4.1.1.1.1.1 *Structural Analysis*. Concerning this noun phrase, it contains the headword. Moreover, the headword has the determiner.

      33.   a.   Which [principle]?   The one of reinforcement?

The example (33.a.) shows that '*of reinforcement*' does not comply with the one-pronominalization test, which Radford (1988) refers to as a complement that occurs after the headword. In essence, '*of reinforcement*' is the complement of the headword '*principle*'. In (33.a.), '*of reinforcement*' provides necessary details which specify '*principle*' as maintained by Radford (1988). This creates problems for '*principle*' to be replaced by the one-anaphora.

Figure 34

The Tree Diagram of the Function of Fact-Mentioning.

```
                          N''
              D                        N'
              |
             the        AdjP                    N'
                          |
                         Adj'        N'                   PP
                          |                                |
                         Adj    N        PP               P''
                          |     |        |
                     influential role   P''          P           NP
                                         |           |            |
                                    P        NP      in          N'
                                    |        |
                                    of      N'             NP          N
                                                           |           |
                                         AdjP    N'        N'        learning
                                          |      |
                                         Adj'    N     AdjP      N'
                                          |      |      |        |
                                         Adj  networks Adj'      N
                                          |             |        |
                                        social         Adj    language
                                                        |
                                                      second
```
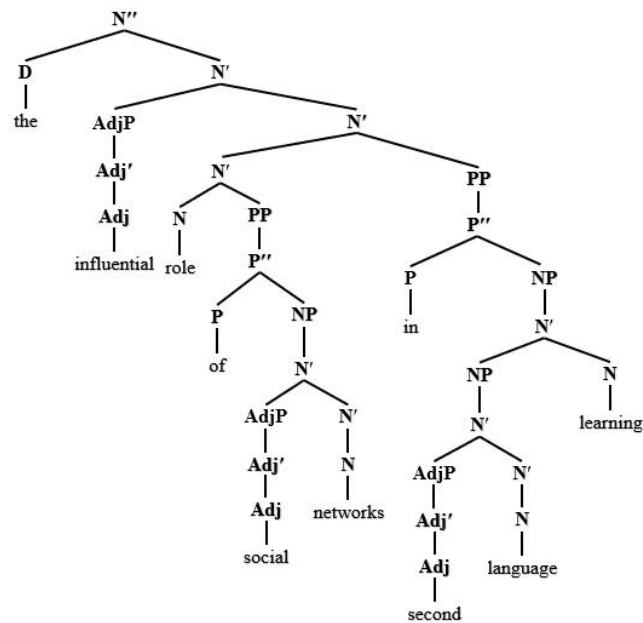
4.1.1.1.1.1 *Structural Analysis*. This noun phrase illustrates that there is the head noun, the complement and the adjunct. The headword has the determiner and the adjective phrase. All of these positions are determined through the following test as per Radford (1988).

34.	a.	Which [role]?	The one of social networks in second language learning?
	b.	Which [role of social networks]?	The one in second language learning?
	c.	Which [role]?	The influential one?
	d.	Which [networks]?	The social ones?
	e.	Which [learning]?	The second language one?
	f.	Which [language learning]?	The second one?
	g.	Which [language]?	The second one?

The example (34.a.) and (34.b.) demonstrate that '*of social networks'* is the complement, whereas '*in second language learning'* is the adjunct of the headword '*role'.* The assignment of the roles, that is, complement and adjunct, to the prepositional phrases '*of social networks*' and '*in second language learning*' is in accordance with Radford's (1988) view. Moreover, (34.c.) and (34.d.) show that '*social'* and '*influential'* modify '*networks'* and '*role*' respectively, so they are adjective phrases according to Radford (1988). Additionally, the instance (34.e.) has a clear picture of '*language'* performing the the NP complement role for '*learning'.* Lastly, '*second'* in (34.g.) is the adjective phrase of '*language*'. Moreover, the instance in (34.f.) is not plausible.

4.1.1.1.1.2 *Functional Analysis*. There are four abstract nouns '*link*', '*theory*', '*principle*', and '*role*' which, according to Flowerdew and Forest (2015), are abstract nouns WoSP because they does not make reference within the text.

The first noun phrase is a connection between two elements, that is, *ethnolinguistic vitality and linguistic landscap*e. This connection was explored in the particular study supported by certain evidences (see Instance B3 in the Appendix B). The second noun phrase refers to the analysis of how education system functions, to the principles involving educational practices, and to the methods that are employed for teaching and learning (see Instance B4 in the Appendix B). The third noun phrase implies the process that helps in the increase or decrease of behaviour patterns when the individual receives rewards or punishments (see Instance B5 in the Appendix B). As far as the fourth noun phrase is concerned, it refers to the role that social relationships play in the learning of second language (see Instance B6 in the Appendix B). All of these noun phrases are well-documented in the existing literature with empirical supports. These present some factual relationships, concepts and phenomena that can undergo investigation.

The noun phrases contain factual information. The information is verifiable as they are grounded in reality. As far as their incorporation is concerned, they are used for building the foundation of a particular study by virtue of the reason that they bring objectivity to the text.

4.2.1.4   Compression

4.2.1.4.1 *Instance*

Figure 35

The Tree Diagram of the Function of Compression.

```
                    N″
                    |
                    N′
              ┌─────┴─────┐
             NP           N
              |           |
             N′       acquisition
          ┌───┴───┐
        AdjP      N′
          |       |
        Adj′      N
          |       |
        Adj    language
          |
       second
```

4.1.1.1.1.1 *Structural Analysis*. This instance contains the head noun, i.e., 'acquisition'. This headword has the NP complement in the form of '*language*' that has the adjective phrase '*second*'.

To construct hierarchical structure for this noun phrase, it, according to Radford (1988), requires the one-pronominalization test, which is as follows:

35. a.   Which [acquisition]?   The second language one?

b.   Which   [language   The second one?
     acquisition]?

c.   Which [language]?   The second one?

The example (35.a.) seems ungrammatical because '*second language*' as a constituent cannot modify a noun. The instance (35.b.) seems ill-formed as '*second*' does not modify the constituent '*language acquisition*'. (35.c.) demonstrates that the word '*second*' can play the role of a modifier of the constituent '*language*', which means that '*second*' is the adjective phrase of '*language*', and that '*language*' is the NP complement. It is due to the reason that an NP complement does not pass the one-pronominalization test according to Radford (1988).

4.1.1.1.1.2 *Functional Analysis*. The noun phrase contains an abstract noun '*acquisition*' which, according to Flowerdew and Forest (2015), is an abstract noun WoSP because it does not make reference within the text.

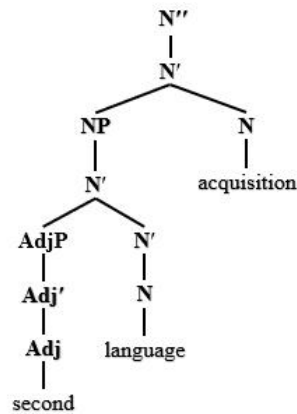This noun phrase is a term that is well established in the field of linguistics. This noun phrase possess non-signalling potential, which means that it does not have any aspects in the text; rather, it draws on the knowledge that is outside of the text. As it has no content in the text, the abstract noun '*acquisition*' carries all the interpretations assigned to it by various scholars, which are concerned with the notion of developing skills over a period of time. More specifically, it is the development of language (see Instance B7 in the Appendix B). The inclusion and its shortened form implies that all of its associated meaning are relevant to the particular text. By restricting the density of its complete structure, the writing is made efficient.

4.2.1.5   Interplay

4.2.1.5.1 *Instance*

Figure 36, 37, 38, and 39

The Tree Diagrams of the Function of Interplay.
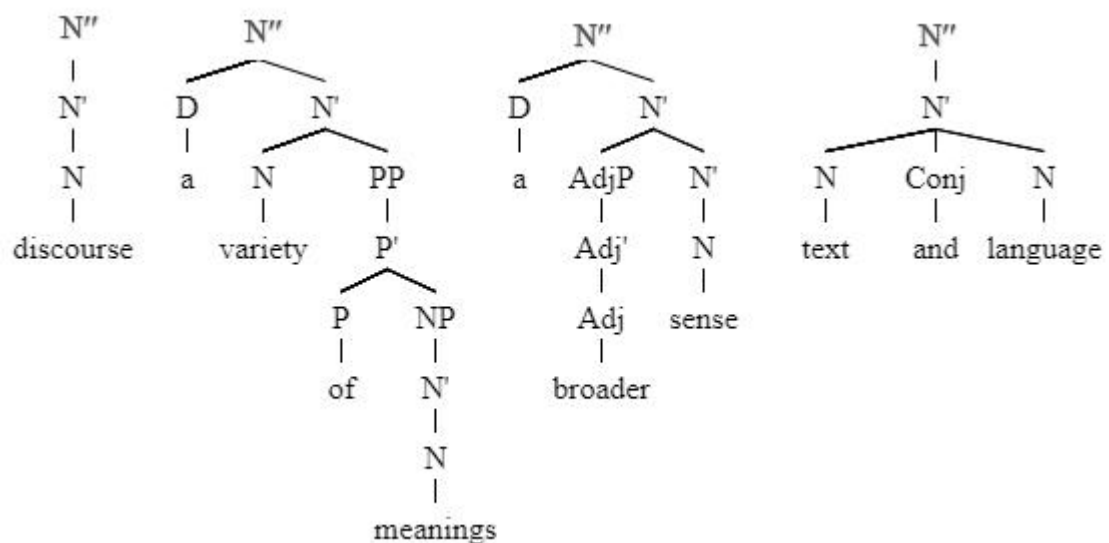
4.1.1.1.1.1 *Structural Analysis*. The first instance of the noun phrase has only the headword in the form of 'discourse'. According to Radford (1988), the one-pronominalization test is required, which is applied as follows:

36.   a.   Which [discourse]?   This one?

The instance (36.a.) shows that '*discourse*' is inline with the view of Radford (1988) who states that the instance like (36.a.) is not plausible as the instance makes the word

'*fact*' a part of N′; however, it is a part of an N in this case. It implies that it is a headword.

The second instance has the headword, the complement and the determiner. In order to decide the positions for the constituents (whether it is a complement or adjunct), it, according to Radford (1988) requires the one-pronominalization test, which is applied in the below example.

37. a. Which [variety]? The one of meanings?

The example (37.a.) shows that '*of meanings*' does not comply with the one-pronominalization test, which Radford (1988) refers to as a complement that occur after the headword. It means that *of meanings* is the complement of *variety*. In (37.a.), '*of meanings*' provides necessary details which specify '*variety*' as maintained by Radford (1988) . This creates problems for '*variety*' to be replaced by the one-anaphora.

Moreover, the third noun phrase has the head noun, i.e., '*sense*', the determiner '*a*' and the adjective phrase '*broader*'. To construct hierarchical structure, it, according to Radford (1988), requires the one-pronominalization test, which is as follows:

38. a. Which [sense]? The broader one?

It seems clear from the example (38.a.) that the word '*broader*' modifies the noun '*sense*', so it, according to Radford (1988), becomes an adjective phrase.

In addition, the fourth noun phrase has two nouns combined by a conjunction. To construct hierarchical structure for this noun phrase, it requires the one-pronominalization test as suggested by Radford (1988), which is applied as follows:

39. a. Which [text and language]? This one?
   b. Which [text]? This one?
   c. Which [language]? This one?

The examples (39.a-c.) demonstrate that '*text and languag*e' are conjoined head nouns as it is the established fact that same category words can be conjoined as maintained by Radford (1988).

4.1.1.1.1.2. *Functional Analysis*. There are four abstract nouns '*discourse*', '*variety*', '*sense*', '*text*', and '*discourse*', which, according to Flowerdew and Forest (2015), are abstract nouns WoSP because they do not make reference within the text.

The noun phrases make it clear that the '*discourse*' has '*a variety of meanings*' in which the most relevant to the particular study is by considering it in 'a *broader sense*', that is, *text and language* (see Instance B8 in the Appendix B). This interplay between the noun phrases determines a linguistic perspective which becomes vital for a particular study to take shape. The attempt of deciding to adopt an aspect of a concept certainly affects the outcomes of a particular study. In essence, this function provides a direction to the particular study.

4.2.1.6   Collation

4.2.1.6.1 *Instance*

Figure 40

The Tree Diagram of the Function of Collation.
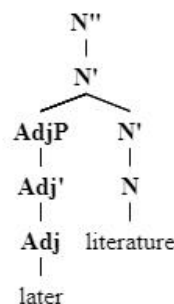
4.1.1.1.1.1 *Structural Analysis*. In order to examine the noun phrase, it has the head noun, i.e., '*literature*'. This headword has no determiner, but it has the adjective phrase in the form of '*later*'. To construct hierarchical structure, it requires the one-pronominalization test as suggested by Radford (1988), which is as follows:

40.   a.   Which [literature]?   The later one?

It seems clear from the example (40.a.) that the word '*later*' modifies the noun '*literature*', which, according to Radford (1988), is an adjective phrase.

Figure 41

The Tree Diagram of the Function of Collation.
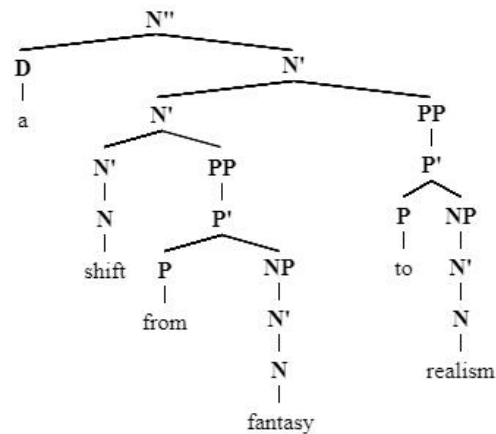
```
                          N"
              ┌───────────┴───────────┐
              D                       N'
              │              ┌────────┴────────┐
              a              N'                PP
                       ┌─────┴─────┐           │
                       N'          PP          P'
                       │           │        ┌──┴──┐
                       N           P'        P    NP
                       │        ┌──┴──┐      │    │
                     shift      P    NP      to   N'
                                │     │           │
                              from    N'          N
                                      │           │
                                      N         realism
                                      │
                                   fantasy
```

4.1.1.1.1.1 *Structural Analysis*. The above example of the noun phrase illustrates that it has three nouns. Apart from this, there are two adjuncts. The first one is '*from fantasy*', and the second one is '*to realism*'. The headword has the determiner, wherea the adjuncts lack determiners. To construct hierarchical structure, it requires the standard constituency test as suggested by Radford (1988), which is applied as follows:

41.	a.	Which [shift]?	The one from fantasy to realism?
	b.	Which [shift from fantasy]?	The one to realism?
	c.	Which [fantasy]?	The one to realism?

The examples (41.a.) and (41.b.) comply with the one-pronominalization test, which Radford (1988) refers to as complements that occur after the headword. In this case, '*from fantasy*' and '*to realism*' are the adjuncts of the headword '*shift*'. Moreover, (41.c.) is not plausible.

4.1.1.1.1.2 *Functional Analysis*. There are two abstract nouns '*literature*' and '*shift*', which, according to Flowerdew and Forest (2015), are abstract nouns WoSP because they do not make reference within the text.

The first noun phrase serves as the content for the second noun phrase. The noun phrase, that is, '*later literature*', collates two parts which is clear from the second noun phrase '*a shift from fantasy to realism*'. In this context, '*later literature*' has two concepts, that is, *fantasy* and *realism* (see Instance B9 in the Appendix B). Additionally, this collation allows to give a specific direction to discourse as it helps in capturing the holistic view.

4.2.1.7   Awareness of Perspective

4.2.1.7.1 *Instance*

Figure 42

The Tree Diagram of the Function of Awareness of Perspective.
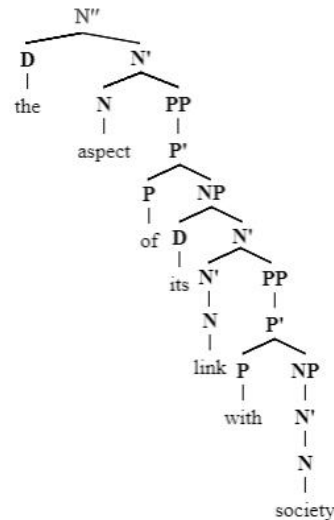
4.1.1.1.1.1 *Structural Analysis*. The above example of the noun phrase illustrates that it has three nouns. Apart from this, there is the complement '*link*'. This complement has its own adjunct in the form of '*with society*'. The first two nouns have their determiners, while the last one lacks it. These relationships are identified in the following examples with the standard constituency test as suggested by Radford (1988).

42.	a.	Which [aspect]?	The one of its link with society?
	b.	Which [aspect of its link]?	The one with society?
	c.	Which [link]?	The one with society?

It is clear from the example (42.a) that '*of its link*' does not pass the one-anaphora test by virtue of the reason that it is a complement providing essential information to the headword as maintained by Radford (1988). In (42.a.), '*of its link*' provides necessary details which specify '*aspect*' as maintained by Radford (1988) . This creates problems for '*aspect*' to be replaced by the one-anaphora.

(42.b.) is not plausible. Moreover, the instance (42.c.) implies that the prepositional phrase '*with society*' complies with the one-anaphora test by virtue of the reason that it is an in-compulsory part of the noun '*link*' as maintained by Radford (1988).

4.1.1.1.1.2 *Functional Analysis*. The noun phrase contains an abstract noun '*aspect*' which, according to Flowerdew and Forest (2015), is an abstract noun WoSP because it does not make reference within the text.

The abstract nouns '*link*' refers to a facet that is prioritized in the text, which is clear from the surrounding text. Importantly, the abstract noun '*link'* gains signalling potential because it refers to an anaphoric across-clause linguistic context in the particular study, whereas the abstract noun '*society*' is an abstract noun WoSP as maintained by Flowerdew and Forest (2015). The abstract nouns '*aspect*' and '*link*' establish a connection with the abstract noun WoSP, i.e., *society*, in order to show that this certain linkage needs investigation as there is a dearth of information related to it. The connection of noun '*aspect'* and '*link'* with the abstract noun '*society'* show that their association with each other helps to determine the missing information (see Instance B11 in the Appendix B). When there is paucity of information, it means that there is a gap in the existing literature requiring to be filled. In essence, it assists in identifying a gap in the existing knowledge.

Figure 43

The Tree Diagram of the Function of Awareness of Perspective.
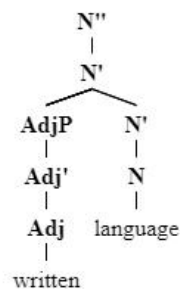
Figure 44

The Tree Diagram of the Function of Awareness of Perspective.
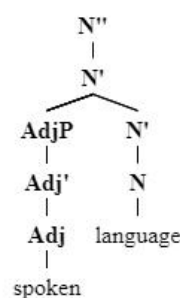
4.1.1.1.1.1 *Structural Analysis*. There are two noun phrases. The first and the second noun phrase possess the head noun, i.e., '*language*'. The two noun phrases also have the adjective phrases.

To construct hierarchical structure for this noun phrase, it requires the one-pronominalization test as suggested by Radford (1988), which is as follows:

43. a. Which [language]?   The written one?
     b. Which [language]?   The spoken one?

The examples (43.a.) and (43.b.) comply with the one-pronominalization test. They demonstrate that the words 'written' and 'spoken' play the role of premodifiers, which means that '*written*' and '*spoken*' are adjective phrases according to Radford (1988).

4.1.1.1.1.2 *Functional Analysis*. The abstract noun '*language*' occurs in both the noun phrases, which, according to Flowerdew and Forest (2015), is an abstract noun WoSP because it does not make reference in the text.

The noun phrases possess non-signalling potential and convey information about what has been explored. The preceding paragraphs capture the critical review of research studies focusing on *spoken language*, whereas the succeeding paragraphs are related to the critical review of research studies on *written language*. The noun phrases demonstrate relevance to the content, but they are not specified in strict terms. As mentioned by Flowerdew and Forest (2015), an abstract noun WSP must be made specific by its linguistic context. It implies that the content does not specifiy whether it is *written language* or *spoken language*. There is no trace of such linguistic context in the text related to the noun phrases. This shows that the writer has given coverage to what has been explored at the broader level. However, the writer has determined the gap by delving into the narrow aspects, which is illustrated in the succeeding paragraph of the particular study (see Instance B10 in the Appendix B). This gives the indication that the writer has at least taken into consideration the identification of missing information at the broader level. In essence, it gives the indication of engaging in a robust investigation.

4.2.2   Logical Connection

4.2.2.1   Transition

4.2.2.1.1 *Instance*

Figure 45

The Tree Diagram of the Function of Transition.

```
                          N"
                          |
                          N'
                  _____|_____
                 AdjP             N'
                  |          _____|_____
                 Adj'       N            PP
                  |         |             |
                 Adj    observation       P'
                  |                  _____|_____
                close              P            NP
                                   |       _____|_____
                                   of     D          N'
                                          |          |
                                         the         N
                                                     |
                                                  encounters
```
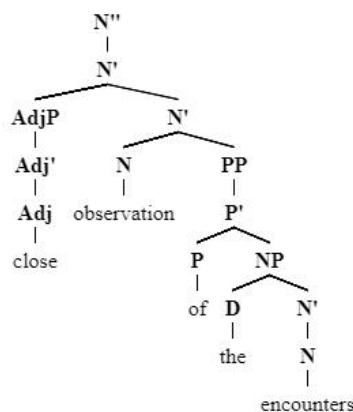
4.2.2.1.1.1 *Structural Analysis*. The above example of the noun phrase illustrates that it has the head noun 'observation', the adjective phrase 'close', and its complement 'of the encounters'. In addition, the noun of the complement has its determiner. For the distribution of the constituents in the hierarchical structure of the noun phrase, the constituency test needed to be applied as suggested by Radford (1988), which is as follows:

45. a.   Which [observation]?   The one of the encounters?

     b.   Which [observation]?   The close one?

In the example (45.a.), '*of the encounters*' does not comply with the standard constituency test, so, according to Radford (1988), it is a complement occurring after the headword, which provides necessary information to the headword. This means that '*of the encounters*' is the complement of '*observation*'. According to Radford (1988), '*of the encounters*' in (45.a.) provides essential information because it defines the type of '*observation*'. This makes it difficult for '*focus*' to be substituted by the one-anaphora in (45.a.).

Moreover, the example (45.b.) suggests that the word '*close*' modifies the noun '*observation*', which, according to Radford (1988), is an adjective phrase.

4.2.2.1.1.2 *Functional Analysis*. The abstract noun '*observation*' is an abstract noun WoSP as per Flowerdew and Forest's (2015) view. This lack of signalling potential

allows for an expansion of the text, thereby it makes some accommodation in the text for more information to be added. In other words, '*observation*' is used in its denotative sense. It captures a broader context and implies that '*the encounters*' needs a detailed investigation (see Instance B12 in the Appendix B). Notably, the abstract noun '*encounter*' is an abstract noun WSP as maintained by Flowerdew and Forest (2015) because of the reason that it refers to cataphoric, across-clause distal linguistic contexts. Moreover, '*encounters*' signals to the upcoming interactions between different characters, which is due to the reason that an abstract noun can signal to more than one linguistic contexts as per Flowerdew and Forest's (2015) view. The noun phrase suggests a shift from a broader context towards a deeper exploration of '*the encounters*', which means that it helps to make a transition from general to specific content.

4.2.2.2   Constancy

4.2.2.2.1 *Instance*

Figure 46

The Tree Diagram of the Function of Constancy.
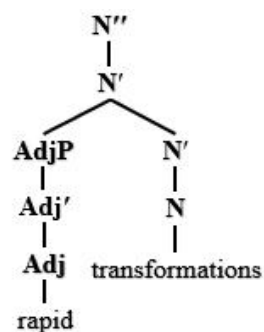
4.2.2.2.1.1 *Structural Analysis*. This noun phrase contains the headword i.e., '*transformations*'. The noun phrase also has the adjective phrase '*rapid*'.

To construct hierarchical structure for this phrase, it requires the one-pronominalization test as suggested by Radford (1988), which is as follows:

46.   a.   Which [transformations]?   The rapid one?

The example (46.a.) shows that '*rapid*' complies with the one-pronominalization test. It demonstrates that the word '*rapid*' modifies '*transformations*', so they, according to Radford (1988), becomes an adjective phrase.

Figure 47

The Tree Diagram of the Function of Constancy.
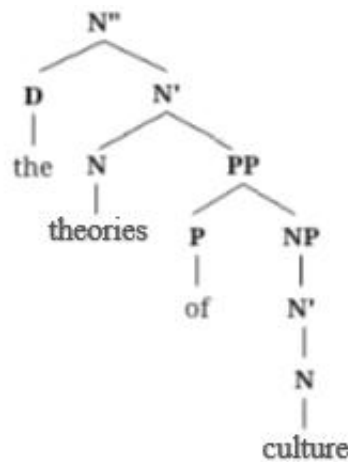
4.2.2.2.1.2 *Structural Analysis*. The above example of the noun phrase illustrates that it has the head noun '*theories*', and the complement '*culture*'. In addition, the headword has its determiner. The following example shows the relationships as recommended by Radford (1988).

> 47. a. Which [theories]?   The ones of culture?

'*Of culture*', in the example (47.a), does not comply with the one-pronominalization test, which, according to Radford (1988), as a complement that occur after the headword. It suggests that *of culture* is the complement of *theories*. In (47.a.), '*of culture* ' provides necessary details which specifies '*theories*' as maintained by Radford (1988). This creates problems for '*theories*' to be replaced by the one-anaphora.

Figure 48

The Tree Diagram of the Function of Constancy.
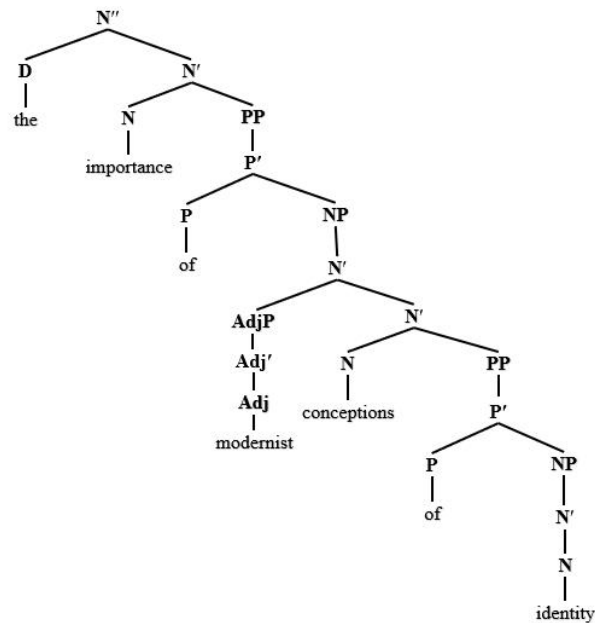
4.2.2.2.1.3 *Structural Analysis*. The above example of the noun phrase illustrates that it has three nouns. Apart from this, there are complements having the nouns 'conceptions' and 'identity'. Except the headword, the other nouns lack determiners. Moreover, '*conceptions*' has an adjective phrase. The relationships are identified in the following examples where the constituency test is applied as suggested by Radford (1988).

48. a. Which [importance]?   The one of modernist conceptions of identity?

     b. Which [importance of modernist conceptions]?   The one of identity?

     c. Which [modernist conceptions]?   The ones of identity?

     d. Which [conceptions]?   The modernist ones?

The examples (48.a-c.) demonstrate that '*of modernist conceptions*' and '*of identity*' are complements of their respective nouns because they do not pass the one-anaphora test, which is inline with the view of Radford (1988). It means that '*of modernist conceptions*' is the complement of '*importance*', and that '*of identity*' is the complement of '*conceptions*'.

It seems clear from the example (48.d.) that the word '*political*' modifies the nouns '*conceptions*', so it, according to Radford (1988), becomes an adjective phrase.

4.2.2.2.1.4 *Functional Analysis*. There are three abstract nouns '*transformations*', '*theories*', '*importance*', which, according to Flowerdew and Forest (2015), are abstract nouns WoSP because they do not make reference to their linguistic contexts in the text.

The first noun phrase contains information that is adequate for it to stand on its own without any additional component (see Instance B13 in the Appendix B).

The second noun phrase has the headword 'theories' and the component 'of culture'. This complement provides the headword with the information that it requires to complete its intended meaning (see Instance B14 in the Appendix B).

The third noun phrase has the head noun 'importance' and the complement 'of modernist conceptions' having the PP complement 'of identity'. These components provide additional information to the head noun. Specifically, the headword and its complements are intertwined with each other, which helps them to achieve the target meaning (see Instance B14 in the Appendix B).

Overall, these noun phrases convey information which is required from them by the surrounding texts. When a noun phrase delivers meaning without component, it can be used; otherwise, more components are added. Moreover, the restriction of components has a vital role in the academic text. Using no more than two components brings unity in the text. As abstract nouns WoSP are dense in meaning, their construction within range make them recognizable. Furthermore, the consistent use of these structures creates unity within the text as this unified approach brings intertwined discourse.

4.2.2.3   Instigation

4.2.2.3.1 *Instance*

Figure 49

The Tree Diagram of the Function of Instigation.

4.2.2.3.1.1 *Structural Analysis*. This instance illustrates that there is a head noun, i.e., '*communication*'. It has no determiner, adjunct and complement.

49. a. Which [communication]?   This one?

The test in (49.a.) demonstrates that '*communication*' is a head noun. This is inline with the view of Radford (1988) who states that the instance like (49.a.) is not plausible as the instance makes the word '*communication*' a part of N′; however, it is a part of an N node in this case. It implies that it is a headword.

Figure 50

The Tree Diagram of the Function of Instigation.
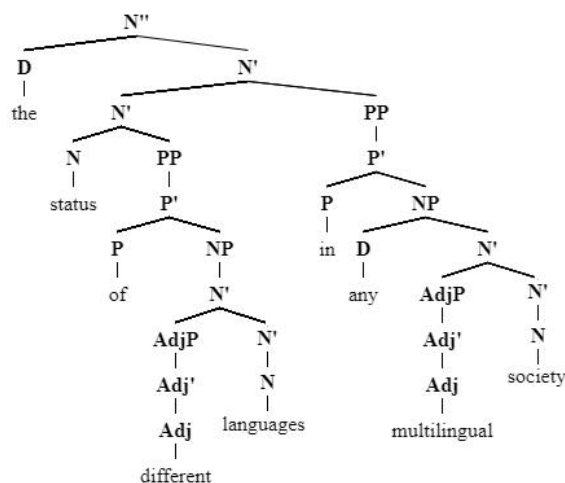
4.2.2.3.1.2 *Structural Analysis*. The above example of the noun phrase illustrates that it has three nouns. The head noun has the adjunct and the complement. Also, the headword and the adjunct have their determiners. Moreover, both the components have their adjective phrases. To construct hierarchical structure, it requires the one-pronominalization test as suggested by Radford (1988), which is as follows:

50. a. Which [status]?   The one of different languages in

any multilingual society?

b.	Which [status of different languages]?	The one in any multilingual society?
c.	Which [languages]?	The different ones?
d.	Which [society]?	The multilingual one?

The *of-phrase* in the example (50.a.) does not comply with the one-pronominalization test, which means that '*of different languages*' is the complement of '*status*'. Moreover, '*in any multilingual society*' is the adjunct of '*status*' by virtue of the reason that it does obey the one-anaphora test in (50.b.).

It seems clear from the example (50.c.) and (50.d.) that the word '*different*' and '*multilingual*' modify their respective nouns. Conforming to the view of Radford (1988), they become adjective phrases in their constituents.

Figure 51

The Tree Diagram of the Function of Instigation.
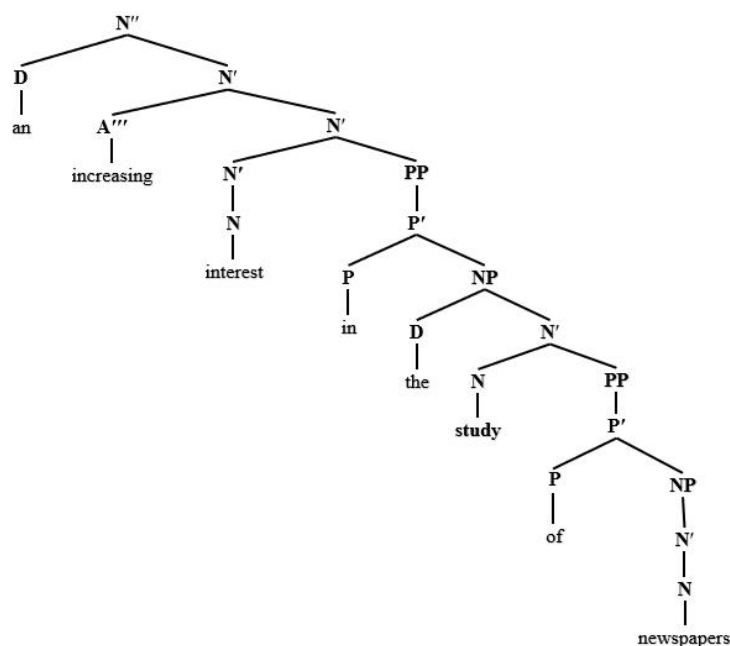
4.2.2.3.1.3 *Structural Analysis*. As indicated, the above example has the headword. The headword has the adjunct which has its own complement. Moreover, the headword has the determiner and the adjective phrase, whereas the adjunct has its determiner. The relationships are identified in the following examples with the standard constituency test as suggested by Radford (1988).

51. a. Which [interest]? The one in the study of newspapers?

  b. Which [interest in the study]? The one of newspapers?

  c. Which [study]? The one of newspapers?

  d. Which [interest]? The increasing one?

The *in-phrase* in the example (51.a.) does comply with the one-pronominalization test, which means that '*in the study*' is the adjunct of '*interest*'. Moreover, '*of newspapers*' is the complement of '*study*' by virtue of the reason that it does not obey the one-anaphora test in (51.b.) and (51.c.). '*Of newspapers*' in (51.c.) provides necessary details which specify '*study*' as maintained by Radford (1988) . This creates problems for '*study*' to be replaced by the one-anaphora.

  (51.d.) demonstrates that '*increasing*' modifies '*interest*', which is an adjective phrase as maintained by Radford (1988).

Figure 52

The Tree Diagram of the Function of Instigation.
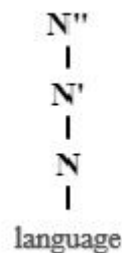
4.2.2.3.1.4 *Structural Analysis*. This instance illustrates that there is the head noun, i.e., '*language*'. It has no determiner, adjunct and complement.

  52. a. Which [language]? This one ?

The test in (52.a.) demonstrates that '*language*' is a head noun. This is inline with the view of Radford (1988) who states that the instance like (52.a.) is not plausible as the instance makes the word '*language*' a part of N′; however, it is a part of an N node in this case. It implies that it is a headword.

4.2.2.3.1.5 *Functional Analysis*. There are four abstract nouns '*communication*', '*status*', '*interest*', and '*language*' which, according to Flowerdew and Forest (2015), are abstract nouns WoSP because they do not make reference in the text.

The first noun phrase appears at the start of a particular study. It serves as an initial element of reference for a topic. It does not occur anywhere else in the particular study. So, its role is to begin the introduction from a broader perspective, specifically a phenomenon (see Instance B15 in the Appendix B).

In the similar manner, the second noun phrase acts as an introductory point; however, this noun phrase sets the context for the introduction of the study. It means that it has direct link with the focus of the particular study. It serves the role of an initial element, but within the scope of the particular study (see Instance B16 in the Appendix B). Its direct link with its topic can be inferred from the complement 'of different languages' and the adjunct 'in any multilingual society'.

To compare it to the previous two noun phrases, the third one also initiates the introduction. In contrast, this noun phrase adopts a different approach to deal with it. It starts with general information (see Instance B17 in the Appendix B). It is obvious in the constituent 'in the study of newspaper'. It shows how researchers have started taking interest in the exploration of newspaper discourse, which implies that it is general information.

The fourth noun phase has the same function, that is, initiation of a topic; however, this noun phrase starts with the broad phenomenon. It captures the more general sense (see Instance B18 in the Appendix B).

This function enables to set the context for a study by starting with a phenomenon, a field, a general statement, and topic-related information.

4.3 Analysis of Noun Phrases Headed by Abstract Nouns WSP and/or WoSP

This section incorporates data analysis under one of the main headings, i.e., noun phrases headed by abstract nouns WSP and/or WoSP. The section has the sole main category, '*structural interaction*', which further contains sub categories including *stimulation of review, transition, overarching information,* and *specified requisitness*.

To elaborate, there are tree diagrams of the noun phrases and their description. Moreover, it incorporates the explication of the noun phrases in order to assign them appropriate functions. All of these elements are discussed in the ensuing section.

4.3.1 Structural Interaction

4.3.1.1 Stimulation of Review

4.3.1.1.1 *Instance*

Figure 53

The Tree Diagram of the Function of Stimulation of Review.
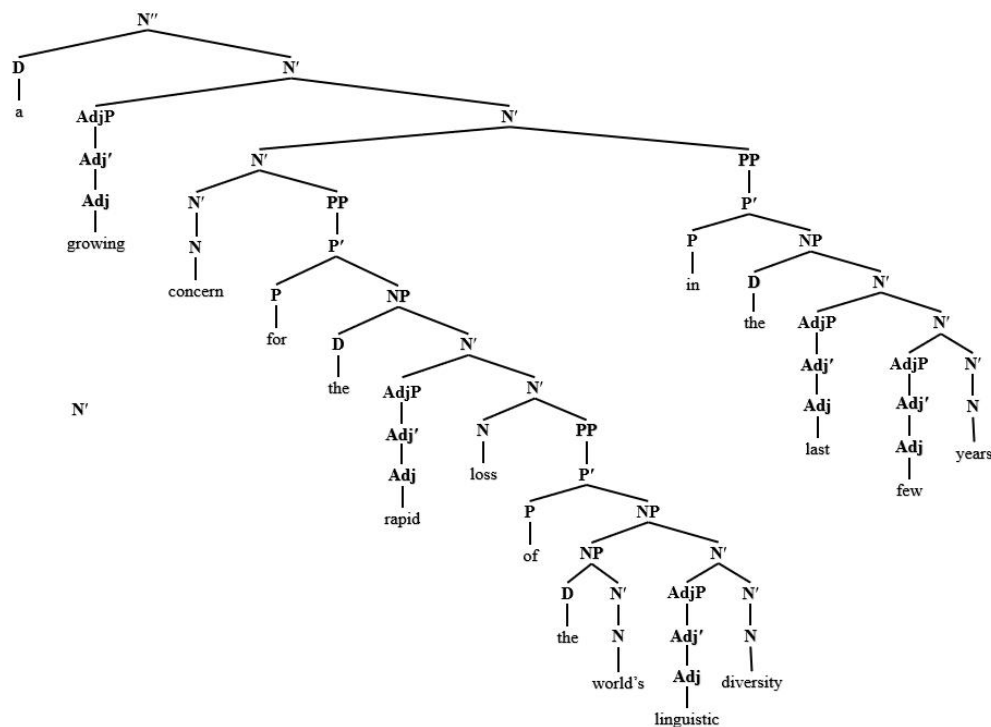
4.3.1.1.1.1 *Structural Analysis*. The above example of the noun phrase illustrates that it has three nouns. Moreover, the noun phrase has the adjunct with the noun '*loss*' which has its own complement having the noun '*diversity*'. All the constituents have their determiners and adjective phrases. The noun '*diversity*' has the genitive case in the form of '*world's*'. For the distribution of the constituents in the hierarchical structure of the noun phrase, constituency test needed to be applied as suggested by Radford (1988), which is as follows:

53. a. Which [concern]?   The one for the rapid loss of the world's linguistic diversity in the last few years?

     b. Which [concern for the rapid loss]?   The one of the world's linguistic diversity in the last few years?

     c. Which [loss]?   The one of the world's linguistic diversity in the last few years?

     d. Which [concern for the rapid loss of the world's linguistic diversity]?   The one in the last few years?

     e. Which [loss]?   The rapid one?

     f. Which [diversity]?   The linguistic one?

     g. Which [linguistic diversity]?   The world's one?

     h. Which [years]?   The last few ones?

     i. Which [few years]?   The last ones?

     j. Which [concern]?   The growing one?

The example (53.a.) demonstrates that '*for the rapid loss*' is the adjunct of '*concern*', whereas the example (53.d.) shows that '*in the last few years*' is the adjunct of '*concern*' because it complies with the one-pronominalization test as noted by Radford (1988). In (53.b.), the instance is not plausible as, according to Radford (1988), *of-phrase* complements the preceded constituent. (53.c.) shows that '*of the world's linguistic diversity*' is the complement of '*loss*' by virtue of the reason that it provides the necessary information to '*loss*' as noted by Radford (1988).

The example (53.g.) shows that *world's* is a genitive case. Also, it can be noticed that *world's* complies with the one-pronominalization test. In this case, *world's* is a daughter of the NP node, which is supported by Radford (1988). Moreover, Radford (1988) states that genitive nouns are specifiers occupying the determiner position with the NP label. Specifically, Radford (1988) is of the opinion

that when a genitive noun is used in place of a determiner, the situation is vice versa; that is, the noun phrase can assume the form of the constituent 'this linguistic diversity', which is plausible. It implies that *world's* can be replaced with other determiners because it is the daughter of N″ and the sister of N′, which are similar relationships to determiners.

It seems clear from the examples (53.e-f.) and (53.h-j.) that the words '*loss*', '*growing*', '*linguistic*', '*last*', and '*few*' modify their respective nouns, so, according to Radford (1988), they become adjective phrases.

Figure 54

The Tree Diagram of the Function of Stimulation of Review.
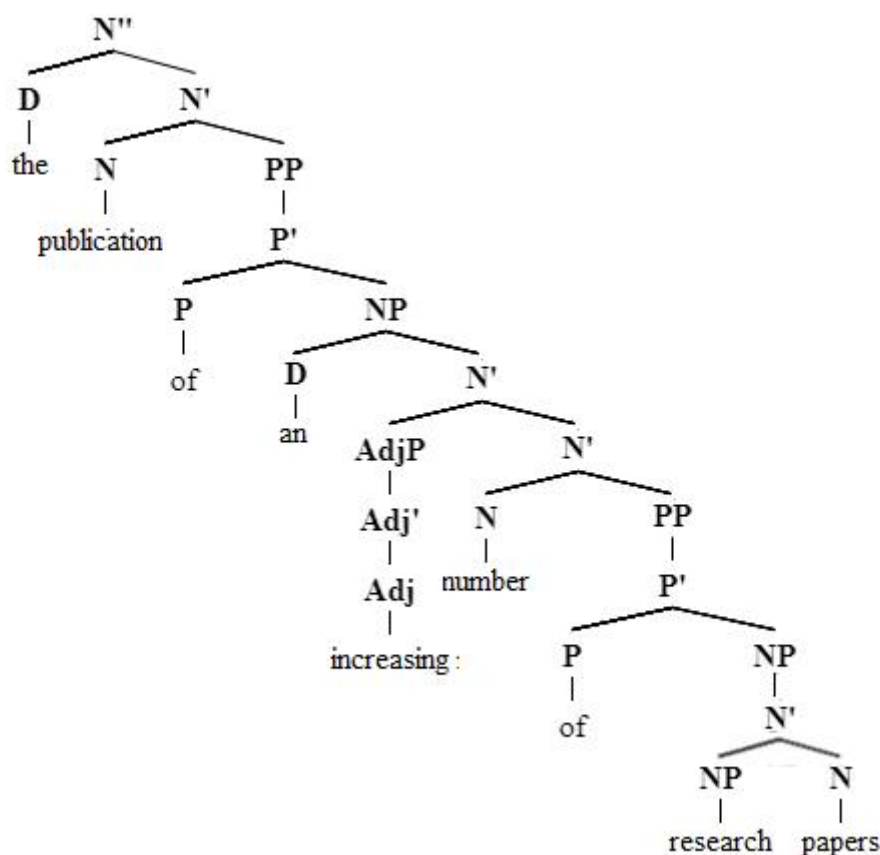
4.3.1.1.1.2 *Structural Analysis.* In the light of the above case of the noun phrase, it is clear that it has the headword '*publication,*'. In addition, it has the complement having the determiner 'an' and the complement in the form of the prepositional phrase 'of research papers.' For the distribution of the constituents in the hierarchical structure

of the noun phrase, the constituency test needed to be applied as suggested by Radford (1988), which is as follows:

54. a. Which [publication]?   The one of an increasing number of research papers?

b. Which [publication of an increasing number]?   The one of research papers?

c. Which [number]?   The increasing one?

d. Which [papers]?   The research ones?

The examples (54.a-b.) demonstrate that '*of an increasing number*' and '*of research papers*' do not pass the constituency test, which, according to Radford (1988), are complements. It implies that '*of an increasing number*' is the complement of '*publication*', while '*of research papers*' is the complement of '*number*'.

It seems clear from the example (54.c.) that the word '*increasing*' modifies the noun '*number*', which, according to Radford (1988), is an adjective phrase.

As far as the example (54.d.) is concerned, it shows that '*research*' is the daughter of the N′ and the sister to the N, making it the NP complement, which is due to the reason that it does not comply with the one-pronominalization test as maintained by Radford (1988). It means that '*research*' is the NP complement of '*papers*'.

Figure 55

The Tree Diagram of the Function of Stimulation of Review.
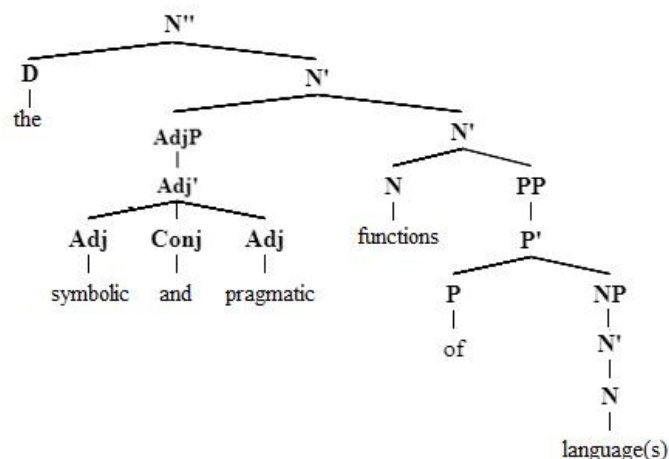
4.3.1.1.1.3 *Structural Analysis*. The above noun phrase has two nouns. Moreover, there is the complement of 'language(s)'. In addition, the headword has the determiner and the adjective phrase. The relationships are identified in the following examples where a constituency test is applied as suggested by Radford (1988).

55. a. Which [functions]?   The ones of language(s)?

   b. Which [functions]?   The symbolic and pragmatic ones ?

   c. Which [functions]?   The symbolic ones?

   d. Which [functions]?   The pragmatic ones?

The prepositional phrase '*of language(s)*' in the example (55.a.) does not comply with the one-pronominalization test, which is characterized as a complement by Radford (1988). It means that '*of language(s)*' is the complement of '*functions*'. In (5.a.), '*of language(s)*' provides necessary details which specify '*functions*' as maintained by Radford (1988). This creates problems for '*functions*' to be replaced by the one-anaphora. Moreover, the examples (55.c-d.) demonstrate that the two words carry the potential to separately modify the noun '*functions*,' whereas the instance (55.b.) shows that the contituent '*symbolic and pragmatic*' acts as an adjective phrase where the two adjectives are conjoined, but it, as a whole, modifies '*functions*,' so, according to Radford (1988), it becomes an adjective phrase.

4.3.1.1.1.4 *Functional Analysis*. There are two abstract nouns '*concern*' and '*publication*', which, according to Flowerdew and Forest (2015), are abstract nouns WoSP because they do not make reference in the text, whereas the last abstract noun '*functions*' is an abstract noun WSP due to its cataphoric, in-clause reference as maintained by Flowerdew and Forest (2015).

The first noun phrase frames the context for the upcoming content in the paragraph, which is achieved by highlighting an issue related to a notion that is one of the foci of the particular study. The nounn phrase underscores '*a growing concern*' related to '*the world's linguistic diversity*' by showing how it has started to loss its value '*in the last few years*'.

The second noun phrase strengthens the first noun phrase. It describes the steps made in response to the concern that is indicated in the first noun phrase. Importantly, the noun phrase is constructed by virtue of the reason that this noun

phrase precedes the first noun phrase in order to maintain a sequence in the development of the link. This noun phrase shows how '*the rapid loss of the world's linguistic diversity*' has served as an impetus for '*the publication of an increasing number of research articles*'.

The third noun phrase specifies the area of the particular study on which it focuses. Importantly, it expounds the area of the study in order to allow the incorporation of knowledge that exists in connection with the area. The noun phrases becomes the focus of exploration as it has a direct link with the concern described in the first noun phrase.

To sum up, it can be stated that the three noun phrases are interwoven with each other (see Instance C1 in the Appendix C). The first noun phrase established the platform, whose result in the form of received attention can be witnessed in the second noun phrase. The third noun phrase narrows down the focus by underscoring the area of the study in order to give a clear direction to incorporation of existing literature.

4.3.1.2 Transition

4.3.1.2.1 *Instance*

Figure 56

The Tree Diagram of the Function of Transition.
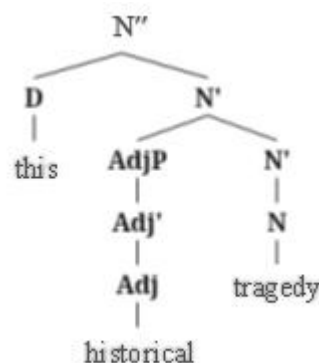
4.3.1.2.1.1 *Structural Analysis*. Upon examining the noun phrase, it shows that it has the head noun '*tragedy*', the determiner '*the*' and the adjective phrase '*historical*'. To construct hierarchical structure, it requires the one-pronominalization test as suggested by Radford (1988), which is as follows:

56. a. Which [tragedy]?   The historical one?

It seems clear from the example (56.a.) that the word '*historical*' modifies the noun '*tragedy*'. Conforming to the view of Radford (1988), it becomes an adjective phrase.

Figure 57

The Tree Diagram of the Function of Transition.
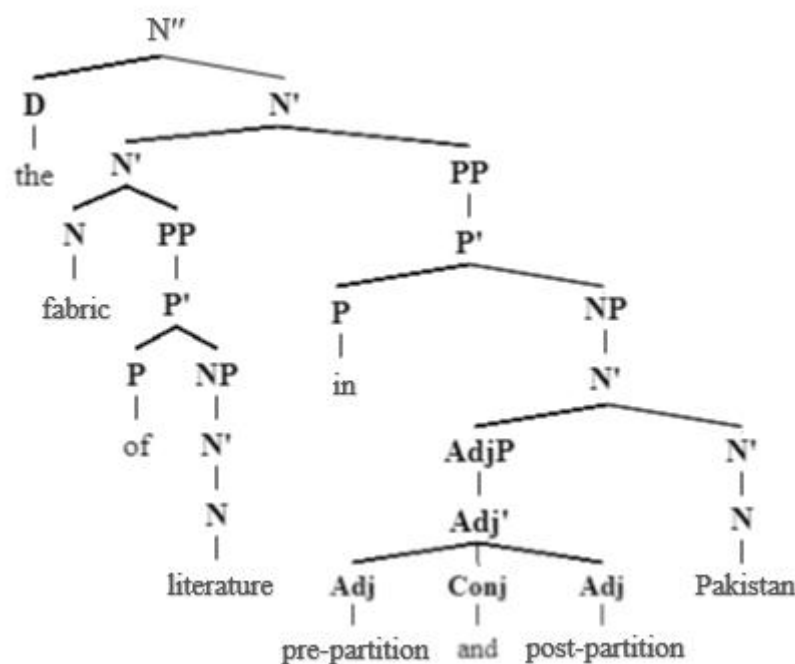
4.3.1.2.1.2 *Structural Analysis*. In the light of the above case of the noun phrase, there is the headword '*fabric*'. The head noun has the complement and the adjunct. The following examples undergo the constituency test as suggested by Radford (1988).

57. a. Which [fabric]?   The one of literature in pre-partition and post-partition Pakistan?

     b. Which [fabric of literature]?   The one in pre-partition and post-partition Pakistan?

     c. Which [Pakistan]?   The pre-partition and post-partition one?

     d. Which [Pakistan]?   The pre-partition one?

     e. Which [Pakistan]?   The post-partition one?

The *of-phrase* in the example (57.a.) does not comply with the one-pronominalization test, conforming to the view of Radford (1988) who characterizes it as a complement.

It implies that '*of literature*' is the complement of '*fabric*'. Furthermore, the constituent '*fabric of literature*' is substituted by the one-anaphora in (57.b.), so, according to Radford (1988), '*in pre-partition and post-partition Pakistan*' is the adjunct of '*fabric*'. Moreover, it seems clear from the examples (57.d-e.) that '*pre-partition*' and '*post-partition*' can separately modify the noun '*Pakistan*'. More specifically, the instance (55.c.) shows that the constituent '*pre-partition and post-partition*' acts as an adjective phrase where the two adjectives are conjoined, but it, as a whole, modifies *Pakistan,* so, according to Radford (1988), it becomes an adjective phrase.

4.3.1.2.1.3 *Functional Analysis*. The first noun phrase has an abstract noun '*tragedy*' that condenses the anaphoric, across-clause proximal information as maintained by Flowerdew and Forest (2015). Its adjunct provides extra information to load the noun phrase with some detail. Importantly, the noun phrase holds information about the content that occurs before it.

The second noun phrase has an abstract noun WoSP due to its lack of potential to refer to its content as supported by Flowerdew and Forest (2015). Though it allows the extension of content, but it needs to be relevant and interconnected to the first noun phrase.

The first noun phrase condenses the prior information which is related to the partition. The second noun phrase attempts to extend the prior information showing that the details of partition is the part of the literature related to '*pre-partition and post-partition Pakistan*', which helps in the incorporation of more information, so, in this way, this function helps to transition from general content towards specific one.

It is shown that when a noun phrase condenses antecedent information, the second noun phrase in a sentence does help it to add more element to the first idea. So, in this manner, they can create environment that can be helpful to proceed incorporation of information from general content towards specific one (see Instance C2 in the Appendix C).

4.3.1.3 Overarching Information

4.3.1.3.1 *Instance*

Figure 58

The Tree Diagram of the Function of Overarching Information.
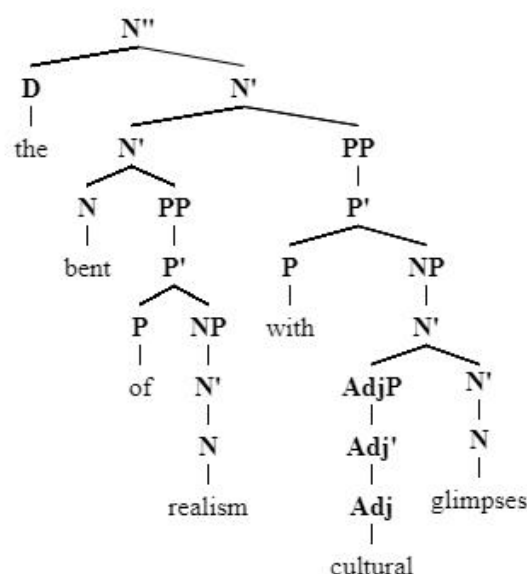
4.3.1.3.1.1 *Structural Analysis*. The above example of the noun phrase has the head noun '*bent*' and the determiner '*the*'. Also, it has the complement '*of realism*' and the adjunct '*with cultural glimpses*'. The second adjunct has the adjective phrase. In order to decide the positions for the prepositional phrases (whether or not it is a complement or an adjunct), it, according to Radford (1988), requires the standard constituency test, which is applied in the below examples.

58.	a.	Which [bent]?	The one of realism with cultural glimpses?
	b.	Which [bent of realism]?	The one with cultural glimpses?
	c.	Which [glimpses]?	The cultural ones ?

The *of-phrase* in the example (58.a.) does not comply with the one-pronominalization test, which is identified as a complement by Radford (1988). It means that '*of realism*' is the complement of '*bent*'. Moreover, '*with cultural glimpses*' is the adjunct of '*recovery*' by virtue of the reason that it does obey the one-anaphora test in (58.b.) as stated by Radford (1988).

It seems clear from the example (58.c.) that the word '*cultural*' modifies the noun '*glimpses*'. Conforming to the view of Radford (1988), it becomes an adjective phrase.

Figure 59

The Tree Diagram of the Function of Overarching Information.

```
                              N"
                  ┌────────────┴──────────────┐
                  D                            N'
                  │                ┌───────────┴──────────┐
                 the              N'                      PP
                         ┌────────┴────────┐              │
                         N                PP              P'
                         │                 │         ┌────┴────┐
                       level               P'        P       NP
                                    ┌───────┴───────┐  │    ┌──┴──┐
                                    P              NP  in   D     N'
                                    │               │        │     │
                                    of              N'      the    N
                                             ┌──────┼──────┐        │
                                             N     Conj    N      genre
                                             │      │      │
                                        refinement and  delicacy
```
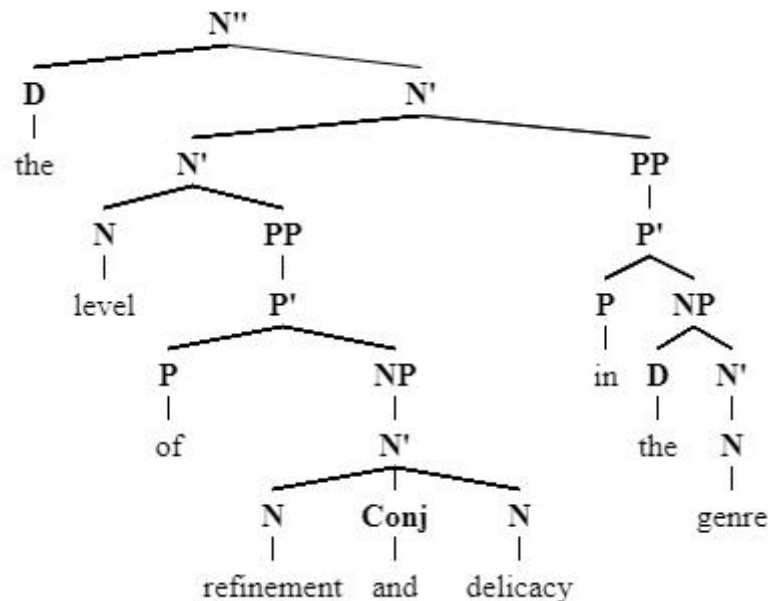
4.3.1.3.1.2 *Structural Analysis*. In the light of the above case of the noun phrase, it is clear that there are four nouns. The head noun has the adjunct and the complement. Moreover, the headword and the adjunct have their determiners. To construct hierarchical structure, it requires the standard constituency test as suggested by Radford (1988), which is as follows:

59. a.   Which [level]?   The one of refinement and delicacy in the genre?

     b.   Which [level of refinement and delicacy]?   The one in the genre?

     c.   Which [level of refinement]?   The one in the genre?

     d.   Which [level of delicacy]?   The one in the genre?

The *of-phrase* in the example (59.a.) does not comply with the one-pronominalization test, which is identified as a complement occurring after the headword as maintained by Radford (1988). It means that '*of refinement and delicacy*' is the complement of '*level*'. In (59.a.), '*of refinement and delicacy*' provides necessary details which specify '*level*' as maintained by Radford (1988). This creates problems for '*one*' by using it in the place of '*level*'. Moreover, '*in the genre*' is the adjunct of '*level*' by

virtue of the reason that it does obey the one-anaphora test in (59.b.) as noted by Radford (1988).

The examples (59.c-d.) demonstrate that '*refinement and delicacy'* are two conjoined nouns as they can separately comply with the one-anaphora as maintained by Radford (1988).

4.3.1.3.1.3 *Functional Analysis.* The first noun phrase has an abstract noun WSP '*bent*' as it makes an anaphoric, across-clause proximal reference, whereas the second one possess an abstract noun WoSP '*level*', which are in accordance with Flowerdew and Forest's (2015) view. They help in building background related to the topic by drawing on the body of knowledge that informs the particular study.

The first noun phrase implies how realism can intertwine with cultural elements, involving an intricate view of social dynamics and cultural interactions. In contrast, the second noun phrase reflects on the subtleties within different genres, encompassing an interpretive perspective. This presents features of various genres. It is an overarching notion that demands further context.

The overall importance of the use of the two noun phrases reflects the idea that the writer has the awareness of knowledge within in the particular field. The first noun phrase in relation with the second one establishes the background for the research topic to make sure that it highlights broad knowledge. It helps to understand the timeliness of the particular study, which is presented in a manner to situate the topic within the current body of work. This in turn assign reputability to a study embedded with erudition (see Instance C3 in the Appendix C).

4.3.1.4 Specified Requisitness

4.3.1.4.1 *Instance*

Figure 60

The Tree Diagram of the Function of Specified Requisitness.

```
              N″
             ╱  ╲
           NP    N′
            |     |
        Kipling's  N
                   |
                 works
```
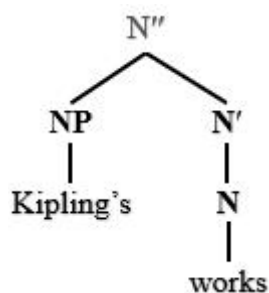
4.3.1.4.1.1 *Structural Analysis*. As far as this case of the noun phrase is concerned, it shows that there is the head noun *works*. In addition, it has the genitive noun *Kipling's*.

The tree diagram of the genitive construction implies that the genitive case occupies the specifier node, and the noun 'works' occurs as the head. According to Radford (1988), the one-pronominalization test is required in order to identify whether or not the genitive case should be the part of the specifier node, which is as follows:

60. a.   Which [works]?   Kipling's ones ?

The example (60.a.) shows that *Kipling's* is a genitive case. Also, it can be noticed that *Kipling's* complies with the one-pronominalization test. In this case, *Kipling's* is a daughter of the NP node, which is supported by Radford (1988). Moreover, Radford (1988) states that genitive nouns are specifiers occupying the determiner position with the NP label. Specifically, Radford (1988) is of the opinion that when a genitive noun is used in place of a determiner, the situation is vice versa; that is, the noun phrase can assume the form of some other expressions, such as, 'his works', 'your works' and 'these works', which are plausible. It implies that Kipling's can be replaced with other determiners because it is the daughter of N″ and the sister of N′, which possesses similar relationship to determiners.

4.3.1.4.1.2 *Functional Analysis*. The noun phrase contains an abstract noun WSP '*works*' as it refers to cataphoric, across-clause proximal linguistic context, which is inline with Flowerdew and Forest (2015). Moreover, the determiner of the noun phrase '*Kipling's*' is a proper noun showing possession, which means that the author has more works which contain the same idea.

The noun phrase reflects its unique role in academic writing. It is used to mention a couple of examples that are adequate to continue the discussion; however, the others example, present outside of the text, are not mentioned, which implies that

the use of the noun phrase demonstrates a paradigm of familiarity with the content by avoiding the extensive listing of the works. Overall, the noun phrase exhibits that when it is used in this manner, it can perform two functions at once, that is, having signalling and non-signalling potential. Importantly, the genitive noun *Kipling's* provides a strong evidence in terms of arguing about the dual function of the noun phrase. To clarify, the noun phrase refers to some examples in the text, which is clear from its phrasal structure reflecting that it alludes to some other examples that are not mentioned in the text but the examples still have their existence. In this context, they perform both signalling and non-signalling functions (see Instance C4 in the Appendix C).

4.4 Categorization Involved in Qualitative Content Analysis

This section involves how the codes were classified into different categories.

4.4.1 Noun Phrases Headed by Abstract Nouns WSP

Noun phrases WSP comprised of three major categories that enable the use of these noun phrases.

4.4.1.1 Logical Connection

The following subcategories have the caliber to establish reasonable relationships with other aspects in the academic texts, which makes them to maintain its role in the texts.

4.4.1.1.1 *Transition*

The noun phrases WSP create connections with preceding and succeeding information.

4.4.1.1.2 *Constancy*

It is the consistet use of specific structures of noun phrases in the texts.

4.4.1.1.3 *Alignmen*t

The proper use of noun phrases WSP signifies that they relate to each other in terms of their role.

4.4.1.1.4 *Instigation*

The noun phrases initiate the academic text.

4.4.1.1.5 *Reiteration*

It is the restate of main points which are presented somewhere in the academic texts.

4.4.1.1.6 *Collation*

The noun phrases with WSP help to summarize multiple linguistics and to condense them into a meaningful unit.

4.4.1.2 In-Text Content

The main category contains the sub categories that need linguistic context in the academic text in order to make them operational.

4.4.1.2.1 *Reflection on Status*

It captures what is expected to happen in the academic texts or what the particular texts revolve around.

4.4.1.2.2 *Clarification*

It serves as additional information in order to bring clarity.

4.4.1.2.3 *Compression*

It involves the shortening of noun phrase structures which are used consistently.

4.4.1.3 Synthesis

It contains the sub categories in which the elements rely on each other. Their combination make them viable.

4.4.1.3.1 *Interconnection*

It helps in establishing the relationship between findings in order to be compared.

4.4.1.3.2 *Prudence*

It is used to make a conclusion based on some preliminary statements.

4.4.2   Noun Phrases Headed by Abstract Nouns WoSP

Noun phrases WSP comprised of three major categories that enable the use of these noun phrases.

4.4.2.1 Extra-Textual Information

The following subcategories carry the potential to draw on existing knowledge that is vital for the academic text to build on.

4.4.2.1.1 *Awareness of Perspective*

Its role is to determine what viewpoints received considerations, and which ones need to be considered.

4.4.2.1.2 *Specificity*

It attempts to specify the position of a particular concept.

4.4.2.1.3 *Fact-mentioning*

It helps in the mentioning of factual information.

4.4.2.1.4 *Conventionality*

Its role is to adhere to terms without making an attempt to mold them.

4.4.2.1.5 *Compression*

It involves the shortening of noun phrase structures that are used consistently.

4.4.2.1.6 *Interplay*

This begins making sense when abstract noun phrases WoSP affect each other for determining a meaning.

4.4.2.2 Logical Connection

The main category contains the subcategories which help in the construction of meaningful relationships with other aspects in the academic texts, making them to maintain their roles in the text.

4.4.2.2.1 *Transition*

Noun phrases headed by abstract nouns WoSP create connections with succeeding information.

4.4.2.2.2 *Constancy*

It is the consistent use of specific structures of the noun phrases in the text.

4.4.2.2.3 *Instigation*

The noun phrases initiate the academic texts.

4.4.3   Noun Phrases Headed by Abstract Nouns WSP and/or WoSP

4.4.3.1 Structural Interaction

It involves the subcategories that engage with each other in the text. This attempt provides the opportunity to form a united whole.

4.4.3.1.1 *Stimulation of Review*

Noun phrases WSP and WoSP begin with information that triggers the literature review.

4.4.3.1.2 *Transition*

Noun phrases WSP and WoSP create connections with preceding and succeeding information.

4.4.3.1.3 *Overarching Information*

Keeping in view the surrounding text, noun phrases WoSP play meaningful roles in the texts.

4.4.3.1.4 *Specified Requisiteness*

It is the use of specific structures that satisfy the requirement of the academic texts by restricting extensive listing.

4.5   Interpretation

It involves two sections, i.e., interpretation of findings from structure analysis and interpretation of findings from function analysis.

4.5.1 Interpretation of Findings from Structural Analysis

In X-bar theory, determiners, adjective phrases, adjuncts, complements, and head nouns play crucial roles in the construction of noun phrases, especially nouns phrases headed by abstract nouns WSP or WoSP. Each of these elements contributes to the overall structural clarity and text stability.

When discussing the structural clarity, there are some components which make it possible. These include the pre-modifiers (such as adjective phrases), and the post-modifiers which involve adjuncts. All of them are used to maintain clarity in the texts. For instance, the examples from the data contain *'her immediate disturbing response'* and *'this positive portrayal of the affinity of Sufi Islam with a Hegelian vision of becoming through universal interrelation'*. These examples give some valuable indication. According to Flowerdew and Forest (2015), the use of adjectives *'immediate disturbing'* with *'response'* is not the primary reason to label the noun as an abstract noun WSP. Moreover, the adjectives *'immediate disturbing'* and the adjunct *'through universal interrelation'* provide extra details as maintained by Radford (1988). It implies that their exclusion do not make the noun phrases ungrammatical, which is supported by Radford (1988). Notwithstanding the fact, the retention of these constituents helps in the clarification of noun phrase structure.

To speak of the text stability, adjuncts, complements, and determiners are the components which are used to provide details helping in the execution of a complete

thought. For example, the instances from the data include *'the importance of these findings to the present study'* and *'close observation of the encounters'*. According to Flowerdew and Forest (2015), '*importance*', '*findings*' and '*study*' refer to their respective linguistic contexts. The references help them in the execution of the function, that is, *emphatic transition*. In the similar manner, '*observation*' does not refer to anything in the text because it does not fulfill the criteria needed to be an abstract noun WSP as per Flowerdew and Forest (2015), whereas the abstract noun '*encounters*' is in line with Flowerdew and Forest's (2015) criteria which enable it to refer to its linguistic context in the text. It makes this noun phrase WoSP to perform the function of transition. These examples justify the necessity of the adjunct and the complement because the exclusion of the adjunct or the complement makes the structures meaningless, which do not perform the specified function associated with them.

In addition, the placement of determiners with noun phrases headed by abstract nouns WSP makes it clear that the specific meaning conveyed by these abstract noun phrases remains operational; otherwise, the target meaning cannot be obtained. In other words, if an abstract noun phrase is a noun phrase headed by an abstract noun WSPl, it must have a determiner. For example, the instances from the data justify it, including '*this phenomenon*,' '*the linguistic landscape*' and '*the first stage of recovery from trauma*'. These examples imply the necessity of determiners for noun phrases headed by abstract nouns WSP as there is something in the text to which they refer, which is maintained by Flowerdew and Forest (2015). Otherwise, the function associated with these nouns cannot be executed. So, the component is vital in these cases as it establishes the text stability.

4.5.2 Interpretation of Findings from Function Analysis

It entails two sections, that is, interpretation of findings from qualitative content analysis and interpretation of findings from descriptive discourse analysis, which are as follows:

4.5.2.1 Interpretation of Findings from Qualitative Content Analysis

As far as the categories emerged through qualitative content analysis are concerned, they perform their role in the written academic discourse, which involves text organization and knowledge integration.

Text can be organized with the categories, that is, logical flow, synthesis, structural interaction, and in-text content. The first category involves *transition, constancy, alignment, instigation, reiteration, and collation*. The subcategories, i.e., *transition, constancy, alignment and collation* help to build tight relationships within the text, which, Flowerdew and Forest (2015), is due to its potential to signal something in the text. The other subcategories include *instigation* and *reiteration*, in which *instigation* help to guide the upcoming content, whereas *reiteration* attempts to summarize the main points by being operational at the end of the text, which is supported by Flowerdew and Forest (2015) who state that they possess the signalling potential. The second category encompasses *interconnection* and *prudence*. The sub-category *interconnection* compares new findings with those in existing literature attempting to build in an organized section, while *prudence* helps to reinforce conclusions, which imply that they refer to something within the text according to Flowerdew and Forest (2015). The third category involves *stimulation of review, transition and specified requisitness*. The subcategory, that is, *stimulation of review* starts a section, *transition* helps in the switching of ideas, and *specified requisitness* adds necessary information which aligns with ongoing contents, which is by virtue of the reason that they perform both signalling and non-signalling potential according to Flowerdew and Forest (2015). The fourth category incorporates *reflection on status, clarification and compression*. The subcategory *reflection on status* condenses the entire text, that is inline with Flowerdew and Forest's (2015) view, while accommodating a position for itself in the text, which gives the indication of what can be expected in the text, and in turn helps in the structuring of the text. The other subcategories, that is, *clarification* and *compression*, shape the text by restricting the content.

Knowledge integration can be achieved with the category, that is, *extra-textual information*. This category includes *awareness of perspective, specificity, fact-mentioning, overarching information, conventionality, compression and interplay*. These sub-categories make it possible to incorporate information in one way or the other as they do not refer to anything within the text according to Flowerdew and Forest (2015). The functions, that is, *fact-mentioning* and *overarching information*, involve in the incorporation of topic-related knowledge, which is due to the reason that they do not have the potential to condense any linguistic context in the text.

Concerning awareness of perspective, it gives the indication of what viewpoints needs to be considered, which is due to its lack of signalling potential according to Flowerdew and Forest (2015). As far as *specificity, compression and interplay* are concerned, they highlight something that are not directly mentioned in the text as maintained by Flowerdew and Forest (2015), which helps them to incorporate information.

4.5.2.1 Interpretation of Findings from Descriptive Discourse Analysis

Concerning the findings from descriptive discourse analysis, they also perform certain roles in written academic discourse. The roles of these findings encompass developing association with other elements within the text, establishing relevance with existing literature, adding thoroughness, bringing clarity, providing precision, and adjusting text flow.

The development of association with other elements within the text may be inferred from the findings which involves the following: first, the capturing of the entire essence of a particular study (i.e., *reflection on status*) gives the sign of what may be the part of investigation through which it helps to situate itself in a position so that the entire text shows connections with the topic; secondly, the shortening of terms in order to avoid repetition of a complete structure (i.e., *compression*) gives the indication that the terms show consistent relevance with the considered concepts; thirdly, the summation of main points in order to reinforce the conclusion (i.e., *reiteration*) gives the idea that the conclusion builds on the findings of a study, and thus shows its relevance; fourthly, the condensation of expressions which are built on evidences to strengthen the conclusion (i.e., *prudence*) is a sign how different aspects are relevant to each other; fifthly, the shaping of upcoming content (i.e., *interplay*) is a way to make sure that the upcoming content remains within the framework, and thus connection occurs between distinct aspects in the text; next, the inclusion of noun phrases to satisfy a specific purpose (i.e., *specified requisitness*) is an attempt to enrich the text with relevant content; seventhly, the usage of noun phrases at the start (i.e., *instigation*) is a way to set the context upon which the entire study builds; finally, the comparison of new findings with existing literature to reveal the standing of those findings (i.e., *interconnection*) gives a clear picture of how the function helps in creating relevance with existing literature. Importantly, the findings from descriptive discourse analysis related to *reflection on status, compression, reiteration*, *prudence,*

interplay, specified requisitness, instigation, and *interconnection* help to develop association with other elements within the text as the functions are performed by noun phrases headed by abstract nouns WSP, which, according to Flowerdew and Forest (2015), is due to the reason that abstract nouns WSP refer to their linguistic context in the text.

The establishment of relevance with existing literature may be drawn from the findings including the following: first, the situating of missing information in existing literature (i.e., *awareness of perspective*) is a way to link a topic to existing literature; and, secondly, the triggering of the tone for the inclusion of review related literature (i.e., *stimulation of review*) helps to make it clear that the topic builds on existing literature. The findings from descriptive discourse analysis related to *awareness of perspective* and *stimulation of review* enable to associate relevance with existing literature by virtue of the reason that the functions are performed by noun phrases headed by abstract nouns WoSP, which, as per Flowerdew and Forest's (2015), occurs because of abstract nouns WoSP that do not refer to their linguistic context in the text.

Pertaining to the providence of thoroughness, there are some findings of this study that support the concept of thoroughness in writing. This includes the findings; that is, the addition of extra information (i.e., *clarification*) gives relevant details about a specific aspect; the providence of background information pertaining to a topic (i.e., *overarching information*) gives depth to the topic; and finally, the capturing of a holistic view to give a specific direction to the content (i.e., *collation* performed by WoSP) is a way to saturate a study with in-depth details. These findings from descriptive discourse analysis concerning *clarification, overarching information,* and *collation* enable to provide thoroughness by virtue of the reason that the functions are performed by noun phrases headed by abstract nouns WoSP, which, according to Flowerdew and Forest (2015), is due to the reason that abstract nouns WoSP do not refer to their linguistic context in the text.

When it is concerned with clarity, a couple of functions can be considered. The first one is the relation of a concept to a broad topic (i.e., *specificity*), which makes the understanding about the concept clear, whereas the second one is the shortening of a structure to avoid its repetition and make writing efficient (i.e., *compression*), bring the required clarity in the writing. These findings from

descriptive discourse analysis concerning *specificity* and *compression* enable to bring clarity by virtue of the reason that the functions are performed by noun phrases headed by abstract nouns WSP or WoSP, in which abstract nouns WSP make reference in the text, whereas abstract nouns WoSP do not refer to their linguistic context in the text as maintained by Flowerdew and Forest (2015).

Precision is feasible with the inclusion of factual information that can be verified (i.e., *fact-mentioning*) and with the use of well-established terms which blend with the overall content (i.e., *conventionality*). In this manner, a study precisely aligns with existing literature. These findings from descriptive discourse analysis concerning *fact-mentioning* and *conventionality* enable to provide precision by virtue of the reason that the functions are performed by noun phrases headed by abstract nouns WoSP, which, according to Flowerdew and Forest (2015), is due to the reason that abstract nouns WoSP does not refer to their linguistic context in the text.

As far as text flow is concerned, there are two functions that make it possible, which encompass: firstly, the movement from previous information to new information (i.e., *transition*) is a way to add flow to the text; and secondly, the adoption of a unified approach to the structure of abstract noun phrases throughout the text (i.e., *constancy*) maintains the text flow. These findings from descriptive discourse analysis concerning *transition* and *constancy* enable to provide precision by virtue of the reason that the functions are performed by noun phrases headed by abstract nouns WSP or WoSP, in which abstract nouns WSP make reference in the text, whereas abstract nouns WoSP do not refer to their linguistic context in the text as supported by Flowerdew and Forest (2015).

The interpretation of three analyses highlights common aspects in one way or the other. The finding from the three analyses endorse the idea that the structure and functional features assist in the control of text anatomy. Moreover, the functional features transcend the task of interaction with existing literature. It means that the functional features interact with existing literature and control text anatomy. This nature of noun phrases headed by abstract nouns WSP or WoSP allows an academic writer to effectively construct coherent academic texts, which in turn enhances the readability of the academic texts and the persuasiveness of academic arguments. When the message is delivered with such precision, it leaves a positive impact on the academic audience. Moreover, the aforementioned elements help in the promotion of

academic conventions as they give a complete picture for the production of coherent academic texts.

4.6 Triangulation of the Findings from Structural and Functional Analyses

This section deals with the triangulation of findings from the three types of analyses conducted in this study, that is, structural analysis, qualitative content analysis and descriptive discourse analysis.

Concerning noun phrases headed by abstract nouns WSP, the triangulation of the findings is as follows:

1. The structural analysis of the noun phrase headed by the abstract noun WSP, i.e., *the importance of these findings to the present study*, identified the constituents containing the headword, the complement, and the adjunct. These components served as a base for the functional analysis in which the headword referred to its cataphoric linguistic context, the complement condensed its antecedent linguistic context, and the adjunct summarized its linguistic context in the form of the whole body of the text. As the complement provided essential details to the headword, it needed its presence in this noun phrase. In terms of functional analysis, the presence of this relationship between the headword and the complement satisfied its function in the text because of the two reasons: first, the headword referred to its cataphoric linguistic context, and secondly, the complement condensed its antecedent linguistic context, which helped them to create a connection between the previous content and the start of the next content. Similarly, the adjunct, which contained extra information in terms of structural analysis, added the ingredient to the function of this abstract noun phrase in the form of emphasis. The qualitative content analysis categorized this connection between the previous and the upcoming content and the relevance of the adjunct to the text as an emphatic transition As far as descriptive discourse analysis is concerned, it revealed the connection between the previous content of *these findings* and the next content of *the importance*, while the prepositional phrase *the present study* emphasized the relevance of the constituent, that is, *the importance of these findings*, to the entire text. When there was a shift from the previous content to

the next one, it established a transition. Moreover, while the head noun and the complement demonstrated transition, it evenly put emphasis on the adjunct to emphatically link the transition to the particular text. In this context, the noun phrase exhibited an emphatic transition. Moreover, this analysis revealed that the function linked sentences, and thus operated within a paragraph. As demonstrated that the headword and its components played a vital role in the execution of the function.

2. In the similar vein, the abstract noun phrases "*this belatedness or afterwardness at the heart of the traumatic experience*" and "*the analyses of the relevant cultural productions*" performed the similar function of an emphatic transition in a slightly different manner. The former noun phrase contained the adjunct having its own complement, which specified the base nouns, that is, *belatedness or afterwardness*. Whereas the latter noun phrase involved the headword and the adjunct, which added the element of particularity. In essence, the headword of the former and the later noun phrase were clarified with the addition of the complement(s). In terms of qualitative content analysis, the headword of the first noun phrase referred to its antecedent content, whereas the headword of the second noun phrase referred to its upcoming content. These headword possessed an emphatic transition. As far as descriptive discourse analysis is concerned, it agrees to the transitional role of both the noun phrases. It explained that the former noun phrase holding important information served as an impetus for the latter one that shifted the focus, implying that the particular content drove the upcoming content. In this case, it created an emphatic transition. Moreover, this analysis revealed that the triggering information attempted to change the focus from the general content to the specific one. The structural analysis demonstrated that the headwords were specified with the complement and the adjunct, whereas the functional analysis revealed that the headwords performed the transitional role which was further clarified by their complements.

3. The next noun phrase '*this phenomenon*' was examined, which contained the headword and the determiner as constituents. This noun phrase WSP condensed antecedent linguistic context and moved the content further, which signified that it switched from the previous content to the next one. To this

connection, qualitative content analysis called an additive transition. When it comes to descriptive discourse analysis, it agreed with the transitional role that this noun phrase performed. Descriptive discourse analysis explained that the next content was the continuation of the previous content, which meant that this noun phrase performed the function of an additive transition. Moreover, since it operated at paragraph level, it helped in the logical flow of information inside the paragraph. All the constituents in the noun phrase gives the indication of performing the function of an additive transition.

4. Furthermore, the structural analysis of "*this portrayal of the affinity of Sufi Islam with a Hegelian vision of becoming through universal interrelation*" suggested that it contained the headword, the adjunct and the complement having its complement and adjunct, while the abstract noun phrase, that is, *this positive portrayal of the cosmopolitan and humanist nature of Sufi Islam*, had the complement having its own complement. The headwords of the two noun phrases took its additional information from their complements. Qualitative content analysis revealed that the headword of the former referred to its antecedent linguistic context and the latter noun phrase referred to its antecedent linguistic context, which helped them in performing a transition role. They both played a progressional transition. Concerning descriptive discourse analysis, it agreed with the function by explaining that the first noun phrase transitions from its content. The paragraph, of which the first noun phrase is a part, served as the linguistic context for the second noun phrases that attempted to shift the focus from there. So, they performed a series of switches between contents, which was referred to as a progressional transition. Moreover, this function helped in the organization of large amount of information and attempted to avoid distortion in the flow of information. The structural analysis demonstrated that the headwords were specified with the complement and the adjunct, whereas the functional analysis revealed that the headwords performed the transitional role which was clarified by their respective complements.

5. The abstract noun phrase, that is, *the study of linguistic structures and the lexis*, had the headword specified by the complement which restricted the headword capability to the two conjoined noun phrases. Moreover, qualitative content

analysis, taking its clues from the surrounding text, showed that this noun phrase reflected on the entire status of the particular study. Pertinent to descriptive discourse analysis, it agreed with the reflection on the status and added further on its role in the construction of academic discourse. This analysis revealed that the content of the abstract noun phrase was relevant to the thesis statement of the particular study due to which it created an alliance with the topic of the particular study. The headword was made specific by the complement that carried the subject matter, leading to the clarification of what the headword was concerned.

6. The noun phrases WSP, i.e., *the first stage of recovery from trauma*, *a threat to the security of the nation*, and *a methodological approach* underwent structural analysis. The first noun phrase had the headword and the complement which possessed the adjunct. The second one had the head noun, the adjunct having its own complement. The third one had the head noun. When speaking about qualitative content analysis, the noun phrases played the role of clarification because it condensed the previous content. This analysis complemented descriptive discourse analysis which also assigned them the same function; however, it further undertook the in-depth analysis revealing that the complement and the adjunct enriched the meaning of the headword. Moreover, descriptive discourse analysis revealed that the noun phrases not only provided additional information, but also labeled their linguistic context to make their position apparent in the discourse. The head nouns condensed their linguistic contexts, while their components clarified the headwords.

7. The function 'constancy' was operational due to the consideration of the three noun phrases, that is, '*the decision*', '*the essential feature of this relativist approach*' and '*the point of interest for this scholarly endeavor*'. The structural analysis of these noun phrases was obvious: first, the first noun phrase had the the headword; next, the second noun phrase had the headword and the complement; and lastly, the third noun phrase had the headword as well as the adjunct having its own complement. In terms of qualitative content analysis, the function that these noun phrases performed in the text was *constancy* as they occurred consistently in the text. Concerning descriptive discourse analysis, it agreed with the function and added more to the analysis

by revealing that these noun phrases maintained a logical flow throughout the text, and thus made the discourse united and intertwined. All the three analyses provided evidences that the noun phrases carried the potential to retain their structure in the text according to their strength.

8. The noun phrase "*a serious challenge to the ecological balance, workers' rights, sovereignty of nation-states and the world peace*" had the headword 'challenge' and the adjunct that contained four conjoined noun phrases. Concerning qualitative content analysis, this noun phrase had a function of prudence as it was used as a preliminary statement for constructing conclusions. When it comes to descriptive discourse analysis, it agreed with it and revealed that this acted as a preliminary statement based on evidences to strengthen the conclusion of the particular study. Moreover, this analysis revealed that the function was executed in order to make an attempt of summing up information in an impersonal manner. The adjunct provided additional information, but it was affected by the headword that carried the load of preliminary statements based on evidences to reinforce the conclusion.

9. In order to structurally scrutinize this noun phrase *the findings of the study*, it had the headword and the complement. Moreover, the headword and the abstract noun of the complement had their determiners. Pertinent to qualitative content analysis, this noun phrase had a role of reiteration. Importantly, descriptive discourse analysis revealed that the noun phrase restated the significant points. In addition, it presented a claim of the particular study. The strong bond between the headword and the complement made them able to execute the function 'reiteration'.

10. The two noun phrases *the trauma* and *the incident* contained the headwords and the determiners. As far as qualitative content analysis is concerned, their role was alignment. Concerning descriptive discourse analysis, the concept of trauma created a clear connection with the data in which there were events in the form of incidents. This approach clarified how the notion that was used in the particular study connected with the patterns noticed in the data in the form of incidents. In this manner, concepts were aligned with data to enhance

clarity throughout the text. Moreover, it revealed how the noun phrases were suitable for each others in terms of their role in the text.

11.   This abstract noun phrase *the linguistic landscape* had the determiner, the headword and the adjective phrase. These elements were the ingredients for the upcoming analysis. In terms of qualitative content analysis, the role of the noun phrase was compression. Notably, descriptive discourse analysis agreed with it, and added that the determiner and the headword were shortened in order to condense the aspects to which it referred. With this, the repetition of the complete structure was avoided to minimize the absurdity. All the analyses agreed on the point that the noun phrases maintained the form of a compressed noun as it served as a term which can be shortened.

12.   To consider, '*the fact*', '*the present study*', '*the major goal of the present study work*' and '*the focus of this investigation*' played a vital role in the academic texts, which became apparent upon examination. Importantly, the structural analysis of these noun phrases was obvious: firstly, the noun phrase *the fact* had the the headword and the determiner; second, the noun phrase *the present study* had the headword, the adjective phrase and the adjunct; next, the noun phrase *the major goal of the present study work* had the determiner, the adjective phrase, the headword and the complement; and lastly, the noun phrase had the headword and the complement. Considering the analysis conducted with qualitative content analysis, these noun phrases performed the function of instigation. As far as descriptive discourse analysis is concerned, these noun phrases served as an initial element of reference for a topic to begin. The first noun phrase initiated a factual information related to the particular topic. The second noun phrase began by summing up the entire status of the particular study. The third and the fourth noun phrases start with the aim of the particular study. Moreover, the noun phrase set the context for the subsequent discourse.

13.   The noun phrase *the focus of the discourse theories* had the determiner, the headword and the complement, while the noun phrase *the language* had the determiner and the headword. When qualitative content analysis was conducted, it revealed that these noun phrases played the role of collation.

Descriptive discourse analysis showed that the two noun phrases summarized multiple linguistic context and gave the prime content. Additionally, the use of this function restricted an extra amount of information by presenting their prime content.

14. This noun phrase *her immediate disturbing response* had the determiner, the adjective phrases and the headword, whereas the noun phrase *her cognitive disorder* had the determiner, the adjective phrase and the headword. Pertaining to qualitative content analysis, these noun phrases performed the function of prudence. Descriptive discourse analysis revealed that the first noun phrase condensed its information from the previous content and then projected the second noun phrase, making it clear that they had a sort of linkage with each other. In this manner, the projected noun phrase, that is, the second noun phrase, helped in structuring an argument by serving as a preliminary statement upon which the conclusion needed to be based. Additionally, this function reflected an impersonal way of summing up a study.

15. To structurally analyze, the first noun phrase *a prominent issue in online teaching* had the determiner, the adjective phrase, the headword and the adjunct, while the second noun phrase *this increasing bilingualism in this study* had the determiner, the adjective phrase, the headword and the adjunct. According to qualitative content analysis, these noun phrases played the role of interconnection. As far as descriptive discourse analysis is concerned, it agreed with it by stating that the two noun phrases made explicit the comparison between the between new findings and those in existing literature. In this sense, the two noun phases showed interconnection between new findings and those in existing literature. In addition, the attempt of comparison situated the findings with in existing literature, demonstrating their relevance.

Pertinening to nouns phrases headed by abstract nouns WoSP, the triangulation of the analyses is as follows:

1. The function 'constancy' was operational due to the consideration of the three noun phrases, that is, '*rapid transformations*', '*the theories of culture*' and '*the importance of modernist conceptions of identity*'. In structural analysis, these noun phrases had their components. The first noun phrase contained the

headword. The second noun phrase had the headword and the complement, while the third noun phrase had the headword and the complement which possessed its own complement. In terms of qualitative content analysis, the function that these noun phrases performed in the text was *constancy* as they occurred consistently in the text. Concerning descriptive discourse analysis, it agreed with the function and added more to the analysis by showing that these noun phrases maintained a logical flow throughout the text and thus make the discourse united and intertwined. All the three analyses provided evidences that the noun phrases carried the potential to retain their structure in the text according to their strength.

2. The next noun phrase *close observation of the encounters* had the headword, the adjective phrase, and the complement. As far as qualitative content analysis is concerned, it showed that this noun phrase performed a transitional role. When it comes to descriptive discourse analysis, it agreed with the transitional role that this noun phrase performed. It revealed that the headword, possessed non-signalling potential, captures the broader sense, whereas the abstract noun of the complement condensed the upcoming linguistic context and moved the content further, which signified that it switched from the previous general content to the next specific one.

3. The noun phrase *second language proficiency* had the adjective phrase, the NP complement, and the headword. In terms of qualitative content analysis, the noun phrase played the role of conventionality. Concerning descriptive discourse analysis, the components of the noun phrase gave a complete description to the noun phrase, emerging as a dense term. The inclusion of such terms blends with the overall content of a particular text. The structural analysis revealed that the noun phrase had a complete structure, whereas the functional analysis showed that this complete structure was used in its original form.

4. Upon scrutinizing the noun phrase "*the concept of plastic identity of Postmodernism*", it contained the headword 'concept', the complement 'plastic identity' that had its own complement 'Postmodernism'. Qualitative content analysis revealed that its role was specificity. As far as descriptive

discourse analysis is concerned, it agreed with the function and showed that the word 'concept' was the complement of the 'plastic identity' which itself was the complement of 'Postmodernism'. In this case, '*Postmodernism*' specified 'plastic identity' that was further clarified as being a 'concept'. In order words, the concept of plastic identity' was a specific part of 'Postmodernism'. This noun phrase signified an idea that it was constructed in a way in order to clarify the concept embedded in a broader topic. The inclusion of the main topic 'postmodernism' as the complement of the abstract noun 'identity' made it clear that the notion 'plastic identity' was a vital part of it. Furthermore, the explanation of *the concept of plastic identity* did not become necessary when it was linked to its broader topic within in the noun phrase structure. Notably, the structural analysis revealed that the headword was specified with the incorporation of additional information in the form of the complements.

5.   In order to take into account the noun phrases '*the theory of education*', '*the principle of reinforcement*' and '*the influential role of social networks in second language learning*', they played a vital role in the academic texts, which became apparent upon examination. Importantly, the structural analysis of these noun phrases gave constituents: firstly, the noun phrase *the theory of education* had the headword, the determiners, and the complement; next, the noun phrase *the principle of reinforcement* had the headword, the determiner and the complement; and lastly, the noun phrase *the influential role of social networks in second language learning* had the determiner, the adjective phrase, the headword, the complement and the adjunct. When it comes to qualitative content analysis, their role was to mention facts. Descriptive discourse analysis agreed with the analysis conducted with qualitative content analysis and further added that the noun phrases presented factual information in the form of factual concepts, phenomena and relationships. The factual information was verifiable. Moreover, they build the foundation of the particular studies and reflected objectivity.

6.   In terms of structural analysis, the noun phrase WoSP '*the aspect of its link with society*' contained the headword, the complement and the adjunct. The constituent 'the aspect' acted as the headword showed dominance over 'its

link' and 'with society'. Similarly, 'its link' had the dominance over 'with society'. Qualitative content analysis revealed that there was a connection between the three abstract nouns. This connection became obvious in the light of the surrounding text indicating this noun phrase demonstrated a missing information. Finally, the descriptive discourse analysis agreeing to the previous analysis revealed that there was a connection between the non-signalling abstract noun, that is, '*aspect*', the signalling abstract noun '*link',* and the non-signalling abstract noun, i.e., 'society'. By considering the surrounding text, the connection between the abstract nouns in terms of meaning suggested that this linkage needed to be examined as there was dearth of information related to it. Moreover, it revealed that 'the aspect' situated the constituents in existing literature and created connection with the exiting literature.

7. Structurally, the noun phrase *written language* had the determiner and the headword. Similarly, *spoken language* contained the determiner and the headword. Concerning qualitative content analysis, it revealed that these noun phrases performed the function of awareness of perspective, which meant what was explored and what was yet to be explored. Descriptive discourse analysis showed that the noun phrases conveyed information regarding the unexplored research area. The presence of the two noun phrases enabled to make explicit the missing information in the particular field, that is, in one sense, at a broader level. In addition, the analysis revealed that the noun phrases provided the opportunity to decide whether to go with the missing information at broader level or to delve deep into the narrow aspects.

8. When it comes to *second language acquisition,* it had the adjective phrase, the NP complement, and the headword. According to qualitative content analysis, its function was compression. Descriptive discourse analysis agreed with it and added that such well-established terms were shortened as their consistency in their shortened form reflected efficient writing style. In addition, this noun phrase structure carried all the perspectives associated with it. Its inclusion made the comprehension of the content more clear. All the three analyses agreed on the point that the noun phrase carried the structure necessary for a shortened form.

9.   To consider the noun phrases '*communication*', '*an increasing interest in the study of newspapers*' '*language*' and '*the status of different languages in any multilingual society*', they performed a vital role in the academic texts, which became apparent upon examination. Importantly, the structural analysis of these noun phrases was obvious: firstly, the noun phrase *communication* had the the headword; second, the noun phrase had the head noun, the adjunct possessing its own complement; next, the noun phrase *language* had the headword; and lastly, the noun phrase *the status of different languages in multilingual society* had the determiner, the adjective phrase, the headword, the complement, and the adjunct. As far as qualitative content analysis is concerned, their role was instigation. Notably, descriptive discourse analysis agreed with this function and added that the first noun phrase and the second one introduced the particular study from a broader perspective, especially a phenomenon. The second noun phrase began with the general information. The fourth noun phrase started with the information directly related to the particular topic, accommodating itself within the scope of the particular study.

10.   As far as the structural analysis of these noun phrases *later literature* and *a shift from fantasy to realism* is concerned, the first noun phrase contained the headword and the adjective phrase, whereas the second noun phrase involved the headword, the determiner, the complement and the adjunct. In terms of qualitative content analysis, they played the function of collation. Concerning descriptive discourse analysis, these noun phrases demonstrated that the instance, that is, *later literature* collated two parts which resulted in the second noun phrase *a shift from fantasy to realism*. Additionally, this collation gave a specific direction to the content as it helps in capturing the holistic view.

11.   When it comes to consideration of structural analysis of the four noun phrases, their examination revealed the following constituents: firstly, the noun phrase *discourse* had the headword; secondly, the noun phrase *a variety of meanings* contained the headword and the complement; next, the noun phrase *a broader sense* involved the headword, the determiner and the adjective phrase; finally, the noun phrase *text and language* had the conjoined headwords. Qualitative content analysis revealed that these noun phrases performed the role of interplay implying that the nouns phrases had the role of affecting one another

in terms of meaning. The analysis conducted with descriptive discourse analysis showed that the noun phrases inter-played with each other, which is why they helped to determine the meaning. In this case, they affected one another in order to decide the exact sense taken into account. This exact meaning had an impact on the entire analysis of a particular study, shaping the content.

Pertinent to nouns phrases headed by abstract nouns with and WoSP, the triangulation of the analyses is as follows:

1. As far as the structural analysis of the three noun phrases is concerned, the first noun phrase *a growing concern for the rapid loss of the world's linguistic diversity in the last few years* had the headword '*concern*', the adjunct '*in the last few years*', and the complement '*the rapid loss*' having its own complement in the form of '*of the world's linguistic diversity*', and the second one *the publication of an increasing number of research papers* contained the headword, the determiner and the complement having its own complement, while the third one *the symbolic and pragmatic functions of language(s)* involved the headword, the determiner, the adjective phrases and the complement. Considering the analysis conducted with qualitative content analysis, it assigned these noun phrases the role of stimulating review. To descriptive discourse analysis, this assigned function was appropriate as the first noun phrase established the platform that was reflected with the second noun phrase in the form of received attention, while the third noun phrase narrows down the focus by underscoring the area of the particular study in order to give a clear direction for incorporation of existing literature.

2. To structurally analyze, the first noun phrase *this historical tragedy* had the headword, the determiner and the adjective phrase, while the second noun phrase *the fabric of literature in pre-partition and post-partition Pakistan* contained the headword, the determiner, the complement and the adjunct. Qualitative content analysis revealed that these noun phrases played the role of transition. As far as descriptive discourse analysis is concerned, it agreed with its role as a transition where the first phrase condensed the prior information

and the second one attempted to extend the prior information allowing incorporation of more content.

3. The first noun phrase *the bent of realism with cultural glimpses* had the headword, the complement and the adjunct, while the second noun phrase *the level of refinement and delicacy in the genre* had the headword, the complement and the adjunct. Pertaining to qualitative content analysis, they played the role of overarching information. The analysis conducted with descriptive discourse analysis revealed that the first noun phrase in relation with the second one established the background for a research topic in order to make sure that the topic builds on the established knowledge. It helped to understand the timeliness of a particular study, which was presented in a manner to situate the particular topic within the current body of work.

4. The noun phrase, that is, *Kipling's works* had the headword with the genitive noun as the determiner. Concerning qualitative content analysis, this phrasal structure performed the function of a specified requisitness. When it comes to descriptive discourse analysis, this phrasal structure performed both signalling and non-signalling role as some examples related to it were present in the text, while others were not mentioned which was signified by the use of a proper noun as the genitive case, that is, *Kipling's*. The three analyses agreed that the noun phrase performed the function due to the presence of a proper noun as the NP complement.

4.6.1 Conclusion

The triangulation of the findings from structural analysis and functional analysis showed tendency towards convergence by virtue of the reason that the structure of the noun phrases headed by abstract nouns WSP or WoSP are combinations of different constituents which are central to both structural and functional features. In order words, the functional features used the specific structure of the noun phrases headed by abstract nouns WSP or WoSP to perform the function within the text.

4.7 Noun Phrases Headed by Abstract Nouns WSP

Table 1

Overview of the Functions of Abstract Noun Phrases WSP

Category & Sub-Category	Description	Structure	Instance
Logical Connection			
Transition	Establishing a connection between two different, but related ideas	determiner + headword + complement + adjunct	the importance of these findings to the present study
	The condensation of prior information puts emphasis on the next noun phrase that further assists to emphasize the idea of further exploration	determiner + headword + adjunct + complement	this belatedness or afterwardness at the heart of the traumatic experience
		determiner + headword + complement	the analyses of the relevant cultural productions
	Creating a connection with the additional information related to the prior one	determiner + headword	this phenomenon
	A linkage between paragraphs by virtue of their relation to a	determiner + headword + complement + complement + adjunct + complement +	this portrayal of the affinity of Sufi Islam with a Hegelian vision of becoming

		adjunct	through universal interrelation
		determiner + adjective phrase + headword + complement + complement	this positive portrayal of the cosmopolitan and humanist nature of Sufi Islam
Constancy	Maintaining unity with the adoption of specific structures throughout the text in order to bring unity.	determiner + headword	the decision
		determiner + adjective phrase + headword + complement	the essential feature of this relativist approach
		determiner + headword + complement + adjunct	the point of interest for this scholarly endeavor
Alignment	Demonstrating consistency by using a relevant concept or term across the text so that it aligns with the patterns of the data.	determiner + headword	the trauma
		determiner + headword	the incident
Instigation	Serving as an initial element of reference for a topic to begin	determiner + headword	the fact
		determiner + adjective phrase + headword	the present study
		determiner + adjective phrase + headword +	the major goal of the present study work

		complement	
		determiner + headword + complement	the focus of this investigation
Reiteration	Reinforcing significant points to make claims.	determiner + headword + complement	the findings of the study
Collation	Summarizing multiple contexts that enable it to adopt too general form	determiner + headword + complement	the focus of the discourse theories
		determiner + headword	the language

In-Text Content

Reflection on Status	Structures making conspicuous the subject matter	determiner + headword + complement	the study of linguistic structures and the lexis
Clarification	Condenses its linguistic context and contributes to its extra meaning. It also clarifies the position within the text.	determiner + determiner + headword + complement + adjunct	the first stage of recovery from trauma
		determiner + headword + adjunct + complement	a threat to the security of the nation
		determiner + adjective phrase + headword	a methodological approach
Compression	Concepts, whose some aspects are mentioned, are	determiner + adjective phrase + headword	the linguistic landscape

			shortened to avoid repetition in the text

Synthesis			
Interconnection	Making explicit the comparison between new findings with those in existing literature.	determiner + adjective phrase + headword + adjunct	a prominent issue in online teaching
		determiner + adjective phrase + headword + adjunct	this increasing bilingualism in this study
Prudence	Mitigating the strength of a definitive statement	determiner + adjective phrase + headword	her immediate disturbing response
		determiner + adjective phrase + headword	her cognitive disorder
		determiner + adjective phrase headword + adjunct + complement	a serious challenge to the ecological balance, workers' rights, sovereignty of nation-states and the world peace

4.8   Noun Phrases Headed by Abstract Nouns WoSP

Table 2

Overview of the Functions of Abstract Noun Phrases WoSP

Category & Sub-Category	Description	Structure	Instance
Extra-Textual Information			
Conventionality	Provide clarity as it is an established term.	determiner + NP complement + headword	second language proficiency
Specificity	Making more apprehensible by the addition of a component	determiner + headword + complement + complement	the concept of plastic identity of Postmodernism
Fact-Mentioning	Mentioning acknowledged and established facts that are verifiable.	determiner + headword + adjunct	a link between ethnolinguistic vitality and linguistic landscape
		determiner + headword + complement	the theory of education
		determiner + headword + complement	the principle of reinforcement
		determiner + adjective phrase + headword + complement + adjunct	the influential role of social networks in second language learning
Compression	Concepts, whose all aspects are important,	determiner + NP complement + headword	second language acquisition

	but are not mentioned, are shortened to avoid repetition in a text		
Interplay	Citing some aspects of concepts relevant to a particular study to show a relationship between the concepts that affect each other	headword	discourse
		determiner + headword + complement	a variety of meanings
		determiner + adjective phrase + headword	a broader sense
		headword + conjunction + headword	text and language
Collation	Underscoring how a collation of information presents a holistic view.	determiner + headword	later literature
		determiner + headword + adjunct + adjunct	a shift from fantasy to realism
Awareness of Perspectives	Different viewpoints are incorporated to underscore broad void in a particular domain or field	determiner + headword	written language
		determiner + headword	spoken language
		determiner + headword + complement + adjunct	the aspect of its link with society

Logical Connection

Transition	Establishing a connection between two different, but related ideas.	adjective phrase + headword + complement	close observation of the encounters

Constancy	Maintaining a logical flow of structures throughout the text in order to bring unity.	adjective phrase + headword	rapid transformations
		determiner + headword + complement	the theories of culture
		determiner + headword + complement + complement	the importance of modernist conceptions of identity
Instigation	Initiating the subject matter of text and possessing the quality of exclusiveness	headword	language
		headword	communication
		determiner + headword + complement + adjunct	the status of different languages in any multilingual society
		determiner + adjective phrase + headword + adjunct + complement	an increasing interest in the study of newspapers

4.9 Noun Phrases Headed by Abstract Nouns WSP and/or WoSP

Table 3

Overview of the Functions of Abstract Noun Phrases WSP and/or WoSP

Category & Sub-Category	Description	Structure	Instance
Structural Interaction			
Stimulation of Review	Establishing platform for incorporating topic related existing literature	determiner + adjective phrase + headword + adjunct + complement + adjunct	a growing concern for the rapid loss of the world's linguistic diversity in the last few years
		determiner + headword + complement + complement	the publication of an increasing number of research papers
		determiner + adjective phrases + headword + complement	the symbolic and pragmatic functions of language(s)
Transition	Creating a shift so as to incorporate more information	determiner + headword + adjunct	this historical tragedy
		determiner + headword + adjunct	the fabric of literature in pre-partition and post-partition Pakistan
Overarching Information	Establishing background by highlighting broad knowledge	determiner + headword + complement + adjunct	the bent of realism with cultural glimpses
		determiner + headword + complement + adjunct	the level of refinement and delicacy in the genre

| Specified Requisiteness | Mentioning required information in order to avoid extensive listing. | determiner + headword | Kipling's works |

Endnotes

Since X-bar theory does not analyze abbreviations, the expressions in the original texts, such as, '*L2 proficiency*', '*SLA*', and '*L2 learning*' are used in their complete form in the appendices, i.e., '*second language proficiency*', '*second language acquisition*', and '*second language learning*'.

CHAPTER 5

FINDINGS AND DISCUSSION

This chapter is broken down into two sections: the first section entails the findings of the study; and, the second is concerned with discussion of the findings.

5.1 Findings

This section presents functional as well as structural comparison. The comparison involves similarities and differences that exist between noun phrases headed by abstract nouns WSP or WoSP. Moreover, it contains the findings related to the production of coherent academic texts.

5.1.1 Functional Comparison

This section deals with the similarities and differences in the function of noun phrases headed by abstract nouns WSP or WoSP.

5.1.1.1 Similarities in terms of Function

As far as the functions are concerned, the two types of the noun phrases have some overlapping.

1. *Transition* used to switch between two core ideas was found in both of the noun phrases. The noun phrases WSP had an emphatic transition which played their role as a switch needed between two ideas and its relevance to the entire text. Also, the noun phrases performing an emphatic transition presented direction for the subsequent content. Concerning an additive transition, it was used to extend the prior information in order to maintain a smooth flow. Moreover, a progressional transition was employed when it was essential to connect more than one paragraph. In contrast, the noun phrase WoSP also performs the same function, i.e., transition; however, there remains a difference between the transitional role of both noun phrases. The noun phrase WoSP contained an abstract noun, that is, observation, which allowed to expand on the idea without necessarily limiting it to a specific interpretation, providing some accommodation for specific

information to incorporate. In this case, it showed transition from the general content to the specific one.

2. *Compression* was the function that was evenly found in both the noun phrases. The noun phrase WSP utilized it by restricting a concept to its few aspects which were mentioned in the particular study, whereas the noun phrases WoSP used it in order to avoid repetition of a complete structure and to restrict density in the academic texts.

3. Another function was *constancy* that was used to maintain a logical flow of the structure of noun phrases headed by abstract nouns WSP or WoSP throughout the text. With this, the different aspects of the text were unified and intertwined.

4. *Instigation* acted as an initial element that helped to initiate the subject matter of the text. This occurred at the outset and was not mentioned anywhere else in the text due to its exclusiveness. For noun phrases headed by abstract nouns WoSP, the function served the role of setting the broader context for a topic. While in case of noun phrases headed by abstract nouns WSP, 'instigation' as a function summarized the linguistic contexts and began with the focus of the study.

5. *Collation* was the function that was found in both the types of noun phrases. As far as noun phrases WSP are concerned, the function gave the prime content preventing to add extra knowledge. In terms of noun phrases WoSP, it gave a holistic view of the content and set a direction for the subsequent content to incorporate.

6. There were some functions in which both types of the noun phrases performed equal roles. The functions included *stimulation of review*, *transition, overarching information*, and *specified requisiteness*. The use of these functions were different in the structuring of the text. *Stimulation of review* triggered the review section, *overarching information* enabled to integrate broader knowledge and built the background of the particular study, and *transition* helped to show a shift from general to specific content. As far as *specified requisiteness* is concerned, it was used when it was essential to restrict extensive listing.

5.1.1.2 Differences in terms of Function

The residual functions of the two types of the noun phrases had no similarities whatsoever, but they had their own importance in themselves. Hence, this section is devoted to the functions performed by noun phrases headed by abstract nouns WSP or WoSP different from each other.

Pertaining to noun phrases headed by abstract nouns WSP, there were various other functions, which are as follows:

1. *Alignment* was the function through which patterns in the data were aligned with the concept adopted in the particular study.

2. *Reflection on status* signified that the particular study made use of a noun phrase WSP in order to describe the main text. Moreover, the function enabled to capture the text in terms of its subject matter. In other words, its use reflected the primary focus of the particular study. .

3. *Prudence* was utilized to make preliminary statements based on evidences in order to reinforce conclusions.

4. *Reiteration* was the function where the key points were restated. In short, every aspect of the prime points in the particular study were condensed in order to proceed the study towards the end. The function enabled to make a claim.

5. *Interconnection* was used to make explicit the comparison between new findings and those in existing literature

6. *Clarification* offered additional information and, in some cases, necessary information to make it convenient to understand the target meaning. It clarified the position of the condensed information in the academic text.

When it comes to noun phrases headed by abstract nouns WoSP, they performed the following functions that had no similarities with noun phrases headed by abstract nouns WSP.

1. *Fact-mentioning* helped to incorporate facts that were verifiable. This function highlighted objectivity.

2.   Importantly, *specificity* was a function used to connect a concept to its broader topic. It restricted extra details preventing from composing abrupt texts.

3.   To enhance authenticity of the academic text, the use of *conventionality* was prioritized that allowed adherence to the established term within the field.

4.   *Awareness of perspective* was used to give indication of what was explored, and what was yet to be explored. With this, distinct aspects of previous studies were examined, which in turn paved a way for the particular study to begin investigation.

5.   *Interplay* determined a specific meaning of a concept, which then directed the upcoming discourse.

Hence, the two types of the noun phrases have different functions to play in academic texts.

5.1.2 Structural Comparison

This section deals with the similarities and differences in the structure of noun phrases headed by abstract nouns WSP or WoSP.

5.1.2.1 Similarities in terms of Structure

The findings showed that the structure of both the types of noun phrases indicated similarities. Noun phrases headed by abstract nouns WSP or WoSP used determiners, adjective phrases, complements, NP complements and adjuncts.

5.1.2.2 Differences in terms of Structure

The findings exhibited that the presence or absence of determiners playing crucial role to make distinction between the two types of noun phrases. Evidently, noun phrases WSP always used determiners. Though noun phrases WoSP were preceded by determiners, there were some cases where they did not use determiners.

The difference between these two noun phrases was also evident in the structure concerning the role of transition. In terms of least structure to perform a transitional function, the noun phrase WSP had a determiner and a head noun, whereas the noun phrase WoSP had the headword-complement structure. They used

these structures to perform the function of establishing switches between paragraphs or sentences. Importantly, it signified that the least structure that noun phrases WSP used to perform transitional function was mere a determiner and a head noun, whereas noun phrases WoSP needed a head noun along with a complement to perform the transitional function. Hence, they utilized different structure to play the same function, which made them different in terms of structure.

5.1.3 Role of Abstract Noun Phrases in the Production of Academic Texts

The previous section dealt with the findings related to the functional and structural comparison of the two types of the noun phrases. This is concerned with how the use of structural and functional features helped in the production of academic texts.

5.1.3.1 The Role of Functional Features of Abstract Noun Phrases WSP or WoSP in the Text Production

The section entails the findings related to the functional features of noun phrases headed by abstract nouns WSP, which helped in the production of academic texts.

Instigation acted as an initial element that helped to initiate the subject matter of text. This occurred at the outset, and was not mentioned anywhere else in text due to its exclusiveness, which allowed it to serve the role of setting the context of the text. Afterwards, some information was incorporated using *overarching information*. It remained adhere to the topic and underscored knowledge within its scope.

Reflection on status described the subject matter of a particular study. Furthermore, the stage is set for a study through a function, that is, *interplay*. It, as a function, occurs to open a topic further by citing some aspects of a concept relevant to a particular study in order to show how they affect each other, which helps to determine which one needs to be operational in the study.

Stimulation for review was used to trigger the reviewing of existing literature related to the focus of the particular study. Afterwards, facts were incorporated using the particular function of noun phrases WoSP, i.e., *fact-mentioning*. When this was executed, the mentioned studies were then summed up using the function of abstract

noun phrases WSP, namely *collation***.** Afterwards, they were put into perspective by using *awareness of perspectives*, in order to make comparison what was explored, and what was yet to be explored, making it possible to specifically highlight the gap in the literature.

In order to make further clarification, there was the function, that is, *interconnection*, which was used to make explicit the comparison between new findings and those in existing literature. Moreover, *prudence* was utilized to make preliminary statements in order to conclude the particular texts.

Reiteration was the function where the key points were restated. In short, the prime points were reinforced in order to proceed discussion to the concluding side, and made the particular study put forth a claim.

Hence, with this sequence of the functions, the academic text is focused and logical in its entirety.

There were some functions that were versatile in nature, which means that they were used according to the requirement of the content. The functions are as follows:

1. Establishing *transition* between two different ideas helped in the logical flow within the text..

2. *Clarification* offered additional and necessary details needed to clarify the position of the condensed information.

3. *Specified requisiteness* was used to avoid extensive listing.

4. *Constancy* was used to maintain a logical flow of noun phrases headed by abstract nouns WSP or WoSP throughout the text. .

5. *Compression* of noun phrases headed by abstract nouns WSP or WoSP had their own importance. It provided opportunity to make writing efficient by shortening a complete construction.

7. *Alignment* was the function through which patterns in the data were aligned with the concept adopted in the particular text.

8. Importantly, *specificity* was used to connect a concept to its broader topic. It restricted extra details and prevented the text from absurdness.

9.   The function of abstract noun phrases WoSP, that is, *collation*, helped to present a holistic view and directed the subsequent discourse.

10.   To make a study authentic, it was essential to use the function of *conventionality* that enhanced credibility of the academic text due to the fact that the function allowed adherence to the established term in the field.

5.1.3.2 The Role of Structural Features of Abstract Noun Phrases WSP or WoSP in the Text Production

As far as the structural features are concerned, they also helped in the production of the coherent academic texts, which are as follows:

Concerning noun phrases headed by abstract nouns WSP, they helped in the production of coherent academic texts using the structure which incorporated: the use of a determiner with a headword; the utilization of a determiner with a headword followed by either a complement or an adjunct; and the usage of a determiner with a headword followed by a complement and an adjunct.

Moreover, noun phrases headed by abstract nouns WoSP were used to construct coherent academic texts. The structures of noun phrases headed by abstract nouns WoSP included the following: the use of (a determiner with) a headword, the utilization of (a determiner with) a headword followed by either a complement or an adjunct, the usage of (a determiner with) a headword followed by a complement and an adjunct.

This shows how the specific structural and functional aspects of noun phrases headed by abstract nouns WSP or WoSP helped in the production of coherent academic texts. Moreover, the section suggests practical implications of the study for novice academic writers who want to use noun phrases headed by abstract nouns WSP or WoSP as a tool for improving their writing competence at higher education level.

5.2   Discussion

This section aims to discuss the study's findings in comparison with the previous studies that have somewhat relation with them.

The data analysis reveals that noun phrases headed by abstract nouns WSP or WoSP have similarities and differences in terms of structure and function. The similarities do not indicate that they perform the same role in the text production and can be used interchangeably but it means that the functions, similar at subcategory level, are used according to the nature of noun phrases headed by abstract nouns WSP or WoSP, which are quite evident in the findings section.

Moreover, the similarities in the structure of both the types of noun phrases make it clear that the nature of noun phrases headed by abstract nouns WSP or WoSP does not restrict the use of determiners, adjective nouns, complements, and adjuncts. Except one case in which noun phrases headed by abstract nouns WSP always prefer determiners, whereas noun phrases WoSP may or may not use determiners, which highlights the difference that they have in terms of structure.

When it comes to the differences in function and structure, the study reveals that the role, performed by the two types of noun phrases in the text production, requires them to adopt distinct function and structure.

Furthermore, the findings show that noun phrases headed by abstract nouns WSP or WoSP rely on each other for the production of the coherent academic text.

5.2.1 Discussion of Findings from Functional Analysis

The following paragraphs present the discussion of the findings from functional analysis conducted in the present study with those in existing literature.

There are some studies (e.g., Shaw, 2009; Peacock, 2010) that have explored the role of transition words in research articles. The studies focused on linking adverbials performing the function of transition. However, they have not considered noun phrases headed by abstract nouns WSP or WoSP for the transitional function. As far as the findings of the present study are concerned, it shows that noun phrases WSP are used as a transitional device by virtue of the reason that they link two content in the text. The first one is the linguistic context to which they refer, and the second is the subsequent content which is interrelated to the linguistic context. It shows how they are used to make a switch from one content to another. In this manner, they execute the function of transition. Moreover, the findings related to noun phrases headed by abstract nouns WoSP has the potential to perform a transitional role. The headword of the noun phrase, which is used in general sense, allows for an expansion

of the text in order to accommodate more information, while the abstract noun of the complement refers to its linguistic context in the text, and thus helps to make a switch from general content towards the specific one. The findings of this study related to the transitional function of noun phrases headed by abstract nouns WSP or WoSP is inconsistent with the findings of the studies by Shaw (2009) and Peacock (2010) which focus on transition words based on linking adverbials.

Moreover, a study by Cortes (2012) has been conducted to indicate gap through the certain expression (e.g., 'it is necessary to'). Notwithstanding the fact, Cortes's (2012) study did not focus on noun phrases headed by abstract nouns WSP or WoSP. As far as the present study is concerned, the findings reveal that noun phrases WoSP carry the ability to identify what has been explored and what is yet to be explored. The point is that noun phrases WoSP are used to present missing information in a organized form which is convenient to comprehend as compared to the findings of Cortes's (2012) study where the expression (e.g., 'it is necessary to') does not help to expound on the missing information but directly proceeds the discourse. Hence, the findings of the present study is not in accordance with the findings of Cortes's (2012) study.

Furthermore, the present study reveals that noun phrases WSP play the function of abbreviation when the linguistic contexts are present in the text, which means that the content of the abbreviation must only be restricted to the text, whereas noun phrases WoSP perform the role of abbreviation, but they do not refer to anything in the text. Importantly, the former has restrictions in terms of content in the text, while the linguistic context of the latter is not mentioned in the text, which implies two types of abbreviations in terms of content. The studies (e.g., Yu et al., 2002; Yu et al., 2007) have focused on how to identify and clarify abbreviations. These studies have not considered noun phrases headed by abstract nouns WSP or WoSP. Importantly, the findings of these studies are not in agreement with the findings of the present study due to the reason that noun phrases headed by abstract noun WSP or WoSP demonstrate their use based on the limitations of their linguistic contexts. Moreover, Lebrun (2011) states that acronyms are used to avoid repetition, which is in line with the findings of the present study. However, Lebrun (2011), Yu et al. (2002), and Yu et al. (2007) have not considered noun phrases headed by abstract nouns WSP or WoSP.

In addition, the findings of the present study exhibit that noun phrases headed by abstract nouns WSP demonstrate the function, i.e., clarification. This function condenses its linguistic context and establishes its importance in the text in the form of a notion. Though relative clauses contain additional information as in the study (e.g., Tse & Hyland, 2010), but the study by Tse and Hyland (2010) does not exhibit that relative clauses are used to clarify position of something especially when noun phrases headed by abstract nouns WSP occur in relative clauses. The findings of the present study is not in accord with the findings of the study by Tse and Hyland (2010) because noun phrases headed by abstract noun WSP help in establishing the position of linguistic contexts by condensing them and assigning a role to them.

With regard to constructing hook, the present study reveals that noun phrases headed by abstract nouns WSP are used as an introductory point to underscore factual information and to demonstrate direct relation with the aim of a particular study, whereas, noun phrases headed by abstract nouns WoSP are utilized as initial element to establish a close link with a topic of a particular study and to mention notions from a broader perspective. These findings are not in line with the conducted studies by Mubarak and Rudianto (2020) and Ting et al. (2020) which reveal that certain expressions (e.g., quotes, questions and anecdotes) are used to carry out initiation, but they have neither identified types of these linguistic expressions (e.g., quotes, questions and anecdotes) nor considered noun phrases headed by abstract nouns WSP or WoSP. Moreover, Adair (2022) states that a hook can provide a context for subsequent discourse. This is in line with the finding of the present study. However, Adair (2022) have not considered noun phrases headed by abstract nouns WSP or WoSP. Importantly, the present study reveals that the use of noun phrases headed by abstract nouns WSP at the start implies that a direct approach is applied in the study in terms of incorporation of knowledge. In other words, the introduction section of a study that uses a noun phrases headed by a abstract noun WSP at the start builds on the topic related knowledge which are relevant to it; rather, than relying on too general information. In contrast, the use of noun phrases headed by abstract nouns WSP at the start implies that there are some glimpses of general information in the introduction section. These points are missing in the work of Mubarak and Rudianto (2020), Ting et al. (2020), and Adair (2022).

The present study also exhibits that noun phrases WSP are used to restate findings of a particular study. This function, i.e., reiteration, is not performed by abstract nouns WoSP, which means that noun phrases WSP reinforces and emphasizes the key points of a particular study in order to make sense of them . This function, i.e., reiteration, presents claims by restating findings, which is contrary to the findings of Al-Shujairi et al.'s (2023) study that reveals that formulaic expressions (e.g., we found that) are used to restate findings, reflecting a sense of personal touch. However, the study by Candarli and Jones (2019) shows that the four-word lexical bundle (e.g., the results of the) restates main points and presents claims, which is consistent with the findings of the present study. Importantly, the present study shows that only a headword can not execute the function of reiteration, but the presence of the headword with its N′ complement makes it happen. This point is missing in the study of Candarli and Jones (2019).

Related to the restriction of prepositional phrases in academic writing, Sword (2012) states that prepositional phrases including abstract nouns should be restricted to three if a writer wants to do it. She has given an example which is the combination of a relative clause and a noun phrase that is headed by an abstract noun. The instance is '*the representation of female desire in an era characterized by the objectification of personal expression.*' She is of the opinion that there should be restriction in terms of using the prepositional phrases in a manner that the noun phrase includes just three prepositional phrases as evident in the instance, the two prepositional phrases, that is, *of female desire* and *in an era*, and one prepositional phrase of the relative clause which may be one of the two phrases '*by the objectification* or *of personal expression*' or their modified version. Moreover, she excludes the headword which is an abstract noun. Also, she does not prefer a noun phrase only; rather, its combination with a relative clause. In this case, she suggests to use four abstract nouns in a structure which is the combination of a noun phrase and a relative clause. As far as the present study is concerned, the headword of a noun phrase along with its two prepositional phrases should be the maximum structure of a noun phrase in which there occur all abstract nouns. It is due to the reason that abstract nouns WSP or WoSP are dense in meaning, which lead to the creation of ambiguity in the text if they are not used judicially. Moreover, the consistent use of noun phrases in the text with the structures including headword, headword + one prepositional phrase, and headword + two

prepositional phrases, makes the writing coherent and maintains unity throughout the text. It also reflects the control of a writer over their writing style. The explanation provided in the present study related to the function *constancy* is not in line with the Sword's (2012) suggestion.

The present study revealed after the discussion of the findings from the functional analysis that the functional features of noun phrases headed by abstract nouns WSP or WoSP do not align with the findings of the previously conducted studies, which is due to the reason that the previously conducted studies do not consider noun phrases headed by abstract nouns WSP or WoSP.

5.2.2 Discussion of Findings from Structural Analysis

The section discusses the structural findings of the present study with those in existing literature.

Determiners have been extensively studied in existing literature. Radford (1988) and Carnie (2021) support the notion that determiners are important elements of noun phrases. This is in line with the basic concept of noun phrases in this study. However, Radford (1988) has not investigated abstract noun phrases WSP or WoSP possessing differences from other noun phrases due to their nature: noun phrases headed by abstract noun WSP always use determiners, whereas noun phrases headed by abstract nouns WoSP may or may not use determiners. These findings are not consistent with the existing literature.

Adjective phrases within noun phrases have been analyzed for their constituent position. Importantly, the idea that adjective phrases pre-modify the head noun is supported by Radford (2004). The findings are in line with the present study which discussed the occurrence of adjective phrases before the head noun. .

Adjuncts have been analyzed within the structural frameworks. Jackendoff (1977), Radford (1988), and Carnie (2021) argue that adjuncts serve as optional modifiers that provide additional information or non-essential information. Moreover, complements in noun phrases have been explored within the framework of X-bar theory. Jackendoff (1977), Radford (1988), and Carnie (2021) supports that complements are essential elements completing the meaning of the head noun. These findings are inline with the findings of the present study which reveals that abstract

nouns also use complements and adjuncts to add essential and non-essential information respectively.

Nouns that occur before the headword (that is referred to as NP Complement) have been discussed in studies related to structure, such as Radford (2004). He explains that NP complements modify the head noun and provides specific characteristics to it. These findings are consistent with the present study where the abstract nouns as headwords are pre-modified by nouns despite the fact that the present study explored noun phrases headed by abstract nouns WSP or WoSP.

Keeping in the above discussion, it was found that noun phrases headed by abstract noun WSP or WoSP like any other noun phrases use determiners, adjectives nouns, NP complements, complements and adjuncts. However, the present study contributes that noun phrases headed by abstract nouns WSP always use determiners, whereas noun phrases headed by abstract nouns WoSP may or may not use determiners.

5.2.3 Discussion of Findings from Structural and Functional Analyses with Respect to Existing Literature

As it is established that the existing literature underscores limited studies focusing on the identification of frequencies of abstracct noun WSP or WoSP, there is still a gap in the existing literature related to abstract nouns WSP or WoSP. The structural and functional features of abstract noun phrases have not been given attention. The present study has attempted to bridge the gap by examining the comparison between the two classes of abstract nouns WSP or WoSP heading noun phrases in terms of the structural and functional features, and determining the role of the structural and functional features in the production of coherent academic texts.

The present study has revealed that the functional and structural features of noun phrases headed by abstract nouns WSP or WoSP help in providing a clear picture to produce coherent academic texts. It further goes on to highlight that abstract noun phrases WSP or WoSP has been used interconnectedly to perform their roles in the academic texts.-

In order to compare it to other studies on academic writing, for example, Cortes (2012), Al-Shujairi et al. (2023), and Candarli and Jones (2019), it has been

brought forth that the linguistic elements covered by these studies do not give the control to unify different sections in academic texts. In order words, these linguistic expressions have limitations in terms of their use to compose intertwined discourse. However, the present study has delved into this fact by highlighting that entire discourse can be unified by using noun phrases headed by abstract nouns WSP or WoSP in a manner to set a direction for subsequent content. So, when noun phrases headed by abstract nouns WSP or WoSP are used in the text, the subsequent discourse should align with them; this gives an indication of how coherent academic texts can be produced with abstract noun phraes WSP or WoSP.

5.3.3 Conclusion

To conclude, the previous studies are way different from the present study by virtue of the reason that the previous studies do not focus on the functional and structural aspects of noun phrases headed by abstract nouns WSP or WoSP and their role in the coherent academic text production, which have been explored in this study.

5.4 Chapter Summary

The chapter presents the findings in three sub-sections: firstly, the similarities and differences in the functional aspects of nouns phrases headed by abstract nouns WSP or WoSP; secondly, the similarities and differences in the structure of nouns phrases headed by abstract nouns WSP or WoSP; and finally, the functional and structural aspects are given sequence according to their potential to construct coherent academic texts. Moreover, the next section reveals that noun phrases headed by abstract nouns WSP or WoSP have similarities and differences in terms of function and structure. The present study demonstrates that noun phrases headed by abstract nouns WSP or WoSP rely on each other for production of coherent academic text.

CHAPTER 6
CONCLUSION

This study accomplished the set objectives: first, to discern different functions performed by noun phrases headed by abstract nouns WSP or WoSP; next, to identify the similarities and differences in the structure of noun phrases headed by abstract nouns WSP or WoSP; and finally, to determine how the functional and structural features of the two types of noun phrases help to construct coherent academic texts. The prime purpose was to understand the usage of noun phrases headed by abstract noun WSP or WoSP in the research article of Pakistani researchers. In order to achieve this purpose, the study critically reviewed the relevant literature. The review revealed that the past studies considered the identification of frequencies of abstract nouns WSP or WoSP. It was also revealed that the previous studies did not focus on the functional and structural aspects of noun phrases headed by abstract nouns WSP or WoSP, and on the role of these aspects in the production of coherent academic texts. In order to address the limitations and to bridge the said gap in the existing literature, the present study used Flowerdew and Forest's (2014) model as a theoretical framework for the functional analysis of abstract nouns WSP & WoSP. Additionally, the study employed Radford (1988) X-bar theory for examining the structure of noun phrases headed by abstract nouns WSP or WoSP. Moreover, qualitative content analysis and descriptive discourse analysis were employed, which proved valuable in achieving the target purpose of this study.

The present study aimed at addressing the three research questions, which are as follows:

1. What different functions are performed by noun phrases headed by abstract nouns with or without signalling potential (WSP or WoSP)?
2. What are the similarities and differences in the structure of noun phrases headed by abstract nouns with or without signalling potential (WSP or WoSP)?
3. How do the specific functional and structural features of noun phrases headed by abstract nouns with or without signalling potential (WSP or WoSP) help in producing coherent academic texts?

The findings of the study helped to answer the research questions set for this study. As far as the first research question is concerned, the findings related to the different functions performed by noun phrases headed by abstract nouns WSP or WoSP were relevant. The main categories of the functions of noun phrases headed by abstract nouns WSP were *logical connection*, *in-text content*, and *synthesis*. These categories contained the functions that helped to allow how incorporated information can be managed as an organized unit. Whereas, the main categories of the functions of noun phrases headed by abstract nouns WoSP were *extra-textual content* and *logical connection*. They were helpful to integrate and organize all the information vital for the texts to build on. The present study revealed that the functions of noun phrases headed by abstract nouns WSP or WoSP showed similarities. The shared functions were *collation, constancy, transition, compression,* and *instigation*. Notwithstanding the fact, there were differences between the two types of noun phrases, which allowd them to have control over their role and make them obvious in academic writing. The differences in the functions of noun phrases headed by abstract nouns WSP or WoSP were explicit. Abstract nouns WSP had *prudence*, *reiteration*, *alignment*, *reflection on status*, *clarification*, and *interconnection,* whereas abstract nouns WoSP had *conventionality*, *specificity*, *interplay*, a*wareness of perspective,* and *fact-mentioning*. Apart from this, the two types of noun phrases had combined role in some ways. The combined functions of abstract noun phrases WSP and WoSP were *stimulation for review*, *transition*, *overarching information* and *specified requisiteness*.

Pertaining to the second research question, this study showed that the structure of noun phrases headed by abstract nouns WSP or WoSP had similarities. Both of the noun phrases considered in this study took determiners, adjective phrases, NP complements, complements, and adjuncts. From the findings, the study exhibited that the noun phrases WSP always used determiners, whereas noun phrases WoSP utilized determiners in some cases and did not use in the other. Moreover, the difference in the structure between these two noun phrases was also evident concerning the role of transition; that is, noun phrases WSP used the least structure, such as, a determiner and a head noun, to perform the function of transitioning, whereas noun phrases WoSP needed a head noun along with a complement, implying that they utilized different structure to play the same function, which made them different in terms of structure.

The third research question has two parts: the functional features and the structural features.

The first part of the third research question is related to how the specific functional features helped to produce coherent academic texts, the study provided rigorous findings. There were functions used to construct coherent written academic discourse, including the following: instigation was used for initiating the context of the text at the outset that gave it exclusiveness; by sticking to the topic, some knowledge was incorporated to proceed further; turning to the condensation of subject matter, the academic text was described in a manner to capture its entire status; interplay between different aspects of a concept helped to determine which one needed to be operational in the text. Afterwards an attempt was made to trigger the reviewing of existing literature related to the focus of the text. Subsequently, the focus was turned towards factual information. The literature was then summed up in order to be helpful to highlight a gap in general and then missing information in particular. Moreover, new findings were compared with those in existing literature. Additionally, preliminary statements were made on the basis of evidences, reinforcing a conclusion. Lastly, key points were restated in order to make a study put forth some facts. Importantly, some functions were identified to be used according to their need. The two types of noun phrases performed the functions, including the establishing of switches between different ideas, the incorporation of additional information to offer clarification for understanding the target meaning, and the underscoring of a notion in which some aspects of it were the part of the text, while others were not mentioned. Moreover, there were other functions in this line, including the maintenance of a logical flow of structures throughout the text, the shortening of a complete structure in order to make writing efficient, the alignment of concepts with data patterns, the establishing of a concept connection to its broader topic, the presentation of a holistic view, and the enhancement of credibility by incorporating established expressions.

The second part of the third research question pertains how the specific structural features helped to produce coherent academic texts, the study provided rigorous findings. With regard to noun phrases headed by abstract nouns WSP, the discourse was organized using the structure of noun phrases headed by abstract nouns WSP, which included the use of determiner-headword, determiner-headword-complement/adjunct, determiner-headword-complement-adjunct. Concerning noun phrases headed by abstract nouns WoSP, the discourse was organized using the

structure of noun phrases headed by abstract nouns WSP incorporating the following structures: (determiner-) headword; (determiner-) headword - complement / adjunct; and, (determiner-) headword - complement - adjunct.

The study, hence, achieved all the three objectives: firstly, to discern different functions performed by noun phrases headed by abstract nouns WSP or WoSP; next, to identify the similarities and differences in the structure of noun phrases headed by abstract nouns WSP or WoSP; and finally, to determine how the specific functional and structural features of the two types of noun phrases help to produce coherent academic texts. After interpreting the functional and structural aspects, the present study revealed that the structural and functional findings help in the control of text anatomy, whereas the the functional findings from qualitative content analysis and descriptive discourse analysis assist in both the control of text anatomy and the interaction with existing literature. In essence, noun phrases headed by abstract nouns WSP or WoSP carry the potential to produce coherent academic texts, and thus comply with the academic conventions. For ensuring reliability and validity, the study used qualitative content analysis as well as descriptive discourse analysis as data analysis methods, which provided some insightful findings. Upon triangulating the findings from structural analysis, qualitative content analysis, and descriptive discourse analysis, it was found that the three analyses showed tendency towards convergence.

The theoretical and analytical frameworks, and the data analysis methods used in this research proved valuable in identifying the structural and functional aspects of noun phrases headed by abstract nouns WSP or WoSP, and the role of the structural and functional aspects in the production of coherent academic texts. Radford's (1988) X-bar theory for the examination of noun phrases headed by abstract nouns WSP or WoSP served as the analytical framework, which proved valuable in bringing forth the structural aspects of the noun phrases headed by abstract nouns WSP or WoSP in the research articles of Pakistani researchers. The model by Flowerdew and Forest (2015) was used as the theoretical framework for the identification of abstract nouns WSP or WoSP in the research articles of Pakistani researchers in the light of qualitative content analysis and descriptive discourse analysis. To put it in a nutshell, the frameworks and the data analysis methods offered valuable findings.

Finally, the present study holds significance in terms of its contribution to the existing literature on noun phrases headed by abstract nouns, specifically focusing on noun phrases headed by abstract nouns WSP or WoSP by keeping in view the research articles of Pakistani researchers. The present research has its significance by virtue of the reason that it has determined functional and structural aspects of noun phrases headed by abstract nouns WSP or WoSP in the research articles of Pakistani researchers. Moreover, the study has its significance as it suggests how the functional and structural aspects of noun phrases headed by abstract nouns WSP or WoSP help in producing coherent academic texts. This will help Pakistani novice academic writers who experience difficulties in composing texts by completely complying with academic conventions at the outset of their research career. The functions will enable the novice academic writers to construct coherent academic texts. In addition, the study is supposed to be of importance to researchers in the field of written academic discourse, particularly to those researchers who show interest in analyzing the written academic discourse of Pakistani researchers by focusing on noun phrases headed by abstract nouns WSP or WoSP. This research aims to spark interest in the field of written academic discourse by specifically focusing on noun phrases headed by abstract nouns WSP or WoSP in order to encourage a fresh perspective to be adopted and to re-evaluate the established viewpoints.

6.1   Recommendations for Novice Academic Writers

Following are the suggestions for novice academic writers who, at the outset of their research career, face problems in producing coherent academic texts:

1.   It is suggested to avoid overly complex phrase structures when using noun phrases headed by abstract nouns WSP or WoSP.

2.   Avoiding the rephrase of established terms which are noun phrases headed by abstract nouns WSP or WoSP should be prioritized as the attrmpt enhances clarity in academic writing.

3.   The maintaince of shift from one content to another by using the two types of the noun phrases should be executed.

4.   When noun phrases headed by abstract nouns WSP or WoSP are used in the text, the subsequent discourse should align with them.

6.2   Recommendations for Future Research

Following are the suggestions for the future research:

1. It is suggested to undertake a comparative study of International and Pakistani research articles to investigate how they are different in terms of function and structure related to the two types of noun phrases.

2. A comparative analysis of different genres can also be carried out in order to determine the underlying variations among them.

3. A quantitative study can be undertaken to identify the frequencies of different patterns of the two types of noun phrases, which could further be attributed to the level of language proficiency of different writers.

4. A qualitative study can be carried out to analyze how the structure and function of noun phrases WSP or WoSP can vary in terms of their use in different paragraphs (e.g., introductory paragraphs, body paragraphs, and concluding paragraphs).

REFERENCES

Aarts, B. (2018). *English syntax and argumentation* (5th ed.). Bloomsbury Publishing.

Adair, B. (2022, April 05). Essay hook examples for any college essay. *PapersOwl*. https://papersowl.com/blog/essay-hook-examples#

Al-Shujairi, Y. B. J., Tan, H., Abdullah, A. N., Nimehchisalem, V., & Imm, L. G. (2019). Moving in the right direction in the discussion section of research articles. *Journal of Language and Communication (JLC)*, *6*(2), 143-158.

Ardianto, A. (2023). English noun phrases of narrative text and news article: A contrastive analysis. *Leksema: Jurnal Bahasa dan Sasatra*, *8*(1), 91-104.

Atkins, S., Lewin, S., Smith, H., Engel, M., Frethiem, A., & Volmink, J. (2008). Conducting a meta-ethnography of qualitative literature: Lessen learnt. *BMC Medical Research Methodology*, *8*(21), 1-10.

Banks, D. (2019). *A systemic functional grammar of English: A simple introduction*. Routledge.

Bhandari, P. (2023, June 22). How to write an APA methods section. *Scribbr*. https://www.scribbr.com/apa-style/methods-section/

Blevins, J.P. (1994). A lexicalist analysis of gerundive nominals in English. *Australian Journal of Linguistics*, *14*(1), 1-3.

Candarli, D., & Jones, S. (2019). Paradigmatic influences on lexical bundles in research articles in the discipline of education. *Corpora*, *14*(2), 237-263.

Carnie, A. (2021). *Syntax: A generative introduction* (4th ed.). Wiley.

Caulfield, J. (2023a, September 15). Writing a research paper introduction | step-by-step guide. *Scribbr*. https://www.scribbr.com/research-paper/research-paper-introduction/

Caulfield, J. (2023b, April 13). *Writing a research paper Conclusion | step-by-step guide*. Scribbr. https://www.scribbr.com/research-paper/research-paper-conclusion/

Chomsky, N. (1957). *Syntactic structures*. Mouton.

Chomsky, N. (1965). *Aspects of the theory of syntax*. M.I.T. Press.

Chomsky, N. (1970). Remarks on nominalization. In R. Jacobs & P. Rosenbaum (Eds.) *Reading in English transformational grammar* (pp. 184-221). Ginn.

Chomsky, N. (1981). *Lectures on government and binding: The Pisa lectures.* Walter de Gruyter GmbH & Company KG.

Chomsky, N. (2006). *Language and mind* (3rd ed.). Cambridge University Press.

Cortes, V. (2013). The purpose of this study is to: Connecting lexical bundles and moves in research article introductions. *Journal of English for Academic Purposes*, *12*(1), 33-43.

Creswell, J. W., & Guetterman, T.C. (2019). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (6th ed.). Pearson.

Creswell, J.W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches* (4th ed.). Sage Publications.

Donoghue, M. R. (2008). *Language arts: Integrating skills for classroom teaching*. Sage Publications.

Drisko, J.W., & Maschi, T. (2016). *Content analysis.* Oxford University Press.

Elliott, R., Fischer, C. T., & Rennie, D. L. (1999). Evolving guidelines for publication of qualitative research studies in psychology and related fields. *British Journal of Clinical Psychology*, *38*(3), 215-229.

Fairclough, N. (2013). *Critical discourse analysis: The critical study of language.* Taylor & Francis.

Fang, Z. (2021). *Demystifying academic writing: Genres, moves, skills, and strategies*. Routledge.

Fareed, M., Ashraf, A., & Bilal, M. (2016). ESL learners' writing skills: Problems, factors and suggestions. *Journal of Education and Social Sciences*, *4*(2), 81-92.

Flowerdew, J. (2003a). Register-specificity of signalling nouns in discourse. In C. Meyer & P. Leistyna (Eds.), *Corpus analysis: Language structure and language use* (pp. 35–46). Rodopi.

Flowerdew, J. (2003b). Signalling nouns in discourse. *English for Specific Purposes*, *22*(4), 329– 346.

Flowerdew, J. (2006). Use of signalling nouns in a learner corpus. *International Journal of Corpus Linguistics*, *11*(3), 345-362.

Flowerdew, J. (2010). Use of signalling nouns across L1 and L2 writer corpora. *International Journal of Corpus Linguistics*, *15*(1), 36–55.

Flowerdew, J., & Forest, R. W. (2015). *Signalling nouns in English: A Corpus-Based Discourse Approach*. Cambridge University Press.

Gee, J. P. (2014). *An introduction to discourse analysis: Theory and method* (4th ed.). Taylor & Francis.

George, T. (2023, July 18). How to write a results section | tips & examples. *Scribbr*. https://www.scribbr.com/dissertation/results/

Giorgi, A., & Longobardi, G. (1991). *The syntax of noun phrases: Configuration, parameters and empty categories*. Cambridge University Press.

Graneheim, U.H., Lindgren, B.M., & Lundman, B. (2017). Methodology challenges in qualitative content analysis: A discussion paper. *Nurse Education Today, 56*(1)*, 29-34.

Hall, S. (2013, November 05). Definition of a research article. *Pen and the Pad*. https://penandthepad.com/definition-research-article-2711.html

Halliday, M.A.K., & Matthiessen, C.M. (2014). *An introduction to functional grammar* (4th ed.). Routledge.

Hardy, C., Harley, B., & Phillips, N. (2004). *Discourse analysis and content analysis: Two solitudes. Qualitative Methods, 2*(1), 19-22.

Hasselgård, H. (2012). Facts, ideas, questions, problems, and issues in advanced learners' English. *Nordic Journal of English Studies*, *11*(1), 22–54.

Hinkel, E. (2004). *Teaching academic ESL writing: Practical techniques in vocabulary and grammar*. Lawrence Erlbaum Associates.

Hinkel, E. (2012). Learning to write in a second language. In N. M. Seal (Ed.), *Encyclopedia of the sciences of learning* (Vol. 1, pp. 2002-2004). Springer.

Huddleston, R. (1984). *Introduction to the grammar of English*. Cambridge University Press.

Hyland, K. (2005). Representing readers in writing: Student and expert practices. *Linguistics and Education*, *16*(4), 363-377.

Jackendoff, R. (1972). *Semantic interpretation in generative grammar*. Penguin Random House.

Jackendoff, R. (1977). *X-bar syntax: A study of phrase structure*. MIT Press.

Jackendoff, R.S. (1971). Gapping and related rules. *Linguistic inquiry*, *2*(1), 21-35.

Johnstone, B. (2018). *Discourse analysis* (3rd ed.). Wiley.

Lahlou, H. (2022). Noun modification in English: A syntactic analysis. *Language in India*, *22*(1). 135-168.

Latif, F., Razaq, R., Nijabat, A., & Sohail, M. (2023). Academic writing challenges: Perspectives of masters and doctoral students. *Pakistan Journal of Society, Education and Language* (PJSEL), *9*(2), 205-212.

Lebrun, J. (2011). *Scientific writing 2.0: A reader and writer's guide* (2nd ed.). World Scientific.

Leung, L. (2015). Validity, reliability, and generalizability in qualitative research. *Journal of Family Medicine and Primary Care*, *4*(3), 324-327.

McCombes, S. (2023a, January 12). How to write a literature review | guide, examples, & templates*. Scribbr*. https://www.scribbr.com/dissertation/literature-review/

McCombes, S. (2023b, July 18). How to write a discussion section | tips & examples. *Scribbr*. https://www.scribbr.com/dissertation/discussion/

McGilvry, J. (2017). On the history of universal grammar. In I. Roberts (Ed.), *The oxford handbook of universal grammar* (pp. 77-96). Oxford University Press.

Mubarak, Z. H., & Rudianto, G. (2020). Good hook as attention grabber in EFL student's essays: *A review from reader's perspective. Journal Basis*, *7*(2), 447-458.

Oh, S.-Y. (2014). Use of signaling nouns in published and korean student academic writing in applied linguistics. *English Teaching*, *69*(1), 147–172.

Parveen, S., & Hafeez, M. R. (2024). Informal language in academic writing analysis of social sciences PhD dissertations in Pakistan. *Pakistan Languages and Humanities Review*, *8*(2), 676-688.

Peacock, M. (2010). Linking adverbials in research articles across eight disciplines. *Ibérica*, *20*(20), 9–34.

Purpura, J.E. (2004). *Assessing grammar*. Cambridge University Press.

Radford, A. (1988). *Transformational grammar. A first course*. Cambridge University Press.

Regoniel, P.A. (2023, April 10). Exploring phenomena: A brief guide to conducting descriptive qualitative research. *SimplyEducate*. https://simplyeducate.me/2023/04/10/ descriptive-qualitative-reserach/

Sajid, M., & Siddiqui, J. A. (2015). Lack of academic writing skills in English language at hgiher education level in Pakistan: Causes, effects and remedies. *International Journal of Language and Linguistics*, *2*(4), 174-186.

Sarwar, M., Afsar, Z. A., & Jamal, S. (2022). Undergraduates' views on the most difficult aspects of academic writing in the English Language. *Journal of Social Sciences Review*, *2*(3), 208-213.

Schreier, M. (2012). *Qualitative content analysis in practice*. Sage Publications.

Seale, C. (1999). Quality in qualitative research. *Qualitative Inquiry*, *5*(4), 465-478.

Shaw, P. (2009). Linking adverbials in student and professional writing in literary studies: What makes writing mature. In M. Charles, D. Pecorari, & S. Hunston (Eds.), *Academic writing: At the interface of corpus and discourse (pp.* 215-235). Bloomsbury Academic.

Singh, A.A., & Lukkarila, L. (2017). *Successful academic writing: A complete guide for social and behavioral scientists*. Guildford Publications.

Stemler, S. (2001). An overview of content analysis. *Practical Assessment, Research, and Evaluation*, *7*(17). 1-10.

Sword, H. (2012). *Stylish academic writing*. Harvard University Press.

Taylor, L., Grover, C., & Briscoe, T. (1989). The syntactic regularity of English noun phrases. In *EACL 1989, 4th Conference of the European Chapter of the Association for Computational Linguistcs, April 10-12, 1989, University of Manchester, Institute of Scence and Technology, Manchester, England* (pp. 256-263).

Ting, S. H., & Chin-Chin Siaw, J. (2020). Hooks and endings in magazine articles to engage readers. *Human Behavior, Development & Society*, *21*(4). 7-16.

Torode, B. (2016). Critical and descriptive discourse analysis. In B. Torode (Ed.), *Text and talk as social practice: Discourse difference and division in speech and writing* (Vol. 2, pp. 157-174). Foris Publications.

Tse, P., & Hyland, K. (2010). Claiming a territory: Relative clauses in journal descriptions. *Journal of Pragmatics*, *42*(7), 1880-1889.

Williams, J. D. (2016). *The Teacher's grammar book* (2nd ed.). Taylor & Francis Group.

Yu, H., Hripcsak, G., & Friedman, C. (2002). Mapping abbreviations to full forms in biomedical articles. *Journal of the American Medical Informatics Association*, *9*(3), 262-272.

Yu, H., Kim, W., Hatzivassiloglou, V., & Wilbur, W. J. (2007). Using MEDLINE as a knowledge source for disambiguating abbreviations and acronyms in full-text biomedical journal articles. *Journal of Biomedical Informatics*, *40*(2), 150-159.

Zdenek, S., & Johnstone, B. (2008). Studying style and legitimation: Critical linguistics and critical discourse analysis. In B. Johnstone & C. Eisenhart (Eds.), *Rhetoric in detail: Discourse analysis of rhetorical talk and text* (pp. 25-31). John Benjamins.

APPENDIX A

Phrases Headed by Abstract Nouns WSP

Instance A1

Cataphoric, in-clause reference

Whitworth (2006) also determines that if L2 learners engage in activities outside of their classroom, it contributes to their L2 learners' development more than the L2 learners who remain engaged only inside the classroom. Hence, **the importance** of these **findings** to the present **study** is that they identify the influential role of interaction with target language speaking members (Krywulak, 1995) and outside classroom social interaction (Fraser, 2002) in improving second language proficiency.

Making reference to the entire text

Anaphoric, across-clause proximal reference

Source: Kousar, M., Naqvi, S. B., & Afzaal, M. (2021). Understanding the impact of social networks of ESL proficiency. *NUML Journal of Critical Inquiry*, *19*(2), 17-40.

Instance A2

Anaphoric, across-clause proximal reference

Notwithstanding the fact that non-literary records to such traumatic events do provide the relevant details in terms of the loss of life as well as damage to the infrastructure; however, the fact remains that the inherent *unrepresentibility* (Caruth, 1992; Tal, 1996) as well as incomprehensibility (Freud, 1986) of the traumatic experience makes it impossible for the aforementioned delayed response that is produced only through the process of LaCapra's (2024) working through, thus necessitating the importance of literary studies to cater for this delayed recording of the event (Ankersmit, 2010). Such a belatedness is significantly visible in the accounts of the Holocaust survivors, the Vietnam War veterans and beyond (Codde, 2009; Vickroy, 2009). **This belatedness or afterwardness at the heart of the traumatic experience** necessitates **the analyses of the relevant cultural productions** in a bid to supplement the oft-quoted factual/historical portrayals

Cataphoric, across-clause distal reference

(Pihalainen, 2002). In the same vein, this study concentrates on the understanding of the Afghan trauma of war with reference to time and space.

Source: Ullah, I., & Kamran, R. (2020). Spatial memory, traumatic unspeakability and the war in Afghanistan: Selected literary witnessing in focus. *Kashmir Journal of Language Research*, *23*(2), 203-220.

Instance A3

Anaphoric, across-clause proximal reference

Since the rise of postcolonial literatures and theory, new varieties of Enlgish laguage began to emerge not only on the literary landscapes of the former colonies but even in the former metropolitan/colonial centers. Of course, the earliest of such 'deviations' was American English. **This** phenomenon had been studied by a number of critics such as Kachru (1983), Baumgardner (2007), Kennedy and Shamim (1993), Fowler (1996), and more recently by Schneide (2007), Kachru and Nelson (2009), and Kachru (2009). Most of these critics trace the development of such varieties in socio-linguistic factors.

Source: Awan, M. S. (2016). Teaching the empire to write back: Locating Kipling's "English" in the postcolonial literatures of the subcontinent. *NUML Journal of Critical Inquiry*, *14*(2), 1-17.

Instance A4

The Sufi doctrine of universal love spurs John's expansion of self-consciousness by providing a vision of communal concord that enables him to overcome his atomistic existence and view all humanity as part of an egalitarian community. This echoes Kain's observation that, according to the Hegelian ethos of recognition, becoming is achieved when the "I and the other … are not related heteronomously but are essentially related as members of a single community" (p. 109). In the text, John develops a transcendental awareness whereby he embraces the Sufi ethos that every human being is a creation of God that has to be loved. He declares that "[l]ove is my religion and my faith" (p. 70) and notes that "[pr]ayer … made all love possible He loved that world. And he loved himself, too. He was an

> Anaphoric, across-clause proximal reference

individual within a larger community […]" (p. 154). In this mystical plane of expanded consciousness. John embraces the continuity of being and recognizes his interdependence on fellow humans.

This **portrayal of the affinity of Sufi Islam with a Hegelian vision of becoming through universal interrelation** iterates a multicultural ethos of recognition and disrupts monolithic racist Islamophobic discourses that characterize Islam as a dangerous threat to the existence of non-Muslim cultures and people. Instead, the Sufi ethos of universal love is presented by Abraham as enabling the realization of the Hegelian principle of determinate negation. A truly independent consciousness emerges when one negates what is material and contingent in both the self and the other and recognizes those universal aspects that integrate the other within the self (Habib, 2017, p.28). Within Sufi Islam and its practices of meditative prayer and universal love, John finds a new self-liberated from apparatuses of domination, stemming from contingent particularities of religion, ethnicity, and class, and their ideological narratives that limit human.

> Anaphoric, across-clause proximal reference

Through t**his positive portrayal of the cosmopolitan and humanistic nature of Sufi Islam**, Abraham articulates the vision of a post-racial liberal multicultural ethos of recognition that transcends the rhetoric of civilization clash and embodies what Morsi characteristics as "a humanist optimism" that emphasizes the "boundlessness of…Enlightenment values" (2017, pp. 67). Yet, as it will be illustrated in the remainder of the analysis, this liberal characterization of Sufi Islam as universal love remains complicit with an exclusionary Islamophobic racist paradigm that continues to construct the otherness of Islam.

Source: Sayyid, A. (2022). Liberal articulation of Islamophobia: Politics of multicultural recognition in Pearl Abraham's American Taliban. *NUML Journal of Critical Inquiry, 20*(1), 1-19.

Instance A5

> Cataphoric, in-clause reference

The **decision to choose peace sociolinguistics as a sensitizing concept** resides in my "background assumptions and disciplinary perspectives" (Charmaz, 2006, p.26)

which attune me to look for certain perspectives and interpretations while ruling out others.

Source: Zaidi, S. B. (2019). Peace Sociolinguistics: A constructivist Grounded Theory of Pakistani English newspapers. *NUML Journal of Critical Inquiry*, *17*(1), 20-38.

Instance A6

The essential feature of this relativist approach is that it seeks to understand how meaning is constructed through the use of language n socially placed contexts. An explanation in terminology regarding Charmaz's ConsGT (2006) is in order here. Charmaz's approach is called both 'constructivist' GT and 'constructionist' GT.

Source: Zaidi, S. B. (2019). Peace Sociolinguistics: A constructivist Grounded Theory of Pakistani English newspapers. *NUML Journal of Critical Inquiry*, *17*(1), 20-38.

Cataphoric, in-clause reference

Instance A7

The six Pakistani English newspapers selected for this study have devoted a substantial amount of space to Pakistani's relation with the European Union (Rasool & Mansoor, 2007, p.221). **The point of interest for this scholarly endeavor** is to study the use of English in Pakistan within the context of the Pak-EU relationship. The point of view of both the EU officials and the Pakistani government is given in English as reported in the English newspapers.

Source: Zaidi, S. B. (2019). Peace Sociolinguistics: A constructivist Grounded Theory of Pakistani English newspapers. *NUML Journal of Critical Inquiry*, *17*(1), 20-38.

Cataphoric, in-clause reference

Instance A8

The trauma makes Amir feel himself responsible for the unfortunate incident happened to Hassan. This feeling is in fact, his sense of guilt and the inability to have LaCapra's (2001) work through capability as he leaves Hassan in turmoil when he needs his help the most. He seems to be unable to cope with **the** trauma and continues to narrate I as: "There was a monster in the lake. It had grabbed Hassan by the ankles(…). That was the night I became an insomniac" (Hosseini, 2007, p.86).

Source: Ullah, I., & Kamran, R. (2020). Spatial memory, traumatic unspeakability and the war in Afghanistan: Selected literary witnessing in focus. *Kashmir Journal of Language Research, 23*(2), 203-220.

Instance A9

Amir misses the element of guilt and considers himself deceitful and dishonest. He believes that the shrewdness is not there only in his surrounding as Assef exhibits while assaulting Hassan but it is there within him too, when he leaves Hassan at a time when he needed his help the most. Amir desperately needs to recover from the trauma by admitting he remains silent due to the unspeakability of trauma (Laplanche & Pontalis, 1974; Van der Kolk & Bessel, 1987). The dilemma of Amir is not only being unfaithful to his friend but the real trauma for him is that he is unable to speak about **the** incident. He remains haunted by recollection of the traumatic incident.

Source: Ullah, I., & Kamran, R. (2020). Spatial memory, traumatic unspeakability and the war in Afghanistan: Selected literary witnessing in focus. *Kashmir Journal of Language Research*, *23*(2), 203-220.

Instance A10

Promoted by **the** fact that Gao Xingjian, the Chinese born Nobel laureate based in Franc, is almost universally labelled as a sexist and a misogynist writer, this paper takes up the study of his fiction from an alternative perspective. It contends that far from being anti-feminist or chauvinist, Gao is actually a deeply sensitive gender-

neutral author. In its announcement of the award on 12 October 2000, the Nobel Committee also acknowledged feminist consciousness in his oeuvre. Both his novels are autobiographical and, no doubt, present things from the male narrators' perspective.

Source: Chishti, F. (2021). "Gender politics:'Becoming-woman of a Man' in Soul Mountain by Gao Xingjian." *Kashmir Journal of Language Research*, *24*(1), 107-126.

Instance A11

Making reference to the entire body of text

The present study discusses illustration of *us* and *them*, restricting the notion to feminine characters. The motivation for the study is derived from Edward Said's Orientalism that would be referred as time and again throughout this paper. Said's ideas about edifice of binary of *us* and *them* is suitable for this study as his views on how positive characteristics are assigned to *us* and numerous traits are fixed into the minds of Orientals to create a negative impression of *them*. The notion of "us" signifies the Western class with a high status and on the other hand "them" presents the oppressive class that, basically, are the Eastern with their inferior attributes. Edward Said explains this notion of 'us' and 'them' with reference to his theory of 'Orientalism' in which 'the outcome of Orientalism is the building on a binary opposition between Occident and Orient' Niazi, and Ghaforian, (2011). It determines this research endeavor quite substantial in the given context where the individuals of developing countries are still wobbling from the effects of colonization.

Source: Kausar, R., Bashir, T., Mehmood, A., & Rukhsana, K. (2020). Representation of females in Pride and Prejudice & Bride and Prejudice. *Erevna: Journal of Linguistics and Literature, 4*(2), 1-12.

Instance A12

Cataphoric, in-clause reference

The major goal of the present research work is to unfold the nature of entries of embedded language (EL) non-finite verbs in Pashto-English codeswitching data in relation to its representation at abstract level. In the Corpus of CS, the

frequency of the different morphemes with a special focus on EL non-finite verbs depend on the type of activation and election of the morphemes in the conceptual level or at the formulator where the morphemes are structurally assigned (Myers-Scotton, 2017).

Source: Khan, A. A., Bukhari, N. H., Khalid, A., & Abbass, S. N. (2019). The prediction of morphemes distribution at surface and abstract level: The case of embedded language nonfinite verbs in Pashto-English bilingual data. *Kashmir Journal of Language Research*, *22*(2), 1-19.

Instance A13

Cataphoric, in-clause reference

The **focus** of this investigation is <u>a linguistic setting related to the language in a far-flung hilltop village, Dana. Tarawara community living in this villiage speaks Mankiyali. Dana is positioned in union council Bandi Shungli.</u> It is a part of Tehsil Oghi, which is a sub unit of district Mansehra in the federating unit, Khyber Pakhtunkhwa, Pakistan.

Source: Anjum, U., Kiani, Z. H., & Khan, Q. (2018). Gender variation of language use in family: A study of an endangered language spoken in north Pakistan. *Kashmir Journal of Language Research*, *21*(1), 123-132.

Instance A14

Making reference to the entire body of text

As an effect in this direction, the present study examines the effort of explicit instruction of the speech act of suggestion in English on the development of pragmatic competence of Pakistani learners of English. **The findings of the study** indicate that explicit mode of instruction in Pragmatics especially related to speech acts is necessary for the development of pragmatic competence of Pakistani learners of English. This study commends the need of pragmatic instruction focusing equally on the rules of grammar and sociocultural aspects in ESL courses in language classrooms for enhancement of pragmatic abilities of the learners.

Anaphoric, across-clause proximal

Source: Irshad, A., & Bukhari, N. H. (2020). Investigating the effect of explicit instruction on the development of pragmatic competence of Pakistani learners of English. *Kashmir Journal of Language Research*, *23*(1). 217-236

Instance A15

Cataphoric, in-clause reference

Cataphoric, in-clause reference

Critical discourse theories have their roots in Ferdinand de Sausure (1986) and passing through various significant phases view the ideas of (Bourdieu (1991); Foucault (1991); Fairclough (1989) and Van Dijik (1995). It is pertinent to commence with the father of linguistics whose ideas laid foundation for the today's research traditions in discourse studies. As **the focus of the discourse theories** is **the language** which is considered as the mode of expression, means of communication and thus it is believed that it serves the purpose of exchange of ideas. As mentioned in former lines, theories of Swiss linguist and the founder of structuralist linguistics, Ferdinand de Saussaure (1986) contributed much in the language and it was claimed that language is the impersonal system or code (la langue) from which springs the multifarious varieties of individual speech events (la parole).

Source: Mehmood, A., & Ali, S. (2017). Ideological representation of political voice in the headlines of Pakistani English newspapers on Asghar Khan case. *Kashmir Journal of Language Research*, *20*(2), 151-163.

Cataphoric, in-clause reference

Instance A16

Anaphoric, in-clause reference

In view of the foregoing argument, this article is **the study of linguistic structures and the lexis** used in the selected editorial discourses which the newspapers employed for the representation and image construction of Malala Yousafzai vis-a-vis the Taliban and other related events (see methodology for details). To evaluate a media text, like the one selected for this study, the questions (mentioned above) are of fundamental importance. Also, the study will offer an insight as to how the newspapers operationalized this opportunity as a vehicle for the promotion of their political agendas.

Source: Qazi, H. M., & Faroo, M. U. (2020). Identity construction of Malala Yousafzai in the media: A critical discourse analysis of editorials in two Pakistani English newspapers. *NUML Journal of Critical Inquiry*, *18*(1), 33-38.

Instance A17

> Anaphoric, in-clause reference

The fact of the matter is that Sohrab dearly wants to be surrounded by the people whom he loves, especially Amir, to promise him that he will never leave him alone to experience the trauma that has already ruined him emotionally and physically. He desperately wants <u>safety</u> that is **the first stage of recovery from trauma** according to Herman (1994).

Source: Ullah, I., & Kamran, R. (2020). Spatial memory, traumatic unspeakability and the war in Afghanistan: Selected literary witnessing in focus. *Kashmir Journal of Language Research*, *23*(2), 203-220.

Instance A18

> Anaphoric, in-clause reference

In the text, Abraham critiques the American government for its employment of Islamophobic racist frames to construct <u>Muslims as violent extremists</u> who are **a threat to the security of the nation**. This provides the justification for the institution of extralegal measures against Muslims in the form of war on terror and domestic counterterrorism measures (pp. 230, 235). The erosion of civil liberties and political rights for Muslims can be seen in the case of American judiciary overturning challenges to the Guantanamo detentions (p. 240).

Source: Sayyid, A. (2022). Liberal articulation of Islamophobia: Politics of multicultural recognition in Pearl Abraham's American Taliban. *NUML Journal of Critical Inquiry*, *20*(1), 1-19.

Instance A19

The objectives of the present study was to analyze linguistic variation among the periodized data of press editorials in Pakistani print media and their sub-categories across Biber's 1988 textual dimensions. In order to meet the objectives, <u>Biber's multi-dimensional (MD) analysis</u>, which is **a methodological approach** that <u>applies multivariate statistical techniques to the investigation of register variation in a language</u>, was applied on the representative corpus, *Corpus of Pakistani English Newspaper Editorial* (CorPENE).

Source: Ali, M., & Sheeraz, M. (2018). Diachronic variations in Pakistani English newspaper editorials: A case study. *NUML Journal of Critical Inquiry*, *16*(2), 1-20.

Instance A20

Cataphoric, across-clause proximal

The presence of language(s) in textual form in public spaces forms **the linguistic landscape (LL)**. According to Landry & Bourhis (1997), "<u>The language of public road signs, advertising billboards, street names, place names, commercial shops sings, and public signs on government buildings combines to form the linguistic landscape of a given territory</u>" (p. 25).

Source: Ali, S. S. (2020). Linguistic landscape and the public space. A case study of Gilgit-Baltistan. *Kashmir Journal of Language Research*, *3*(1), 153-177.

Instance A21

Anaphoric, in-clause reference

These prerequisites include enough economic resources, training to handle resources, qualified teachers to conduct successful online classes, etc. Also, technical failures must be reduced, such as power shutdown and slow broadband speed. This study confirmed Mouchantaf's (2020) findings which highlighted that <u>slow broadband speed</u> becomes **a prominent issue in online teaching**, which should also be checked. Learners should be highly motivated to overcome challenges in online learning because of the less teacher-learner interaction than in face-to-face learning in a physical classroom. In the Pakistan context, where teachers and students live in

large families or joint families, background noise and quite learning spaces were the challenges that reduced learners' motivation. Thus, such issues should be kept in mind when planning online classes.

Source: Anbreen, T. (2022). Envisioning online language teaching in Pakistan's context: Lessons learnt from Covid-19 pandemic. *Kashmir Journal of Language Research*, *25*(2), 127-143.

Instance A22

> Anaphoric, across-clause proximal

The bilingualism in online English language classes was a noticeable phenomenon that emerged naturally to overcome physical distance. It shows that languages are in contact in online language teaching. For users, it is challenging to be monolingual and separate languages with different labels; thus, they use other codes (Engish and Urdu in this case) as a repertoire (Canagarajah, 2013). Canagarajah (2013) highlighted that despite the appreciation of monolingual orientation in some educational contexts, the mixing of codes increases. Hence, it should be accepted within reasonable limits. **This increasing bilingualism in this study** shows that though English remained a dominant language, learners' L1 also served their needs in the classroom. Ideally, English should be the language in the English language classroom. Yet, it is essential to understand that languages are not opposed to one another (Canagarajah, 2013). Instead of viewing one language as an advantage and another as a disadvantage is not suggested because, naturally, they exist together in a cluster. Following Aronin and Lo Bianco (2020), the mutual co-existence of languages is a strength as they complement each other. However, the teachers should carefully understand that by extensive training and building English language capacity, they can help students use English only in their English language classrooms.

Source: Anbreen, T. (2022). Envisioning online language teaching in Pakistan's context: Lessons learnt from Covid-19 pandemic. *Kashmir Journal of Language Research*, *25*(2), 127-143.

Instance A23

When she finds Shamas drinking with Jugnu and his girlfriend; Stella, she loses her temper. In return, she serves the dinner in shoes. **Her immediate disturbing response** reveals **her cognitive disorder.** She consults a holy man to bestow her something sacred through which she could rescue her children from the Western notions of modernity. The holy man gives her a sacred salt that is discovered by Ujala as bromide to lower her libido. Her bias against Western nation causes her fall in the eyes of her own children. Aslam depicts her inability to consider the generation gap and she eventually confronts the reality that she has lost her children. Aslam shows how she accuses Western world for the conversion of her children but in actual it is her own prejudices and ignorance that lead her to the end. Aslam also narrates the story of Surraya who is divorced for going to the enemy's place in order to conceal the sexual harassment of a fourteen year old girl by her own uncle. Through, the character of Surraya, Aslam criticizes contemporary Muslims who are immoral, irrational and barbaric. Surraya in order to remarry her past husband involves in sexual relationship with Shamas to convince him for marriage, who in the end refuses to marry her. The female portrayal of dependence and independence, oppression and authoritative presents the ongoing conflicts of "a problem that has no name." The figure of female is associated with the household. Thus, representing different roles of female characters the writers present the conflicts inside the home of Pakistani society.

Source: Mehmood, S., & Jangua, F. (2017). Black masks, white skin: Neo orientalism and contemporary Pakistani fiction in English. *NUML Journal of Critical Inquiry*, *15*(2), 1-7.

Anaphoric, across-clause proximal reference

Instance A24

Anaphoric, in-clause reference

Bardic poetry of Neruda gains more significance in the wake of Neo-liberalistic drive for trade liberalization in this uni-polar world of universal capitalism. Under the guise of globalization, corporate imperialism is posing **a serious challenge to the ecological balance, worker's rights, sovereignty of nation-states and the world peace**. So, Neruda's call for bio-regionalism and cultural resurgence retains more appeal in the face of planetarization of profit as it implies substitution of cultural

and economic dominance of a particular ethnic group by cultural pluralism, a shift from globalization to planetarity based on cultural and economic diversity.

To conclude the discussion, it is affirmed that cultural poetry of Neruda retains its anti-globalization appeal in the wake of Neo-liberalists agenda of economic and cultural homogenization of the whole world without recognizing regional cultural and economic diversities.

Source: Hayat, M., & Awan, M.S. (2017). Cultural significance of the poetry of Pablo Neruda in the age of corporate globalization. *NUML Journal of Critical Inquiry, 15*(1), 29-43.

Appendix B

Phrases Headed by Abstract Nouns WoSP

Instance B1

Whitworth (2006) also determines that if L2 learners engage in activities outside of their classroom, it contributes to their L2 learners' development more than the L2 learners who remain engaged only inside the classroom. Hence, the importance of these findings to the present study is that they identify the influential role of interaction with target language speaking members (Krywulak, 1995) and outside classroom social interaction (Fraser, 2002) in improving **second language proficiency**.

Source: Kousar, M., Naqvi, S. B., & Afzaal, M. (2021). Understanding the impact of social networks of ESL proficiency. *NUML Journal of Critical Inquiry*, *19*(2), 17-40.

Instance B2

Making no reference in the text

There are no genuine sources of identity as there are no dependable Metanarratives in the Postmodern shift therefore, individuals are supposed to rely on the Mininarratives. In the light of the transhumaist stance, the human identity exists in the mind. This cognitive aspect of identity is affiliated with the realm of virtual reality (Waters, 2006, p.51). In the area of virtual reality, data is manipulated, to fabricate or disguise the construct such as age, sex, gender, nationality and ethnicity that enhance **the concept of plastic identity of Postmodernism**. The identity in Postmodernist era has become a matter of free choice, "postmodern identity is crucially about the individual choosing his or her identity, choosing this freely - but choosing alone and without guidance" (Websterm, 2002, p.37).

Source: Zaidi, S., & Azam, M.K.S. (2018). Postmodernist and cybernetics deconstruction of identity and representation: A socio-cognitive analysis of

post-cyberpunk literature through accelerando. *Kashmir Journal of Language Research*, *21*(2). 107-118.

Instance B3

> Making no reference in the text

The burgeoning field of linguistic landscape research, however, became popular after the pioneering research by laudy and Bourhis (1997) on ethnolinguistic vitality and signage in Canada. Their study focused on establishing **a link between ethnolinguistic vitality and linguistic landscape** by analyzing the linguistic signs in public spaces. Although Landry and Bourhis studied the linguistic landscape of Canada with the aim to measure the ethnolinguistic vitality of the Anglophones and Francophones vitality of different linguistic groups.

Source: Ali, S. S. (2020). Linguistic landscape and the public space. A case study of Gilgit-Baltistan. *Kashmir Journal of Language Research*, *3*(1), 153-177.

Instance B4

> Making no reference in the text

Such theoretical debates and their transformational influence, in effect, could not remain confined to only **the theory of education**. Firth and Wagner's seminal paper (1997), for instance, echoed such resisting and challenging voices against the behaviorist theories of second language (L2) or foreign language (FL) learning in the field of applied linguistics.

Source: Channa, L. A., & Soomro, N. H. (2015). Content-based instruction: A novel second/foreign language curricular approach. *NUML Journal of Critical Inquiry, 13*(1), 1-22.

Instance B5

> Making no reference in the text

Behaviorism is based on the work of Skinner, Thorndike, Tolman Guthric, and Hull. It has three basic assumptions regarding the process of learning which are; learning is manifested by a change in behaviour; the environment shapes behaviour; and **the principle of reinforcement**. These assumptions lead to the concept of conditioning through which new behaviour is acquired. Skinner projected the idea of

teaching machines and programmed learning. He used the term Computer-Assisted Instrction (CAI) and demonstrated his teaching machine in 1954. The students were required to complete or answer a question and they get feedback on their responses, either correct or wrong. Then "early work was done by IBM but CAI grew rapidly in the 1960s whe PLATO and TICCIT projects were initiated in America. Computer Assisted instruction was very much drill-and-practice controlled by the program developer rather than the learner" (Saettler in Chapelle 2001).

Source: Farooq, M. U., & Javid, C. Z. (2012). Attitude of students towards listening, A study of English language learners at Taif university English language culture. *NUML Journal of Critical Inquiry*, *10*(2), 17-28.

Instance B6

Making no reference in the text

It is stated that an environment in which the target language is used for communication predominantly creates a setting for language learners to interact in target language more often than they would otherwise do (Isabelli-Garcia, 2006, p.231). Koffi, Ridapath & Al Jumaah et al., (2007, p.50) point out that the social network of individuals is made up of relationships developed with friends, neighbors or peers which are significant because they provide the learners with language-related information on the target language they are learning. Krashen (1985, p.4) says that language input is a very fundamental element in second language learners. According to Krashen, the usefulness of sources or variables for the learning of a second language lies in the linguistic information they can furnish. In view of **the influential role of social networks in second language learning** indicated in SLA research, this study investigates the role that social networks play in facilitating Pakistani ESL learners in developing their L2 skills.

Source: Kousar, M., Naqvi, S. B., & Afzaal, M. (2021). Understanding the impact of social networks of ESL proficiency. *NUML Journal of Critical Inquiry*, *19*(2), 17-40.

Instance B7

Second Language Acquisition is defined in various ways by researchers. However, they are unanimous that second language is a language other than the mother tongue of the speaker that used inside or outside of a classroom (Ellis 1995; Gass & Sclinker, 2008; Fazel, 2014). In this way, the area of foreign language learning also becomes a part of Second Language Acquisition (Moeller & Catalano, 2015). In addition, **second language acquisition** is a subfield of linguistics that studies the procedures underlying the acquisition of second language among the learners of non-native language (Saville-Troike, 2006). The field of SLA is related with parent discipline like linguistics, education, psychology, and even sociology and anthropology.

Source: Kousar, S., & Khan, A. Q. (2018). An acoustic study of the role of consistency of input in acquisition of English short vowels in Pakistan. *Kashmir Journal of Language Research*, *21*(1), 187-198.

Instance B8

This study employs Critical Discourse Analysis (CDA) approach for the analysis of the selected editorial discourses (see "Research Methodology" section for details). The term "*discourse*" is vague and entails **a variety of meanings** (see Kendall and Wickham, 2003). In the context of this study, we will use it in **a broader sense** mostly interchangeably with **text and language** to denote the same meaning as these. CDA is a critical study of discourse that views language as a form of social practice embedded in power relations (Fairclough, 2001). Janks (1997) describes discourse as a political site where "existing social relations are reproduced or contested and different interests are served" (Jacks, 1997, p. 329). CDA is, thus, concerned with analyzing "connections between discurse practices, social practices, and social structures" (Kuzio, 2015, p. 79). in order to do that, CDA scholars, including us writing this article, usually study the form, structure and content of the selected genre of the text. While approaching the text, they investigate as to who produces it, for whom it is produced, and what are the social practices governing its production and consumption (see Fairclough, 2001). These are important questions

that warrant investigations when studying a media discourse, and we have tried to do so in this study (see methodology and analysis section). Similarly, a critical orientation based on these perspectives can open a greater possibility to understand those "power relations and ideological processes [embedded in language] which people are often unaware of" (Fairclough, 1992, p.7).

Source: Qazi, H. M., & Farooq, M. U. (2020). Identity construction of Malala Yousafzai in the media: A critical discourse analysis of editorials in two Pakistani English newspapers. *NUML Journal of Critical Inquiry*, *18*(1), 33-38.

Instance B9

Making no reference in the text

Their works celebrate past glories of Mughal time and contemplate over its gradual disappearance with a use of hyperbole (Hashmi, 1989). However, **later literature** has a **shift from fantasy to realism**. Bapsi Sidhwa, Zulfiqar Ghose, Tariq Ali, M.Athar Tahir, Kamila Shamsie, Sara Suleri and M.Hanif are some of the prominent voices who have introduced the realistic portrayal of socio-cultural and religio-political upheavals of Pakistan. The era of general Zia and post 9/11 reshaped literary world of English with a weave of Islamophobia in its own ways.

Source: Mehmood, S., & Jangua, F. (2017). Black masks, white skin: Neo orientalism and contemporary Pakistani fiction in English. *NUML Journal of Critical Inquiry*, *15*(2), 1-7.

Making no reference in the text

Instance B10

A study on intra-gender conversation (Gul, 2010) described gender-based speech variation in the working environment of the Pakistan Air Force. While the study confirmed many of the previous research findings, it refused others. In inter-gender conversation analysis, Noreen and Zubair (2012) pinned their study in the *non-essentialist* approach and analysed leisure talk recordings of eight conversations between close female friends for linguistic patterns of overlapping, tags, hedges,

intensifiers, compliments, repetition, and backchannel support. The study challenged the binary classification of gender as advocated by the *deficit* and *dominance* approaches and supported the claim of the *dynamic* approach - through without naming it.

While these studies analyzed **spoken** language, others examined **written** language For example, a study of SMS writing by men and women (Rafi, 2008) randomly collected 100 text messages from 20 phones. The study analyzed the selected texts at lexical, morphological and syntactic levels and concluded that there was a significant difference between males and females in lexical and morphological choices. It also found that females were more skillful in writing longer, more complex and lexically denser. Later, the same researcher (Rafi, 2010) investigated gendered SMS texts against the variables of compression, abbreviations, symbols, tenses and punctuation to find out gender boundaries. He concluded that SMS text identifies some gender boundaries: for instance, females tend to use more compressed forms of words, abbreviations and acronyms than makes. Furthermore, he found significant differences in use of standard grammatical structures, and punctuation……..

An analysis of these studies shows that research on language differences between males and females is a growing phenomenon in Pakistan. However, most of the studies have analyzed small language samples and applied traditional manual-coding techniques, which are not always consisted across studies. Moreover, a significant CMC area so far underrepresented in previous research is Pakistani blogsphere. The existing research on Pakistani blogs is not only limited in scope but also carried out with different research aims such as examining female gender portrayal in newspaper blogs (e.g. Amjad & Rasul, 2017) and developing a new compute algorithm for sentence-based semantic analysis of blogs (e.g. Aziz & Rafi, 2010). Thus, Pakistani blogsphere is a basic resource yet to be fully explored by studies analysing gender differences in language use.

Source: Khan, I. H., Afsar, A., & Amjad, M. (2019). 'He blogged vs she blogged': A corpus-based language analysis of 11, 000 blog posts. *Kashmir Journal of Language Research*, *22*(1), 181-209.

Instance B11

These all works have worked on Pakistani dramas from different perspectives but the analysis from the semiotic perspective is missing. In this regard, only one work has been done by Kubra et al. (2017). They analyzed the semiotic analysis of title images of Pakistani dramas. Their work focused on what was represented through the title images? What do they contain? **The aspect of its link with society** is missing as this work just focused on the content of the image not its deep relationship with the context, so a scarcity remained. The present research aims to fill the gap by analyzing the semiotic perspective of title images of Pakistani dramas as well as their link with the Pakistani society.

Source: Mushtaq, M., Shah, S. K., & Naureen, S. (2021). Exploring title images of "Fitrat" and "Muqaddar": A semiotic analysis of title images of Pakistani dramas. *Pakistan Journal of Language Studies*, *5*(1), 18-32.

Instance B12

The characters' day-to-day interaction with the natives are studied in the light of Sara Ahmed's concept of "stranger fetishism." This concept carries two important terms. First, the term "stranger" that refers to a person who is considered an alien or an outsider because he or she does not belong to that community. For instance, in *Disgrace*, David and Lucy do not originally belong to Africa. They are the Afrikaners, a South African white ethnic group that descended from the Boers as part of the colonizers. Their ancestral ties go back to Dutch origin, and therefore, they are strangers to the natives of the Eastern Cape. Secondly, fetishism is a person's fascination and attraction toward another. This attraction may involve sexual gratification or other material concerns. Thus, stranger fetishism, Ahmed argues, involves the fetishization of the figure of a stranger and, in this process, the fetishist "cuts 'the stranger off from the histories of its determination" (2009, p.5). To put it simply, a person fetishizes a stranger, and in so doing, he or she ignores or occludes those histories which determine the stranger's strangeness from intervening. By history, Ahmed implies previous meetings (termed as encounters by her) between

strangers and the ones who fetishize them. The understanding of these histories of determination demands **close observation of the encounters.**

Source: Hanif, S., & Syeda, F. (2021). Conscious suspension of 'Stranger Danger': Politics of fetishism in JM Coetzee's Disgrace. *NUML Journal of Critical Inquiry, 20*(1), 20-30.

Instance B13

Identity in the postmodernist perspective is a liquid phenomenon that is in constant subversion while the representations of identity are in **rapid transformations.** Digital culture has made identity terminal and identity appear as flickering on the computer screens incarnated in multiple representations. Bukatman (1993) a cultural theorist has slightly termed identity as a terminal phenomenon.

Source: Zaidi, S., & Azam, M.K.S. (2018). Postmodernist and cybernetwork deconstruction of identity and representation: A socio-cognitive analysis of post-cyberpunk literature through accelerando. *Kashmir Journal of Language Research*, *21*(2). 107-118.

Instance B14

Culture is a mediating process that provides communication and performs the role of a mediator between different realities. **The theories of culture** are often divergent in terms to define what culture actually is. In the contemporary culture, the transformation of everyday life is based on many interrelated factors most significant of them is the rupture of modernity that has consequently reduced **the importance of modernist conceptions of identity** represented in the form of class, race, gender and occupation. Second factor is the pervasiveness of media and cultural industries that has shifted the role of social reality (Bennett, 2005, p.1-3).

Source: Zaidi, S., & Azam, M.K.S. (2018). Postmodernist and cybernetics deconstruction of identity and representation: A socio-cognitive analysis of post-cyberpunk literature through accelerando. *Kashmir Journal of Language Research*, *21*(2). 107-118.

Instance B15

Communication is the ultimate goal of learning a language. Many factors contribute to achieving this goal. One such factor is the context. The contextual knowledge enables the readers or listeners to interpret various utterances made at different occasions by different people.

Source: Shah, S. H., Hamid, N., Khalique, S., & Shafi, S. (2020). Person deixis in Urdu: A pragmatic analysis. *Kashmir Journal of Language Research*, *23*(1), 37-58.

Instance B16

The status of different languages in any multilingual society cannot be determined by the stated language and education policy but also by the actual use of languages in a variety of domains including their projection in public spaces, as public spaces are explicit indicators of prestige accorded to any language or languages.

Source: Ali, S. S. (2020). Linguistic landscape and the public space. A case study of Gilgit-Baltistan. *Kashmir Journal of Language Research*, *3*(1), 153-177.

Instance B17

An increasing interest in the study of newspapers has been observed in the recent years in terms of synchronic and diachronic studies of variation in language, mapping the changes within particular variety of language over the years and comparing one variety with the other regarding the changes occurred in a specific variety (for example by Atkinson, 1992; Biber & Finegan, 1998, 1989, 1992; Geisler, 2003, etc.). Newspapers are widely read material as Westin observes that there is no other printed material that has such public reading as newspapers, and the language used in the newspapers largely reflects the language used in the society (2001). The newspaper language provides a tool to map the changes in the particular language as employed by society and, therefore, hints upon the changing social patterns.

Source: Ali, M., & Sheeraz, M. (2018). Diachronic Variations in Pakistani English newspaper editorials: A case study. *NUML Journal of Critical Inquiry*, *16*(2), 1-20.

Instance B18

Making no reference in the text

Language is a tool through which human develop and maintain social relationships and interact with each other in meaningful activities. The usage of language in social settings is called pragmatics. The use of Pragmatics, however, isn't restricted to starting conversation, topic maintain ace, posting and noting inquiries. It is rather how a word is being used while talking in conversation with eye contact, body movements and intonation. Pragmatic language skills are very important to allow clear communication of feelings, thoughts, and ideas. The development of these skills occurs in conjunction with general language development (Marasco et al., 2004). Language development encompasses multiple components such as phonology, semantics, syntax, and morphology; all of which must interlock like a braid for literacy to emerge (McCabe, 1992).

Source: Bashir, N., Raif, N.K., & Qadeer, A. (2023) Pragmatic and narrative skills of Urdu-speaking preschool children. *Erevna: Journal of Linguistics and Literature, 2*(1), 1-13.

APPENDIX C

Phrases Headed by Abstract Nouns WSP and WoSP

Instance C1

Cataphric, in-clause reference

A growing concern for the rapid loss of the world's linguistic diversity has led to **the publication of an increasing number of research papers** focusing on **the symbolic and pragmatic functions of language(s)** that constitute the linguistic landscape of different multilingual regions. A considerable number of studies have been undertaken with a specific focus on the distribution of majority and minority languages in public spaces (Ben-Rafael, Shohamy, Amara & Trumper-Hecht, 2006; Cenoz & Gorter, 2006; Lou, 2010; Macalistr, 2010; Marten, Van Mensel, & Gorter, 2012; Muth, 2012). Shohamy, Eliezer, & Monica (2010) have edited an entire volume of carrying a collection of research papers based on the linguistic landscape in different urban settings, where a mainstream language is seen dominating the entire linguistic landscape of the area.

Source: Ali, S. S. (2020). Linguistic landscape and the public space. A case study of Gilgit-Baltistan. *Kashmir Journal of Language Research*, *3*(1), 153-177.

Making no reference in the text   Making no reference in the text

Instance C2

The Muslim struggled for a separate land where they could continue their religious practice. The continuous resistance eventually resulted in the partition. **This historical tragedy** has been weaved in **the fabric of literature in pre-partition and post-partition Pakistan**. The untold and horrendous tales of partition become a major theme of literature. It unleashes the ferocious policies of British Raj over the wretched natives. These tales are told in various regional languages like Pashto, Sindhi, Siraiki, and Punjabi but particularly in Urdu and English with the celebration of its rich cultural heritage. By recording the vicious colonial strategies of cultural and historical denunciation with the communication of indigenous culture, the literature of Pakistan takes off in the land of English language.

Making no reference in the text

Anaphoric, across-clause proximal reference

Source: Mehmood, S., & Jangua, F. (2017). Black masks, white skin: Neo orientalism and contemporary Pakistani fiction in English. *NUML Journal of Critical Inquiry*, *15*(2), 1-7.

Instance C3

Anaphoric, across-clause proximal reference

With the traces of colonial history the writers of Pakistani Literature in English live a life of struggle for existence. They work to consider the needs of the hour. Early phases of English literature depicts national ecstasy; the rich traditions with a delicate religious touch. The writers choose to write in English in order to resist the generalizations against Muslim natives. It aims to demonstrate the cultural heritage before the audience who recognize them as violent, barbaric, conservative, uncivilized and emotional. **The bent of realism with cultural glimpses** indicates **the level of refinement and delicacy in the genre**. However, the contemporary literature is unable to find the glimpses of the cultural bliss. With the slogan of realism, present fabrication of of the stories portrays a society that is corrupt and depraved. It appears at international level to perpetuate the stereotypes that are identical to imperial ideology. It reveals the same society that International audience is already familiar with. However, the native stamp it bears makes it appear more authentic and bona fide. They carry black masks on their white skin.

Source: Mehmood, S., & Jangua, F. (2017). Black masks, white skin: Neo orientalism and contemporary Pakistani fiction in English. *NUML Journal of Critical Inquiry*, *15*(2), 1-7.

Making no reference in the text

Instance C4

Cataphoric, across-clause proximal reference

Some examples of intersentential code-switching is found in **Kipling's works**, which occur at the boundary of a clause or sentence confirming the rules of both the languages. For instance, instead of using an English counterpart, the author prefers to codeswitch, as in "In The House of Suddhoo," "I heard her say "Asli nahin! Fareib!" scornfully under her breath" (Kipling, 1994[1888], p.56).

Similarly, he switches to the local vernacular on other occasions as in "William the Conqueror"(part 1):

Kubber-kargaz-ki-yektraaa," the man whined, handling down the newspapers extra - a slip printed o one side only, and damp from the press.

"Ham dekhta hai!" (Kipling, 1944[1988], p.61).

Source: Awan, M. S. (2016). Teaching the empire to write back: Locating Kipling's "English" in the postcolonial literatures of the subcontinent. *NUML Journal of Critical Inquiry*, *14*(2), 1-17.