

**UNIVERSITY OF EDUCATION, WINNEBA**

***THE STUDY OF CLAUSE COMPLEXING IN THE EDITORIALS OF  
DAILY GRAPHIC***



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The logo of the University of Education, Winneba, is a circular emblem. It features a central blue and white geometric design resembling a stylized '8' or a cross with rounded ends. This is set against a red background with a white sunburst pattern. The words 'UNIVERSITY OF EDUCATION' and 'WINNEBA' are written in a circular path around the emblem.

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**A DISSERTATION IN THE DEPARTMENT OF ENGLISH  
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FULFILMENT OF THE REQUIREMENTS FOR AWARD OF THE  
MASTER OF PHILOSOPHY (ENGLISH) DEGREE.**

**OCTOBER, 2015.**

## DECLARATION

### STUDENT'S DECLARATION

I, OPOKU KWASI, declare that this thesis, with the exception of quotations and references contained in published works which have all been identified and duly acknowledged, is entirely my own original work, and it has not been submitted, either in part or whole, for another degree elsewhere.

**Student's Signature:** .....

**Date:** .....



### SUPERVISOR'S DECLARATION

I hereby declare that the preparation of this research was supervised by me in accordance with the guidelines for the supervision of research laid down by the School of Research and Graduate Studies, University of Education, Winneba.

**Supervisor's Name:** PROF. YAW SEKYI-BAIDOO

**Supervisor's Signature:**.....

**Date:**.....

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**DEDICATION**

I dedicate this work to my late uncle, Paul Kwabena Sarfoh.



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## ABBREVIATIONS AND SYMBOLS

SFG:	Systemic Functional Grammar
CC:	Clause Complexing
DG:	Daily Graphic
EDT:	Editorial
OCD:	Obsessive Compulsive Disorder
$\alpha$ :	Alpha for the dominant clause,
$\beta$ :	Beta for a dependent clause,
=:	Equal sign for Elaboration
+:	Plus sign for Extension
X:	Multiplication sign for Enhancement
:	Initial and final clause or sentence boundary markers
:	Hypotactic clause boundary
:	Paratactic clause boundary
[...]:	Clause embedded as Qualifier in a noun group
[[...]]:	Embedded as entire noun group
1, 2, 3...	Arabic numerals for paratactic notation
CI:	Communicative Implication

## ABSTRACT

This study is informed by Systemic Functional Grammar Theory to analyse the packing of sentence information in the editorials of the *Daily Graphic (DG)*. It explores the structural types of sentences; compound or complex sentences which are dominant and how they relate in the editorials and the ways in which they are combined and oriented in meaning with a broad outline of a particular framework of systemic functional grammar, *clause complexing*. Again, the study explored the communicative implications encoded in the editorials. The researcher purposively sampled 10 editorials spanning a period of three months (January to March 2014) and did qualitative and textual analysis on the issue of clause complexity. The unit for analysis was the clause complex. In all, there were 158 clause complexes which were counted with 462 clauses. It was found that the structural type of sentences which dominate the 10 editorials were complex sentences. This study found that the ideas presented in the editorials are more of clauses of unequal statuses. It was observed that editors expand and project their ideas in a number of ways which Halliday classifies as expansion in three different types; elaboration, extension and enhancement and projection which also involves locution and idea. It was realized that the editors used expansion and projection to convey meaning and also show the relationships between the clause complexes. The highest frequency was enhancement followed by elaboration and extension. It was observed that the editors did not depart from the use of complex sentences in all the editorials. The communicative value put across indicates that editors use projection to put across their message.

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.0 Introduction**

This study looks at the way two or more sentences are packed in complex grammatical structures and the semantic relationships contained in them in newspaper editorials using the analytical framework called clause complexing, a term used for combination of sentences in systemic functional grammar. An editorial is seen as a special article in a newspaper usually written by the editor expressing the opinion of the newspaper or the editor on topical issues. Being special suggest that editorials are not just ordinary features of newspapers and that special attention is given to their preparation and writing (Adjei, 2010, p. 1). Therefore, it is very important to explore the sentence information structure and logical meanings which are oriented in editorials. This chapter discusses the background of the study, statement of the problem, purpose of the study, research questions, limitations, delimitation and significance of the study.

#### **1.1 Background of the Study**

##### **1.1.1 Grammar and Semantics as most useful tools**

Linguists, grammarians and semanticists have always desired to understand the nature of language. Bloor and Bloor (1995: 294) mention that ~~they~~ have struggled to understand more about how human language is structured and to explain how communication takes place". This implies that the packing of information in a discourse demands attention by linguists to be able to explore its communicative value. Among other branches of linguistics, grammar and semantics could be seen as the most useful tools to satisfy this desire of man. The use of language for human

communication is grammatically and semantically packaged in that it could develop from a simple sentence to a compound or complex sentences.

Language is the communication tool that human beings need to share what they are thinking about. For example, to share ideas and express or represent speech, such as needs, wishes, intentions and desires. In short, human communication is difficult without language. As a tool of communication, language is structured in the form of grammar. Grammar is the way in which words are used together and arranged to form sentences, clauses, phrases (Hornby, 2000: 79) for logical meaning.

### **1.1.2 Expansion and Projection in grammar**

Huddleston (1965: 57) opines that, in grammar, a unit on the rank scale or the hierarchy can be expanded or projected through coordination or subordination to form a complex structure. This suggests that, in grammar, any unit is a potential point of expansion and projection. Expanded or projected units in systemic functional grammar (SFG) are referred to as complexing which make up supplementary units and these include: clause complexes, group/phrase complexes, word complexes, and morpheme complexes. The packing of two or more sentences marks for either coordination or subordination in the grammar of English to expand and accentuate meaning. The parceling of ideas or sentence information through coordination and subordination to form complex structures (compound or complex sentences) could be studied to identify the semantic relationships that exist between the complex ideas.

The argument suggests that all texts fit into a situation which always has some effect on how the text is constructed and understood by readers. A piece of text whether written or spoken is an exchange of ideas involving the use of grammatical structures and inflections (Adjei, 2010, p. 2). Text can be looked at from a number of perspectives, one of which is the focus of the study, the notion of clause complexing

in systemic functional grammar which can be compared with the compound, complex, and compound-complex sentences in formal or structural grammar. Downing and Locke (2006:272) use the term ‘complex sentence’ to refer to a unit comprising “minimally of two clauses of equal status, or two clauses of unequal status”. They add that coordinated clauses and those in an appositional relationship have equal status. Dependent clauses have an unequal status with respect to a main clause. Downing and Locke use compound and complex sentences generally to refer to syntactic relationships of equivalence and non equivalence respectively for expansion and projection which espouse meaning of a sentence.

### **1.1.3 Concept of Sentence or Clause Complexity in Grammar**

Complexity is generally used to characterize something with many parts where those parts interact with each other in multiple ways. Sentences come in a variety of shapes and lengths. Yet whatever their shapes and lengths, all sentences serve one of only a few very basic purposes; it is about meaning. One could say that the term compound or complex sentences from the perspective of Downing and Locke (2006, p. 272) is synonymously related to clause complexing in functional grammar. Subordination and coordination are generally considered as being an index of structural complexity in English grammar.

In systemic functional grammar, there are two notions involve in the packing of two or more clauses to form compound and complex sentences. First, there is the syntactic relationship or interdependency which is technically known as TAXIS. The taxis is of two types, *parataxis* and *hypotaxis*. Parataxis in systemic functional grammar is equivalent to coordination or compound sentence in traditional grammar. The clauses making up such a nexus are primary and secondary. The primary is the initiating clause and the secondary is the continuing clause in a paratactic nexus



(Halliday and Matthiessen 2004, p. 442). In parataxis, the clauses are not dependent on each other as they are of equal status and the relationship between them is one of coordination. On the other hand, hypotaxis is the relation between clauses which is equivalent to subordination or complex sentence in traditional sgrammar. In subordination or hypotaxis, there are clause combinations where one clause is dependent on a dominant clause, the two thus being of unequal status (Halliday and Matthiessen 2004, p. 434).

Second, there is also the relationship or interdependency which is about meaning and technically known as LOGICO-SEMANTICS which implies the meaning or the logical relationship contained in sentence information. The logico-semantics is also of two types, *expansion* and *projection* (Halliday and Matthiessen 2004, p. 432).

The expansion is the spreading or the use of meaning in clause combinations. The system of expansion allows us to develop on the experiential meaning of a clause in three main ways, *elaboration*, *extension* and *enhancement* of its meaning. Elaboration is a relationship of restatement, extension is a relationship of addition or variation and enhancement includes relations of time, space, cause, condition etc.

The system of projection offers two choices: i) *locutions* (what someone said/ where what is projected is speech) and ii) *ideas* (what someone thought/ where what is projected is thought). Projection typically concerns the relation between a mental or a verbal clause and the content which it quotes or reports. Projection through mental clause is an idea noted as (‘) while projection through verbal clause is locution symbolized by (”). It tells where the writer represents through a mental or verbal clause, something that someone else has said or thought at a different time from the present and is viewed by many as realising an interpersonal function (Thompson,

1996, p. 206). Projection inherently reflects the writer's viewpoint; the writer can manipulate the choice of projecting clauses to realise viewpoint either in a subjective or more objective manner. Thus, the system of logico-semantic relations describes the semantic relations, the ways in which clauses that are either independent or dependent build on the experiential meaning of the clause they are related to.

#### **1.1.4 Clause Complex or Sentence Information in Editorial Discourse**

It may be argued that the connection between the structure of more clauses, either compound or complex clauses and meaning they entail is what is called in SGF as clause complexing. The clause complexing suggests dynamism or movement of the mind into the world from a single idea into a complex idea through conceptualization. The use of clause complexities in English grammar could be found in newspaper editorials. Goumovskaya (2007, p7) states:

newspaper language is recognized as a complex variety of style, characterized by a specific communicative purpose and its own system of language means. It includes a system of interrelated lexical and grammatical choice that means to serve the purpose of informing, instructing and entertaining the reader.

This means that we have so many ways of presenting newspaper language and it has a specific purpose of language meaning. It also includes lexical and grammatical choices that help these purposes of informing, instructing and entertaining. According to Goumovskaya (2007, p.6), every language has its own grammatical choices which are used for varied needs. He contends that the basic characteristics of editorials lie in its syntactic structure as a form of grammatical construction. He posits that one of the characteristics is complex sentences with a developed system of clauses. For example;

*“If you have OCD, you probably recognize that your obsessive thoughts and compulsive behaviours are irrational –but even so, you feel unable to resist them and break free.”*

(Hello Magazine, Feb. 8, 2011: p6) (Here, the use of OCD stands for obsessive compulsive disorder)

He indicates that the above sentence consists of five (5) clauses. 1) *If you have OCD* 2) *you probably recognized.* 3) *that your obsessive thoughts and compulsive behaviour are irrational.* 4) *but even so, you feel unable to resist them* 5) *and break free.*

The above statement implies that the editorial section of a newspaper may contain a profuse use of clause complexes. One could infer that ideas could be packaged in a compound, complex or compound-complex sentences which have many grammatical and semantic effects and considerations within such complex stance. For instance, *Daily Graphic*, Editorial of Monday, January 6, 2014 p7, contains seventeen (17) sentences; fifteen (15) of them are complex sentences (clause complexes) and two (2) simple sentences (clause simplexes). Again, *Daily Graphic*, Editorial, Tuesday, January 14, 2014, p7 contains eighteen (18) sentences; all of which are complex sentences (clause complexes). This suggests that editorials are formal texts which are grammatically and semantically packed with complex issues or ideas.

The language of newspapers is characterised by complex sentences (Goumovskaya 2007) also editorials are expressions of opinions or thoughts, exchange of ideas involving the use of grammatical structures, facts and reports of issues (Adjei, 2010, p. 2), which accentuate the semantics of sentences in respect of expansion and projection. Therefore, it is important to look at sentence relationships and their semantic stance.

## 1.2 Statement of the Problem

According to Halliday (1994: 216) —the notion of clause complexing enables us to account in full for the functional organization and meaning of sentences.” This implies that clause complexing helps us to identify how ideas in sentences are structured in a coherent and meaningful unit. This clause complexing comes under the logical metafunction of language, which in turn belongs to the broader ideational metafunction of language. Clause complexing helps us to identify the structural interdependency and semantic relationships that exist between clauses in a sentence combined through coordination and subordination. These relationships are of two types, taxis, the nature of interdependency whether the clauses are of equal or unequal status and logico-semantics, the nature of the relation between clauses. When two clauses are combined, a speaker or writer chooses whether to give both clauses equal status, or to make one dependent on the other. In addition, a speaker or writer chooses some meaning relation in the process of joining or binding clauses together.

Clause complexing convey more of complex ideas than that of clause simplex because within clause complexes, so much information is presented to us from a chain of clauses which have ideas that exist beyond a simple, short sentence. Understanding clause complexing will help you tremendously while trying to learn how to properly structure sentences in English. Another usefulness of clause complexing is that it gives equal attention to two or more ideas in a sentence which are independent and unequal attention to other ideas which are dependent so that the other has emphasis. Clause complexing is very relevant because it allows writers to make connections between ideas, emphasize certain ideas as more important than others, and create transitions between different ideas. Some sentences have two or more equal ideas so you can use clause complexing to show a common level of importance among parts of

a sentence and allows you to convey differences in importance between details of ideas within a sentence.

There are studies done of Ghanaian and foreign newspapers from non clause complexing perspective. For example, Katajamäki and Koskela, (2006) did a study on the rhetorical structure of editorials in English, Swedish and Finnish business newspapers. Frimpong, (2007) and Logogye, (2012) worked on *Modality in the Print Media: A Study of Editorials of some Ghanaian Newspapers*. Shokouhi, (2010) did a systemist “verb transitivity” analysis of the Persian and English Newspaper editorials. Adjei, (2010) did a study on *theme and thematic progression in the Daily Graphic – a study of the editorial and the lead story*. Wekesa, (2012) did a study on assessing argumentative normativity in the English medium Kenyan newspaper editorials from a linguistic-pragmatic approach. Katorri (2014) did a study on syntax of newspaper headlines: semantic and metaphorical shades. Oyiza (2011) did lexico–semantic analysis of viewpoint column of *Punch Newspaper* in Nigeria.

The fact that works on editorials have concentrated on *rhetorical structure, modality, verb transitivity, theme and thematic progression, study on syntax of newspaper headlines: semantic and metaphorical shades* and *lexico–semantic analysis of viewpoint column of Punch Newspaper* issues within or out of grammar or from other perspectives in SFG implies that much needs to be done on clause complexing. Also, the fact that clause complexing provides a certain kind of information or meaning which is lost out in other discussions in the editorials, demands attention. The problem is that not much attention seems to have been given to the arrangement of clauses in the sentences in the newspaper of the selection and pattern of clauses, and the communicative implication that weave from the use of clauses. There are ways which sentences are structurally packed to make meaning in a

discourse or a text and this study would look at the choice of structural types of sentences which dominate in the editorials and the ways in which ideas have been packed; whether they are equalness or unequalness, expanded or projected in editorials and their communicative implications thereof.

### **1.3 Purpose of the Study**

The purpose of the study is to analyse the sentence information in the editorials of the *Daily Graphic*. The researcher wanted to explore the packing of sentences or ideas and other linguistic choices used in the selected text and the messages they carry through pure textual analysis. Again, the researcher wanted to test the clause complexing framework on the editorials to find out how linguistic and logico-semantics choices affect utterances. The study looks at the semantic or information relationships between the dominant or the matrix clause in sentences and the dependent or the subordinate clauses. Specifically, it focuses on the structural types of sentence which are used predominantly in the editorials, the way sentence information relate semantically in editorials and the communicative implications these sentence types have in the editorial.

### **1.4 Research Questions**

The following questions are formulated to guide the study:

1. What structural types of sentence are used predominantly in the editorials?
2. How does sentence information relate semantically in editorials?
3. What communicative implications do these sentence types have in the editorials?

### **1.5 Limitations**

There could be some strengths and weaknesses in every task so a research work of this kind is no exception. For example, procurement of old newspapers for a more objective research work was likely to pose a challenge but the researcher went to school library for the editorials. Again, selecting a newspaper for a period of three months spanning January to March was also a herculean exercise and to solve this problem, Stemple (1952) as cited in Riffe, Lacy, and Fico (1998) strategy for selecting newspapers for a study was the method used. Besides, it was not easy to identify semantic relationships between the sentences, but this problem was solved through meticulous reading, assistance of supervisor, lecturers and friends. Finally, the duration of this study does not allow for a study of clause complexing in all the newspapers in Ghana, hence the choice of one public newspaper, *Daily Graphic*, which relatively seems to be the most circulated and most widely read public newspaper in Ghana.

### **1.6 Delimitation**

Ten (10) editions of the editorials, spanning January, 2014 to March, 2014, were used for the analysis. Since Systemic Functional Grammar is about non-arbitrary choices made by speakers or writers, the choices made by editors in respect of sentence structure and semantic information was the focus of the research. The study was restricted to structural types of sentences; compound, complex and compound complex-sentences and their logical meanings which we call clause complexing in SFG. This work, however, did not look at the classification of clauses such as noun clauses, adjectival clauses and adverbial clauses and their functions neither did it look at simple sentences, declarative, interrogative, imperative and exclamative sentences.

### **1.7 Significance of the Study**

The study is important in many ways. Apart from adding to literature, this study may help the readers to understand the packing of sentence information in the editorials. It is useful because with this analysis, it can make the readers understand clause complexing that they may find in the text or discourse and would also help to merge grammar and semantic in a broader sense. The study would enlighten writers of editorials or journalists on the writing and analysis of the sentences in the editorials of newspapers that they write. Considering the importance editorials play in shaping (even changing) public opinion, it is hoped that the study would contribute to enriching the quality of understanding when reading newspaper editorials by shedding more light on the package of specific structural types of sentences, which are extended or expanded and projected.

Besides, the study will contribute to the growing explorations on the interface between language and media studies. The knowledge, particularly, about clause complexing and language use in such discourses will contribute to the on-going debate on critical discourse analysis based on Halliday's Systemic Functional Grammar (SFG) from Norman Fairclough's critical perspective of discourse analysis. Again, the language of editorials obtained from this study would serve as a useful pedagogy in the teaching and learning of Pragmatics and Discourse Analysis as well as semantics at the university level.

The researcher pursues this study with the understanding that the comprehension and coherence of a text depends largely on the choices and arrangement of elements of sentences that make up the text. By exploring how clause complexes are constructed through the grammar of the clause, on the one hand, and how language has been used or packed to represent ideas of editors. This study will be



a new dimension to the studies on clauses and discourse analysis of editorials in Ghana by scholars or researchers.

The study also has theoretical significance. The clause complexing framework of analysis was developed in systemic functional grammar (SFG) by Halliday in the late 1960s (e.g. Halliday, 1967-8), having borrowed some ideas from the Prague School of Linguists. It has since been applied to texts in several disciplines. The findings of the study will, therefore, have repercussions for the theoretical application of clause complexing to the study of linguistic choices used by editors and the communicative implications that are encoded in the compound and complex sentences and semantic information in such writings. The study will further benefit other researchers who are interested in systemic functional grammar, a descriptive study rather than a prescriptive, to further study the language of editorial discourse in order to identify the ideas or thoughts encoded in the words used in such texts.

The knowledge, particularly about clause complexing will be useful in the field of academia in the teaching and learning of English Language. The daily classroom interaction among teachers and students depend on the use of language as a matter of choice with the clauses as central in every dialogue. The study will impact positively on the teaching and learning of clauses as well as clause complexing at all levels of the academic ladder, more especially in Ghanaian schools. This would actually facilitate teaching and learning of grammar and semantics, comprehension and summary lessons as well as essay writing. The study would also help writers to experience the beauty and effectiveness of text organization within sentential level to discourse and whole text level. It will help readers to interpret and drive the correct meaning of texts using syntax and semantics as a guide. In a similar vein, once this research has been undertaken, the findings that are concerned with language and

editorial discourse will be a useful tool for critics of discourse to consider the linguistic and the extra linguistic elements of editorials in their analysis.

### **1.8 Chapter Summary**

Chapter one takes a look at background to the study, statement of the problem, purpose of the study, research questions, limitations, delimitation as well as significance of the study. The remaining chapters; continue from chapter two to five. Chapter two discusses the theoretical background of the most important issues related to clause complexing, an overview of Systemic Functional Grammar, its fundamental concepts such as three metafunctions, the rank scale, definition and types of clause complex. Again, it looks at some studies done on clause complexing and editorials. Also, chapter three presents the methodology for this study in the following sub headings; research design, the choice of newspaper: *Daily Graphic (DG)* and the editorials, population and sampling techniques, sample size, source and type of data, technique and instrument for data collection, data collection procedure, unit of analysis, extracting the clause complexing from the texts, procedure for text processing and compilation and data analysis. Furthermore, in chapter four of this study, the researcher analyses clause complexes in the editorials on the premises of the three research questions; structural types of sentences, semantic information relationships and communicative implications. Finally chapter five looks at summary of findings, recommendation for further study and implications of the study

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0 Introduction**

This chapter is the review of related literature and theoretical framework under the following subheadings: the main arguments and principles of systemic functional grammar, the conceptual framework of the study, studies into clause complexing framework in analysing texts, and studies into editorials and other newspaper columns.

#### **2.1 Main Arguments and Principles of Systemic Functional Grammar**

Systemic, refers to the view that language is an interrelated set of choices or options for making meaning (Eggins 2004, p.194; Halliday & Matthiessen, 2004, p.31). This implies that language system is wide and has so many connections which help us to understand how language works. Besides, functional, refers to the view that language has evolved to do what it does, that is, satisfying human needs, the variety of purposes language is used for and what it has evolved to do in order to make meaning (Halliday & Matthiessen, 2004, p.24; Halliday, 1994). This also suggests that language is designed to have a practical use for the intension and wishes of human diverse needs. The researcher is of the view that these systems and functions of

language will be useful in this thesis because this will help the researcher to identify the resources which have been put together to form a coherent unit in the clause complexes for this study.

Systemic functional grammar analyses language as a social-semiotic of communicative meaning-making and aims to explain the internal relations in language as a system network of choice (Zhuanglin, 1988, p.307; Halliday & Matthiessen 2014, p.23; Gonzales 2008, p.9). In systemic functional grammar, language can be analyzed from different levels; (i) from below (phonology), (ii) from round about, (operator) (iii) from above (semantics) (Halliday & Matthiessen, 2004, p.119). Systemic functional grammar emphasises the view from above or semantics and view language as *meaning potential*. For Halliday, grammar is described as systems, on the basis that every grammatical structure involves a choice from a describable set of options and language as functional, it means that language is organized to satisfy human needs and not for itself.

In an answer to the question, what are the basic functions of language, in relation to our ecological and social environment? Halliday and Matthiessen (2004, p.30) have this to say:

We suggested two: making sense of our experience, and acting out our social relationships. It is clear that language does – as we put it – *construe* human experience. It names things, thus construing them into categories; and then, typically, goes further and construes the categories into taxonomies, often using more names for doing so...

The authors are trying to say that we use language for common knowledge through our experience and interaction with people and therefore language actually helps us to understand each other in our day to day activities. Halliday and

Matthiessen (2004, p.30) say that language mainly serves three functions called *metafunctions*: *the ideational, interpersonal and textual* meta-functions. Metafunctions refer to the intrinsic functions that language is meant to perform in society and is used to describe functions in order to distinguish them from particular speech acts such as *'describing'* and *'informing'*, and also to emphasise the fact that they are inherent in the very structure of language (Halliday & Matthiessen, 2004, p.31). Metafunctions imply the purpose or over-riding idea of using language and was adopted to suggest that function was an integral component within the overall SFG theory. Each of these three metafunctions is about a different aspect of the world, and is concerned with a different mode of meaning of clauses and is based on human life and also about human conceptualization of the world of experience (Halliday, 1994, p.34; Gonzales 2008, p.9). This is the basis of Halliday's claim that language is *metafunctionally* organised and argues that the *raison d'être* of language is meaning in social life and choices, and for this reason all languages have three kinds of semantic components (Halliday & Matthiessen, 2004, p.3, 31).

The *ideational* metafunction refers to the use of language to represent experience and meaning (Halliday & Matthiessen, 2004, p.30). It can be subdivided into *experiential* and *logical* meaning. *Experiential meaning* is concerned with the "things" that we can talk about to conceptualise the experiential world to ourselves, including the inner world of our own consciousness (Halliday, 1971, p. 106). The second component of ideational metafunction refers to the logical semantic relationships that exist among the structural units of language such as coordination, subordination, modification and apposition (Halliday, 1971).

Besides, the interpersonal metafunction indicates that while construing, whenever we use language, there is always something else going on so language has

resources for enacting humans' diverse and complex social relations and is concerned with establishing and maintaining the interaction between the speaker and the hearer. Halliday and Matthiessen (2004, p.29) refer to interpersonal metafunction as “a proposition, or a proposal, whereby we inform or question, give an order or make an offer, and express our appraisal of and attitude towards whoever we are addressing and what we are talking about.” Shore (1992, p.44) indicates that interpersonal meaning is the meaning associated with language as a way of getting things done, as a way of acting upon the world in which we live. This means that interpersonal meaning enable us to use language to perform the various activities that we do in the world because the understanding of the motives behind utterances, generally, is very crucial to successful communication. This involves relationships between individuals and how we express ourselves in the speech community. This also suggests that, the interpersonal meaning is our construction of social relationships, both those that define society and our own place in it, and those that pertain to the immediate dialogic situation. Interpersonal meaning can be subdivided into *interactional* and *attitudinal* meaning. Interactional meaning has to do with the interactional roles that are created in the speech situation. Attitudinal meaning is concerned with the way in which the speaker (or listener) relates to what is being said.

Finally, *Textual* meaning relates to the way which allows the speaker to create a language to make links with itself and with the situations in which it is used as a resource for enabling kinds of meanings to come together in coherent text (Zhuanglin, 1988; Halliday & Matthiessen, 2004, p.30-3).

It could be said that metafunction is a specialized form of language used when discussing or describing the structure of a language. These forms are intertwined so that users of language can make adequate information from the way they explore the

elements of speech within their speech community. The researcher affirms Halliday's position and is of the view that language is *Metafunctional* because we use language in multiple and complex ways to talk about our experience of the world, including the worlds in our own minds, to conceptualize and describe events and states and the entities involved in them. Also, we use language to interact with other people, to establish and maintain relations with them, to influence their behaviour, to express our own viewpoint on things in the world, and to elicit or change theirs. Again, in using languages, we organize our messages in ways which indicate how they fit in with the other messages around them and with the wider context in which we are talking or writing. Therefore, metafunction is concerned with how the speakers generate utterances and texts to convey their intended meanings that relate language to the outside world where speakers and their social roles matter.

## **2.2 The Clause in Systemic Functional Grammar and Traditional idea of Clause**

Systemic Functional Grammar perceives the clause as the highest and central grammatical unit for construing our world of experience, enacting our world's interpersonal interactions, and managing the free flow of discourse across a text. Downing and Locke (2006, p.5-27) say that the clause in systemic functional grammar is the major grammatical unit used by speakers to ask questions, make statements and issue directives. They continue that:

The clause or simple sentence is the basic unit that embodies our construal of representational meaning and interpersonal meaning. The clause is also the unit whose elements can be reordered in certain ways to facilitate the creation of textual meaning. The three kinds of meaning derive from the consideration of a clause include: (a) the linguistic representation of our experience of the world; (b) a communicative exchange between persons; (c)

an organised message or text (Downing & Locke 2006, p.5).

This implies that the clause itself is regarded as a meaningful unit which realizes a conglomeration of functions for communication. Thus, the argument put forward by Downing and Locke suggests that the clause is the same as a sentence which have the same strands of meaning in language to represent experience of the world, to barter communication between people and to arrange message in a coherent way. Halliday and Matthiessen (2004, p.309) point out that there are three (3) lines of meaning in a clause which are oriented through a combination of three different structures deriving from distinct functional components.

- (i) A clause has a meaning as a message, a quantum of information.
- (ii) A clause has a meaning as an exchange, a transaction between speaker and listener.
- (iii) A clause has a meaning as a representation of some process in ongoing human experience.

*Source (Halliday & Matthiessen, 2004, p.58, 59, 60).*

It could be said from the above that, as a message, the clause has a discrete unit of communication from a speaker intended for consumption by a recipient or a group of recipients. As a message a clause serves as a unit in which meanings of different kinds are combined. One element in the clause is enunciated as the *Theme* and the other is the *Rheme*. The *Theme* is the starting-point or point of departure for the message and the remainder is the *Rheme*. Thus, in any given language, the message is organized as a *Theme-Rheme* structure.

Also, as an exchange, the clause becomes the act of giving something to someone and them giving you something else. In clause as an exchange, the

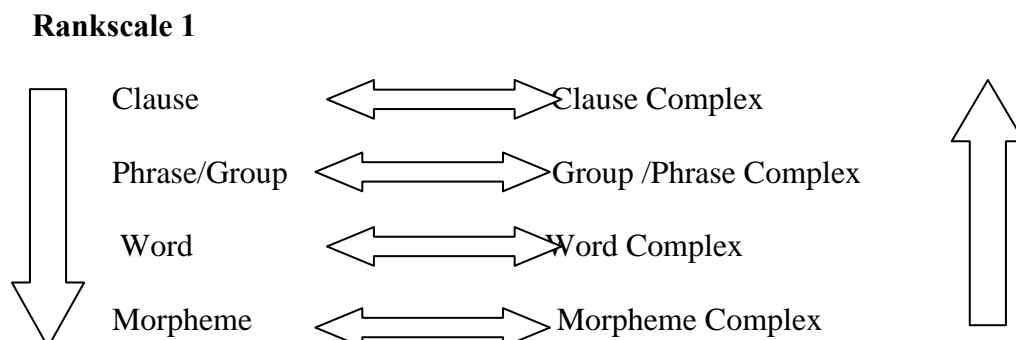


interpersonal meaning between the speaker and the hearer is expressed by choices between declarative, interrogative and imperative moods. The mood systems are choices between different roles which a speaker can select for himself and for his hearer (Berry, 1975: 166). Each mood type is basically associated with an illocutionary act: the declarative expresses a statement, the interrogative a question, the imperative a directive such as a command; and the exclamation an exclamation (Downing and Locke, 2002: 164-165). The three main acts, however, are realized grammatically in the following way: the indicative is the grammatical category for the exchange of information, the imperative realizes a directive within the indicative, it is the declarative clause which expresses a statement and the interrogative a question. Each clause chooses between indicative and imperative. Thus, the clause [*They are angry*] has chosen indicative, while [*Open the door*] has chosen imperative.

Finally, as a representation, the clause is organized through some processes to systematize the world and reality through the act of naming and relating its elements. According to Halliday a language evolves in response to the specific demands of the society in which it is used –the nature of language is closely related to the functions it has to serve”. –It reflects aspects of the situation in which it occurs”. We use language as an instrument of thought or to conceptualize or represent the experiential or real world to ourselves, including the inner world of our own consciousness. Therefore, another name for clause as representation is clause as experiential construct. What is centrally important in clause as representation is the *Process*. It is so because it is the *process* that largely determines the types of participants or speakers that are possible. Halliday refers to it as the system of *transitivity*. *Transitivity* is the overall resource for constructing goings on (experience). It means the kind of activity expressed by a sentence, participants and the manner of participants.

Halliday and Matthiessen (2004, pp.9, 10, 309) view the clause as the highest grammatical unit on the rank scale. In this scale, it implies that clauses consist of groups/phrases, which rotate to consist of words, and words consist of morphemes. Halliday and Matthiessen (ibid), continue that the clause is the central processing unit in their description of lexis and structure which we refer to as lexicogrammar — in the specific sense that it is in the clause that meanings of different kinds are mapped into an integrated grammatical structure. Again, they construe that the clause is the mainspring of grammatical energy in systemic functional grammar. This suggests that the clause is the most important part of language, providing support for everything else that we do as humans or the clause is the most important reason for language; and the thing that makes ideas in a language reveals.

It is significant to say that in dealing with systemic functional grammar, rank plays a pivotal role. Halliday and Matthiessen (2004, p.5) explain rank as the hierarchy of units that reflects the basic realization patterns and orders units according to their constituency relation: the highest ranking units consist of units of the rank immediately or next rank below, and so on, until we arrive at the units of the lowest rank, which have no internal constituent structure. This suggests that rank in grammar refers to units at a particular position, higher or lower than others. Therefore, systemic functional linguists opine that there is a scale of rank in the grammar of every language. English (which is typical of many) can be represented as:

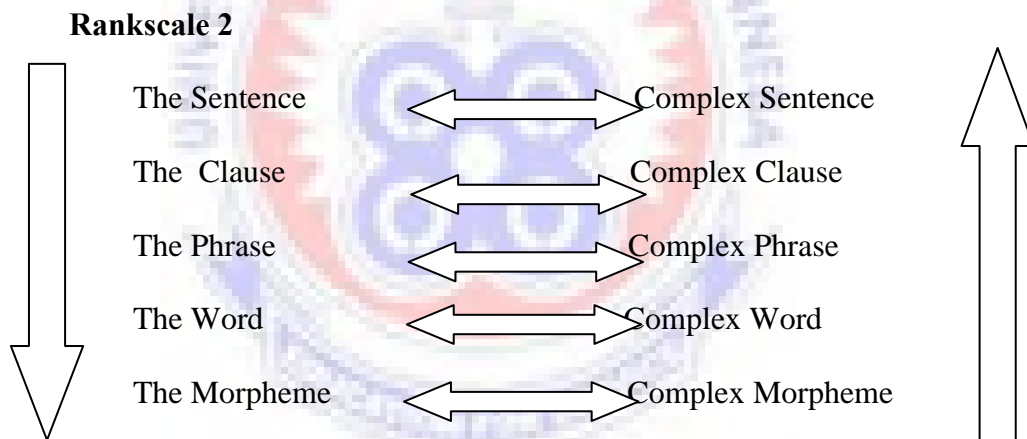


*Adopted from Halliday and Matthiessen systemic functional grammar (2004:9)*

From the diagram above, the left arrow indicates the movement of the units from the clause which is the highest in rank to the morpheme which is the lowest in rank. The left arrow shows the morpheme complex as the smallest unit on the rank and the clause complex as the highest unit. The middle arrows indicate the units develop to complex relations. This suggests that units on the rank relate vertically and horizontally. Vertically, units of the rank start from the lowest to the highest or vice versa. Horizontally, units of every rank relate to form *complexes*: not only clause complexes but also phrase complexes, group complexes, word complexes and even morpheme complexes may be generated by the same grammatical resources. The above diagram implies that in systemic functional grammar, the position of the clause in the hierarchy of grammatical units or what is referred to as the rank scale, either from the highest to the lowest or from the lowest to the highest; (the clause) is the highest unit on the rank. The left arrow indicates a morpheme as the smallest on the rankscale and the right arrow also shows the clause in the hierarchy as the highest of the grammatical units on the rank scale from the lowest complex to the highest complex. The middle arrows also indicate the way the units on the rank relate and extend from single to complexes.

Contrary to Halliday and Matthiessen's view on clause as the highest, Quirk, Greenbaum, Leech, and Svartvik (1985, pp.42, 43), see the clause as the second highest unit in the rank scale. Though the two authorities disagree on the position of the clause, they appear to share similar view. For example, they explain that the existence of unitary constituents also lead to a superficial difficulty in talking of units of different 'size' or 'length'. In this sense, units of grammar may be placed in a

hierarchy of potential size or extensibility as follows: highest unit: *sentences*, which consist of one or more *clauses* which consist of one or more *phrases*, which consist of one or more *words*, which consist of one or more *lowest unit*: morphemes. This suggests that in grammar rank is very important to enable us to distinguish between the positions of each unit. Thus, it is quite clear that one could use clause and sentence to serve a purpose of disseminating information because we can infer that both of them could contain a definite idea. The researcher is of the view that the notion of clause in SFG and the notion of sentence in traditional grammar are on the same pedestal since the two grammatical movements opine that clause and sentence can be viewed as realizing several levels of meaning into a single linguistic constituent.



*Adopted from Quirk et al (1985, pp.42, 43)*

From the above, the sentence is seen as the highest on the rankscale in traditional grammar while the clause which is the highest in systemic functional grammar is ranked next to the sentence. Each of the units also relates to form complexes. The argument so far suggests that a clause from the point of view of SFG is equivalent to sentence in structural grammar though they do not have similar stand on the grammatical rankscale. This argument is supported by Setial, and others (2009, p.1) that the technical term of “-elause” in systemic functional grammar is identical

with ‘\_sentence’ in the formal grammar. Traditional grammarians define a clause or sentence as a word or group of words that contains a subject and a predicate and can be a whole or part of a sentence-each of which can be expressed or implied”. A clause may be either a sentence (a main clause or an independent clause) or a sentence-like construction within another sentence (that is, a dependent or subordinate clause). A main or independent clause has a subject and a predicate. It expresses a complete thought and can stand alone as a sentence. The independent clause or main clause can stand alone and make a complete thought, but the subordinate or dependent clause cannot. When an independent clause is standing alone without any other clause around (either before or after it), it becomes a simple sentence (Oluikpe 2002; Sekyi-Baidoo, 2003, p.489 Adedun 2012, p.171; Ademola-Adeoye 2014, p.75).

The researcher is of the view that the clause and the sentence are the highest units in the grammatical rank scale because the clause and the sentence are semantically described to have a complete sense. Again, the clause and the sentence can be seen as the mainspring of grammatical force and they are viewed as the central unit of language which can manifest meanings of different kinds of three metafunctions of the language; and there seems to be, consequently, no actual need for any further function to be realized by a higher grammatical unit than the clause and the sentence.

### **2. 3 Main arguments and principles of Clause Complexing (CC)**

According to Halliday and Matthiessen (2004:363, 367), the concept of ‘clause complexing’ refers to how clauses or sentences are linked to one another. There are two systems involved in the formation of clause complexes: The taxis and logico- semantic systems: the taxis is a system that describes the type of interdependency which linked clauses into a clause complex. The system of taxis

captures the independent or dependent relationships between adjacent clauses. There are two options: parataxis (a relationship between equal clauses) and hypotaxis (a relationship between unequal clauses). In parataxis, clauses relate to each other as equals or independents. In hypotaxis, clauses relate to each other in a modifying or dependency relationship. There is one clause (the Head clause) which could stand alone as a sentence and the other clause (the modifying or dependent clause) cannot stand alone as a sentence. Tãm (2013, p.1) explains that a clause complex is made up of clauses or the combination of clauses which make up the clause complex. Clause complexing implies the situation where a clause is bonded with another clause to make a single complex structure. The systemicists use the term for the grammatical and semantic unit formed when more clauses are linked together in certain systematic and meaningful ways. Each bond in such a complex according to Halliday and Matthiessen (2004, p8) is called a nexus. A nexus could be seen as the extension of a single clause with two or more clauses with semantic relationship to make it clause complexing.

From the above, one could say that clause complexing involves; the clause and the clause complexes and semantic relationships between them, where the clause complex is made up of clauses and the clause complexing itself is a number of clauses which have a central idea call the dominant or *domain* and the other ideas call the dependent or *codomain*. The clause complexing is not based only on grammatical relationships but on semantic relationship. Next, are the strategies for linking the dominant clauses and this is where the taxis operate. The taxis implies the grammatical relationships between the sentences whether they are compound, complex, or compound-complex sentences. It could be inferred that clause complexing is an amalgamation of two or more sentences, whether two or more

complete (independent) or reliant (dependent) sentences to indicate which ideas weigh equal importance or unequal importance and the kind of meanings which are associated with each complex structure.

Tâm (2013, p.27) further states that in their use of language, people in several cases tend to expand and project their arguments outwards by combining the original clause with other related clauses into series of clauses with the main clause as the core of the message and the coordinate or subordinate clauses as the peripheral information added to reinforce the message. The researcher is of the view that in the clause complex, one clause is put next to the other, so the clause complex is still at the same rank as the clause. The speaker/writer conveys some certain intended meaning of coordination or subordination through the way s/he combines clauses or sentences and the original clause from which the complex is extended can be traced by the listener/reader basing on the semantic relations between the clauses.

The researcher sees clause complexing as manifesting the same three metafunctions of language as each of its constituent clauses does. For example, if the clause is a single move, the clause complex is a sequence of moves. If the clause is a single message, the clause complex is a sequence of messages, with more than one thematic structure. He concludes that a clause complex represents a sequence of linguistic phenomena logically connected by structural and semantic relations with communicative implications; therefore clause complex is a logical combination of clauses. These complex structures are found in the editorials of *Daily Graphic* which this study seeks to explore. The researcher sees the clause as the act of movement; a presentation of ideas of an event or happening.

#### **2.4 The Use and Effect of Clause Complexing**

Halliday and Matthiessen (2004, p.365) opine that:

Semantically, the effect of combining clauses into a clause complex is one of *tighter integration in meaning*: the sequences that are realized grammatically in a clause complex are construed as being sub-sequences within the total sequence of events that make up a whole episode in a narrative.

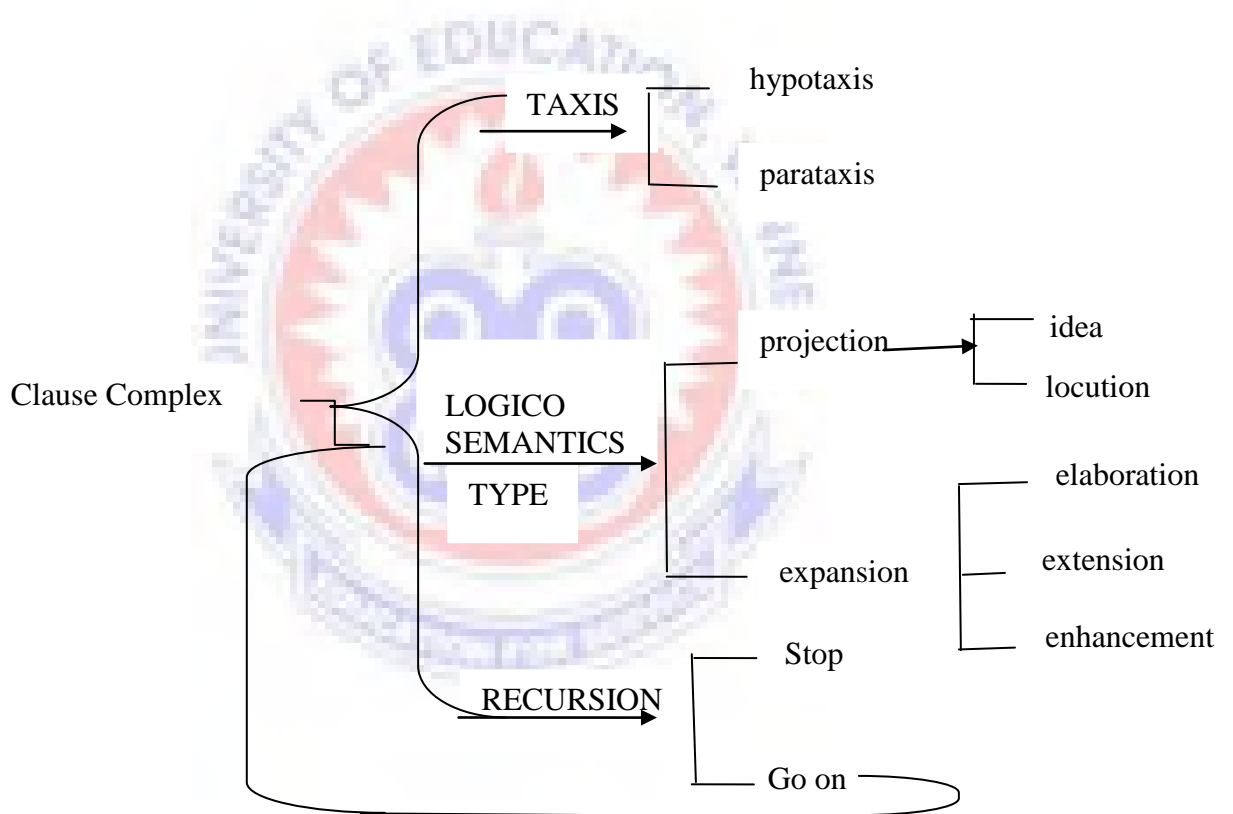
This implies that clause complexing allows for succession of clauses to express meaning. It is very complicated, consisting of several clauses and illustrates how resources are used to change patterns to suit the development of text in real time. Again, clause complexing has effect on development of a message because it expands or projects the message from one clause to another. This will help the researcher in a way to review how the clauses relate in the editorials because he believes that the clause used in the editorials will need the better understanding to gain the correct information so that the readers will understand about the content properly.

It could be said that in language use, people in many instances tend to expand their arguments outwards by combining the original clause with other related clauses into series of clauses with the main clause as the core of the message and the coordinate or subordinate clauses as the peripheral information added to reinforce the message. They use language to describe not only the nonlinguistic phenomena but also to report or quote the linguistic phenomena as well, allowing the reported or quoted clauses to enter into a combination of clauses as the projected part in the whole combination. That is how clause complexes are constructed from clauses. As the single independent clause, it can be thought of as the linguistic expression of a complex situation. Moreover, a clause simplex is a clause itself. A clause complex can be built up from more than one clause simplex linked together with another clause simplex in certain systematic and meaningful ways.



## 2.5 Ways of Considering Clause Complexing

There are two ways of considering clause complexing which Halliday refers to as (a) Taxis and (b) Logico-Semantics. The taxis is about grammar and the logico-semantics is about meaning. Grammatically, clause complexing involves equal and unequal relationships of structural types of sentences. Semantically, clause complexing is about the meaning relationships which are oriented within clauses which are combined to form a single unit. The taxis and logico-semantics have been presented in the diagram below.



*Clause-complexing system network adopted from Halliday and Matthiessen (2014: 438)*

From the above it is significant to note that the diagram explains the basic systems which determine how one clause is related to another. From the top of diagram, the clause complex system involves a) taxis which consist of parataxis and hypotaxis which represent the structural types of equalness (paratactic) or unequalness

(hypotactic) relationships between sentences; b) logico-semantics which involves expansion (elaboration, extension and enhancement) and projection (locution and idea) which represent the meaning relationships between sentences. The taxis and logico-semantics would be relevant to the study because they explain the kind of relationships between the adjacent clauses within the clause complex. The recursion which involves stop and going on would not be used in the analysis.

## 2.6 The Grammatical Consideration: System of Interdependency

The grammatical properties of clause complexes are realized through the interdependencies or relations between elements of clauses in the clause complexes. These relations are pivoted in the analysis of clause complexing. This will be useful in the study because it will help to address the first research question which deals with the structural types of sentences predominantly used in the editorials.

**Table 1: Clauses in paratactic and hypotactic clause complexes**

<b>Taxis</b>	<b>Clauses</b>	<b>Primary</b>	<b>Secondary</b>
<b>Parataxis</b>		1 (initiating)	2 (continuing)
<b>Hypotaxis</b>		$\alpha$ (dominant)	$\beta$ (dependent)

*Source Halliday and Matthiessen (2004:442)*

From the above table, the taxis system includes parataxis and hypotaxis which explains the structural interdependencies of clause complexing. The parataxis has clauses which are independently joined together to form clause complexes. The initial clause in the paratactic clause complex is called the initiating or the primary clause which is labeled as 1 while the second independent clause which add up to make a clause complex is called the continuing or secondary clause which is identified as 2.

This indicates that in paratactic clause complexing, the initiating and the continuing clauses are of the same or equal statuses and can make a complete sense when they stand alone. Also, in the hypotactic clause complex, there is a dominant clause signaled by alpha  $\alpha$  and dependent clause labeled by beta  $\beta$ . This explains that in the hypotactic clause complex, either the dominant clause or the dependent clause could begin or end the clause complexing.

### 2.6.1 Parataxis: Degree of Equivalence

Parataxis is comparable to coordination or compound sentence which refers to the degree of equal or balanced status and it is binding together of two or more independent clauses which are considered as primary or initiating and secondary or continuing clauses (Halliday, 1994, p.218). Both the initiating and the continuing clauses are free, in the sense that each could stand as a functioning whole to make meaningful thought. Halliday and Matthiessen, (2014, p.440) use a numerical notation for paratactic structures, therefore, in the analysis the coding used is numerical, such as 1, 2, 3, 4 ... etc.; with agglomeration of many different things brought together which we call nesting to agglomerate the usual way: 11 12 2 31 32 means the same as 1(1 2) 2 3(1 2) 1 stands for the initiating clause or sentence and 2, 3... stand for the continuing clauses or sentences for example:

||| Kukul crouched low to the ground || **and** he moved slowly. |||

*Source: Halliday and Matthiessen (2014:429)*

From the above, there are two clauses that are independent of one another. For example, each constitutes a proposition in its own right and could thus be marked — *Kukul crouched low to the ground, didn'the?* and *he moved slowly, didn'the?*. They could opt for diverse moods; for example, *Kukul crouched low to the ground but did*

*he move slowly?* There is a closely agnate side where the two clauses are not brought together structurally in a clause complex but rather form a consistent sequence: *Kukul crouched low to the ground. He moved slowly* (Halliday and Matthiessen 2014: p.429). Sekyi-Baidoo (2003, p.503) considers Halliday and Matthiessen examples given as choppy sentences which could be corrected to relate the ideas to make it a compound and a complex sentence. This implies that the kind of relationship through compound sentence may be revealed through addition, contrast or alteration, choice, result, comparison, exemplification. Downing and Locke (2006, p.278) indicate that the connecting relationship is made explicit by the coordinating conjunctions (coordinators for short) *and*, *or* and *but*. In listing a sequence of elements, the explicit links may be omitted, although the coordinator is typically retained between the last two items. The coordinator can also be replaced by a comma in short conjoined clauses as in; *This one 's yours, that one 's mine*.

### 2.6.2 Hypotaxis: Degree of Non-Equivalence

Hypotaxis is also comparable to complex or compound-complex sentences which indicate the joining of two or more clauses or sentences which are independent and dependent together. Halliday and Matthiessen (2014, p.434) explain hypotaxis as the binding of elements of two or more clauses which may be treated as being of unequal or imbalanced status, the relation between a dominant clause or sentence is free or can make sense and the dependent clause or sentence is not free or make meaningful thought as in examples below:

|||  **$\alpha$**  *People usually blamed the coach* |  **$\beta$**  *when the team failed to win.* |||

|||  **$\beta$**  *As he came to a thicket,* ||  **$\alpha$**  *he heard the faint rustling of leaves.* |||

Source: Halliday and Matthiessen (2014: p.429)

From the above, the *dominant* or *domain* clause is an independent clause which makes a complete thought but the *dependent* or *codomain* clause is a subordinate clause which does not make sense because in relation and function, if the *domain* is cut off or not present the *codomain* is meaningless. The relation between a dominant unit and a dependent one is signaled in the notation by labeling the clauses with the Greek alphabet, an alpha ( $\alpha$ ) for the dominant clause, a beta ( $\beta$ ) for a dependent clause, and a gamma ( $\gamma$ ) for one dependent on that, and so on (Halliday & Matthiessen, 2014, p.389). In hypotaxis, the dominant clause or primary clause can either precede the dependent or the secondary clause ( $\alpha \wedge +\beta$ ) or follow it ( $+\beta \wedge \alpha$ ). According to Downing and Locke (2006, p.279), the dependency relationship is most clearly signaled by subordinating conjunctions ('subordinators') such as *because*, *although*, *if*, *as*. However, when no subordinator is present, as often happens with nonfinite clauses, as in *Clutching her umbrella, she hurried to a bus shelter*, the non-finite form itself indicates dependency.

## 2.7 The Logico–Semantic Consideration of Clause Complexing

The Logico-Semantic system answers the second research question of this study. It deals with sentence information and the meaning relationships which are expressed in within the clause complexes in the editorials. This will be useful in the analysis because it forms part of relations between clauses in clause complexing. Logico-semantic is a unique term in systemic functional grammar which represents the basic nature of the relation between clauses and semantic motifs that run throughout the language as a whole (Halliday, 1994, p.225; Halliday & Matthiessen, 1999, p.127; Halliday & Matthiessen, 2014, p.432). The logico-semantic system describes the specific type of meaning relationships between combined clauses and these interdependencies of clause complexing are of two types: *Expansion* (where one

clause develops or extends on the meaning of another) and *Projection* (where one clause is quoted or reported by another clause). Expansion consists of three options: –elaboration” (relations of restatement or equivalence), –extension” (relations of addition) and –enhancement” (option of development). Projection offers two choices: –locution” (where what is projected is speech or what someone said) and –idea” (where what is projected is thinking or what someone thought). These two types of relation correspond, in turn, to different process or verb types: projection corresponds to verbal and mental clauses, and expansion corresponds to relational clauses (Halliday & Matthiessen, 2014, p.246, 253, 254). The table below shows various possibilities.

**Table 2: The Logico-Semantic Relations**

Expanding	Projecting
<b>Para-tatic</b>     1 <i>Lectures are in the morning,</i>    2 <i>office hours are in the afternoon.</i>	1 <i>I said:</i>    2 <i>“Well, I love the games.”</i>
<b>Hypo-tatic</b> -    β <i>If you start trouble,</i>   α <i>we’ll finish it.</i>	α <i>We believe</i>   β <i>that he will accept.</i>

*Source Tām (2013:34)*

This implies that the meanings of the clauses are relationally structured so that one unit is interdependent on another unit through expansion or projection. There is a wide range of different logico-semantic relations any of which may hold between a primary and a secondary member of a clause nexus (Halliday, 1994; Gerot & Wignell, 1994, p.89; Halliday & Matthiessen, 2014, p.443).

### 2.7.1 Expansion

Expansion involves three types of meanings where the secondary clause enlarges the primary clause by one of the three following ways: elaborating it (elaboration), extending it (extension) or enhancing it (enhancement) (Halliday, 1994, p.225; Halliday & Matthiessen, 2014, p438-443). According to Halliday (1994, p.219), these types of meanings are also intertwined with the taxis to consist paratactic and hypotactic elaboration; paratactic and hypotactic extension; paratactic and hypotactic enhancement.

#### 2.7.1a. Elaboration

Elaboration means providing detail information (relationship of restatement); saying the same thing over again, either by direct repetition, or by rewording it, clarifying it, or giving an example. In clause combining by elaboration, one clause expands another by elaborating it in greater detail, by exemplifying it or by clarifying it in other words. In elaboration, the secondary clause gives more information to the information in the initial clause. According to Halliday (1994, p.225), the secondary clause does not introduce a new element into the picture but provides a further characterization of one that is already there. This is done by restating, clarifying, refining, or adding a descriptive attribute or comment. The words which usually precede this clause are, such as: i.e., e.g., namely, for example, viz. 'restating in other words, specifying in greater detail, commenting, or exemplifying. The codification used for this relation is the equal (=) sign, for example:

||| *Ghanaians*, = *i.e. people who live in Ghana*, are now doing lots of efforts to stop corruption. ||| =

The clause in bold is the elaborating one. That clause gives detail information of the meaning elaborated. In the above example, the clause *people who live in Ghana* elaborates *Ghanaians*.

### 2.7.1 b. Extension

Extension means adding something new (relationship of addition or variation), giving an exception to it, or offering an alternative (Halliday 1994, p.230, Gerot, *et al.*, 1994, p.90). This implies that in clause combining by extension one clause expands another by addition of fresh information, giving an alternative or an exception. Extension functions as to extend a clause by adding up new information and the code used is a plus (+) sign. This clause is usually preceded by conjunctions, such as: *and*, *but*, *than* *or*, *for example*;

*Kwame can drive very nicely + and he also plays the piano very well.*

+

The clause *he also plays the piano very well* extends the meaning of the clause *Kwame can drive very nicely*. Kwame does not only play the piano but drives very nicely.

||1 The window in the room was open || 2 and half noises came of from the street||

(Horton, 1996: 242) cited in Thanh (2008:11)

### 2.7.1c Enhancement

Halliday (1994, p.232) explains enhancement as –qualifying it in one of a number of possible ways (relations of time, space, cause, manner, condition). Enhancement provides explanation on the circumstances of the clause, such as circumstance of place, time, cause, etc. In clause combining by enhancement, clauses of time, place, condition, purpose, cause or concession expand the primary clause by contributing these circumstantial features. In enhancing, one clause expands another



by embellishing around it: qualifying it with *\_so*, *yet*, *then*‘. The code given to this clause is a multiplication (x) sign, for example:

||| *I would call you* || x *soon after I accomplished this offer*.|||

x

The clause *soon after I accomplished this offer* explains when I will call you.

||| My business continued to grow, || and so I decided to get one more man to help  
write legal papers. |||

(Melville, 1996: 58) cited in Thanh (2008:12)

## 2.7.2 Projection

Projection is seen as speech and thought representation by joining two or more clauses to consider the clause being projected. There are two types of projection; *locution* and *idea*. The projecting clause (mental or verbal clause) in itself is a representation of experience. That is, projection brings into existence a world of wording (*→locution*”) or meaning (*→idea*”) and fleshes out the intervention of human consciousness. In terms of the speech function of the projected clause, it can either be information (proposition) or goods-&-services (proposal) (Halliday & Matthiessen, 2014, p. 135-138) Projection relationship can be either paratactic or hypotactic. Paratactic projection clauses are typically *\_direct speech*‘ while hypotactic projection clauses are indirect speeches.

### 2.7.2a Locution

In locution, one clause is projected through another, which presents it as a locution, *\_says*‘ a construction of wording. Locution is about quoted or reported speech. When what is projected is locution, the code given is double apostrophes (*→*

(Halliday & Matthiessen 2014, p. 217, 444). The word precedes this clause is usually a verbal process, such as: *say, state, tell, explain*, etc.; for example:

*The researcher stated “**that the research’s scope was throughout Ghana**”.*

||| "1 "Let's record!" || 2 Opoku declared. |||

### 2.7.2b Idea

In idea, one clause is projected through another, which presents it as an idea, a ‘thinks’ construction of meaning. Idea is about quoted or reported thought which must be projected from a mental process. When what is projected is an idea or thought, the word which precedes this clause is a mental process, such as: *think, imagine, see, feel, believe* etc., and the code is single apostrophe (‘) to signal Idea; for example:

*The doctor saw **,that the symptoms refer to obsessed’**.*

*When will we win the coveted Teachers Award? **‘Opoku wondered.’***

***‘Opoku wondered’** when he would win the coveted Teachers Award.*

**Table 3: Categories for Logico-Semantics analysis of Clause Complex**

Logico semantic	Taxis relationships	
	Parataxis	Hypotaxis
Elaboration	exposition	finite
	exemplification	non-finite
	clarification	
	Addition, Variation	Finite , non-finite : addition
Extension	Alternation	Additive, adversative, variation replacive, subtractive

<b>Expansion</b>		(i) temporal: same time, later time	(i) Finite (a) time (b) place concrete place, abstract place
		(ii) spatial: same place	abstract place shading into matter
		(iii)manner: means comparison	(c) manner: quality comparison (d) cause-condition
		(iv) causal-conditional cause: reason	cause: reason cause: purpose
	enhancement	(a) cause ^ effect	cause: result
		(b) effect ^ cause	concession
		condition: positive	condition: positive
		condition: negative	condition: negative
		condition: concessive	(ii) Non-finite: time, concession
		(a)concession	^ Condition, manner: means
	consequence	time cause: reason cause: purpose cause: result	
<b>Projection</b>	Locution Idea	Quoting (‘direct speech’): verbal process, parataxis	Reporting (‘indirect speech’): mental process, hypotaxis

## 2.8 Studies into Clause Complexing and Editorials

A number of researches have already been done on clause complexing. Some of these studies are directly relevant to the current study, there are other researches which are perhaps not directly on the topic but they might be relevant to the investigation. Related to the topic, there is a previous research that is conducted by Srinon and White (2007) on clause complex in a small number of argumentative texts written by three students at Thai Government University. The study adopts both qualitative and quantitative methods to analyse the issue of clause complexity based on inter-clausal relations (logico-semantic relations), coordination (parataxis) and subordination (hypotaxis) as mainly outlined by Halliday (1994), Halliday and Matthiessen (20014) and Martin (1992). Relations between clauses were categorized firstly according to whether, in Halliday’s terms, they were “paratactic” or “hypotactic” and secondly according to whether they involved, expansion; extension, elaboration or enhancement. It is necessary to review this work because it deals with

aspect of taxis and expansion which forms part of the analysis of clause complexing in this study. The gap in the work is that they did not apply an extensive work on projection which is also an aspect of logico semantic–relation. It may therefore be appropriate to also investigate the use of projection in the editorials of the *Daily Graphic* in Ghana. Therefore, the researcher wants to take up the previous research so that this research would be more completely comprehensive rather than the previous research.

Besides, Thanh (2008) studies more about one phenomenon in language, –expansion and its realization in the short story *The Law of Life* by Jack London. The study focuses on expansion, which enables us to understand the logico-semantic relations that structure a text. For this reason, the data presented only consist of clause complexes, which belong to the category of expansion. Therefore, he analyses a randomly chosen text in terms of expansion to see how the findings can help to understand some features of the text and the intention of the writer. The descriptive and analytical methods were used as the principal methods. The descriptive method is concerned with the description of concepts related to expansion while the analytical method was used when he was analyzing the text.

Thanh (2008) numbered all the clauses in the analysis and he uses ordinal numbers at the beginning of each clause complex to represent the number of clause complexes, while the ordinal numbers in brackets signify the number of clauses in the complexes. In all, he counted 49 clause complexes in the text which consist 107 clauses (Thanh, 2008:34). The work was comprehensively done on expansion as he indicates that “many other clause simplexes and clause complexes of projection type, which are not the focus of this study, are not included...the relations of expansion will be the focus of the next chapter” (Thanh, 2008, pp.14, 35). It is potent to indicate that

the study could be useful in the analysis; it really touched the taxis and expansion relations of clause complexing. This suggests that the analysis was blind to projection as far as logico–semantic and its relations are concerned.

Furthermore, Rukmini, (2010) does a study on the logico-semantic relation of clause complexes in the abstracts of the final project reports produced by the English department students of Universitas Negeri Semarang. The work focuses on the clause complexes students make use in writing abstracts to suit their length which is not longer than a page. The results reveal that the clause complexes are of both parataxis and hypotaxis whereas the logico-semantic relations are elaboration, extension, enhancement and idea projection. The study uses descriptive qualitative, therefore the results are the description of the taxis, logico-semantic and their realization of the abstracts produced by the undergraduate students of the English department of the University. The work by Rukmini, (2010) did not explore the locution aspects of the relations in clause complexing. But it will be relevant to this study because relations of parataxis and hypotaxis were handled in detailed.

It is quite clear that Srinon and White (2007), Thanh (2008) and Rukmini, (2010) did extensively on expansion relations of logico-semantic aspect of clause complexing but these studies did not look at projection which is also a vital aspect of the analysis of clause complexing. Thus, there is the need for the current study to fill this gap.

Another work that relates to clause complexing is by Yanuar (2013) who analyses clause complex in English textbooks written by native and non-native speakers at English Education Department Teacher Training and Education Faculty in Muria Kudus University. The writer used descriptive qualitative as the research design. The data was grouped into taxis and logico–semantics whiles the clauses were

numbered and based on the analyses of the data, it was realised that the kinds of taxis in English textbooks written by native and non-native speakers are paratactic and hypotactic. The study did not expatiate the logico-semantic relations which are used in the English textbooks written by non-native speakers. However it is important to review this work because the taxis relations which also form part of the analysis of clause complexing in this study were dealt with. The work by Yanuar (2013) seems to defer from Srinon and White (2007), Thanh (2008) and Rukmini, (2010) because he did not expatiate the logico-semantic relations, instead he did an expansive work on the taxis relation between combined clauses in the English textbooks written by non-native speakers.

Sriniwass (2009) does an investigation into the system of taxis and logico-semantic relations on three analytical chemistry textbooks used at the undergraduate level in the University of Malaya. Through the use of tables, the data or the text was displayed as a numbered series of ranking clauses and were distinguished for dependency and interdependency relations. The analysis of data involves constant comparing of instances of one category with another in an attempt to refine the patterns that emerge. The study did not outline the sub types of expansion and projection in detail.

Setial, et al (2009) do a study on clause complexing and experiential realization in court texts (Bali Bomb Case I) from eleven texts, a number of 305 clause complex nexus, consisting of 51 parataxis and 48 hypotaxis and logico-semantic relations are 95 expansions and 4 projections. The findings involve the realization of taxis and logico-semantic relations of clause complex. The study did not go into detail to look at expansion and projection relation in clause complexing. The

study by Setial, et al (2009) and Yanuar (2013) are similar because they really focused on the taxis relations of clause complexing.

Those previous researches above used functional grammar to do analysis of clause complexing and the researcher thinks they are very relevant to the current study because these studies used the aspects of clause complexing (taxis or logico-semantic) in one way or the other to analyse the data they provided. The previous analyses mainly focus on the expansion and taxis but they do not focus mainly on projection. From the analysis above, the analysis of the taxis and logico-semantic relations do not focus on editorials of a newspaper. And then the analysis did not describe the communicative implication in the texts provided. There are previous researches conducted in the editorials, but the focuses of the researches were not on clause complexing. This propelled the need for the researcher to pick the editorials for the study of clause complexing.

For instance, Adjei (2010, p.1) does an investigation into the organization of Themes and the thematic structure using editorials and lead stories in the *Daily Graphic*. She uses ten issues of the *Daily Graphic* giving a total of 207 and 231 sentences of the editorials and lead story respectively as the data for the study. Methodologically, Adjei uses a qualitative and textual analysis of the patterns of language use in written journalistic texts and the basic unit for the thematic analysis is the clause. The data was analysed by breaking it into manageable chunks, synthesizing it, searching for patterns and discovering what is important. Adjei (2010, p.104) chooses the *Daily Graphic* because it is one of the few newspapers that have been in existence since independence and it has also been published on a daily basis. Again, she indicates that *Daily Graphic* is a state owned paper and has a lot of appeal to the reading public as far as social, economic and political issues are concerned. The

paper is also extensively circulated and reaches a greater percentage of the newspaper reading public. Adjei also chooses the editorial and lead stories because they are very important sections of the *Daily Graphic*. She indicate that the editorials and lead stories of newspapers, especially the state owned ones such as *Daily Graphic* are read on radio and the radio has coverage of almost a hundred percent in terms of how far it can reach in Ghana if one has access to a radio.

Frempong (2007) also does a study on modality in the print media: a study of editorials in some Ghanaian newspapers. He selected without prejudices four national newspapers which are publicly owned as the primary data for the study. The work was corpus based and the information in the data is the relevant clauses containing modal expressions, which were sampled together with other relevant elements within the context of the expression for the data. In all, 59 editorials form the basis of the data and the data was numbered, with a total of 620 clauses having been collected. The corpus contains 13,134 words and names of newspapers and editorial headings were counted. Frequency tables were devised to demonstrate the distribution of modals. The following theories were adopted concurrently for the study; performativity which indicates that there is action in certain utterance (Austin, 1964), Possible Word Semantics (Kratzer, 1981), and context dependency and lexical specialist (Kratzer, 1981, 1991).

Besides, Shuaibu, et al (2013) did a study on “a stylistic analysis of the syntactic features and cohesive devices in the columnists’ use of English Language in Nigerian Newspapers”. The corpus on which this study was based consisted of selected columns from five selected Nigerian newspapers and two columns were selected from each of the five newspapers based on systematic sampling which made up ten texts. Descriptive and discursive approach was adopted in this study. He said



that it was paramount to adopt the descriptive study because it exposes linguistic features as used in its natural context. The study used a convenient sampling which refers to the ease by which texts are obtained. It is the availability of the newspapers to the researcher that determine their selection.

Ayoola (2013) studies an interpersonal metafunction analysis of selected adverts of two political parties in 2011 general elections in Nigeria. The data for the analysis are presidential advertisements of two political parties that contested in 2011 general election in Nigeria. The political adverts are taken from three Nigerian newspapers- eight advertisements (four from each political party) are selected for analysis in the study.

Katajamäki and Koskela (2006) study the rhetorical structure of editorials in English, Swedish and Finnish business newspapers. The material of their study consists of 22 editorials from three business newspapers. The method they employed is based on argumentation analysis. The analysis of argumentation starts with the interpretation of the primary thesis of the editorial.

Moreover, Shoeb (2008) does a case study of Urdu and English Pakistani newspapers during the 2007 emergency in Pakistan. The research examines the editorials of four Pakistani newspapers, two in Urdu and two in English. The editorials were collected daily from the newspapers' web version from November 3 to December 15, 2007.

Logogye (2012) does an exploration of modal auxiliary verbs used in expressing modality in the editorials of two Ghanaian newspapers in English; *The Daily Graphic* and *The Ghanaian Times*. The study is mainly textual analysis of the occurrences of modal auxiliary verbs distributed in written journalistic texts and explores the meanings conveyed. Both qualitative and quantitative methods were

employed in the study. A total of forty editorials were sampled for the primary data. The total size of the corpus which was examined was 300 sentences. She adopts two sampling methods; the quota sampling was used to select categories of text, while the purposive sampling approach was also used to select samples of each category of text. In this research, the researcher chooses the clause complexing in the editorials as the object of this research. The structural types of sentences that will be analysed are the compound sentences, complex sentences and compound complex-sentences. Besides that, the study will explore meaning relationships between the combining clauses and the communicative implications of language that are produced by editors whenever they want to project their opinions. Because of that, the gap of this research with other researches is about the object of the research that is analyzing the structural interdependencies of clause complexes, the logico-semantic relation in the clause complexes and the communicative implications between the projected clauses. The study uses systemic functional grammar to determine how relationships between clauses are built up to form complex structures in editorials of a newspaper. It is quite understandable that although there are a number of studies done on editorials, these studies did not concentrate on clause complexing and that is why it became very prudent for the researcher to explore clause complexing in the editorials.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.0 Introduction**

In this chapter, the methods and the context for the study are forthwith described. These include the research design, population and sampling technique for the selection of the newspapers, source and type of data, technique and instrument of collecting data, extracting the clause complexing from the texts, unit of analysis, and the data analysis.

#### **3.1 Research Design**

The qualitative design was the main approach used in determining the meanings expressed by the clause complexes in the editorials and condition in which they occurred. Strauss and Corbin (1990) explain that qualitative design is concerned with describing and understanding the context in which behavior occurs. This research method can be used to understand better any phenomenon which is new and also to gain a new perspective on what is already known in order to gain more thorough information that may be difficult to convey qualitatively (Strauss and Corbin 1990).

According to Creswell, (1994, as cited in Merriam 2006, p. 145) the aim of qualitative research is meaning. This implies that qualitative design is used to investigate what something expresses or represents. The major reason for choosing the qualitative design is that the present study, as is demonstrated by the research questions, is descriptive and exploratory in nature. As noted by Creswell (1994), qualitative design, with its flexible procedure, is the appropriate design for exploring and describing phenomena that are prominent to the researcher.

Kaid (1989) identifies seven steps that are involved in doing textual analysis, namely, formulating research questions to be answered; selecting the sample to be analysed; defining the categories to be applied; outlining the coding process; implementing the coding process; determining trustworthiness or credibility; and analysing the results of the coding process. It can be observed that central to doing textual analysis is coding, which refers to the process of putting tags, lines, names or labels against the pieces of data. This approach also enables the researcher to reduce the data into sizeable and meaningful units. The present study assumes that editorial discourse constitutes ideas to make certain kinds of statements or transport meanings of particular social, cultural and political value (Syal, 1994, p. 6). By employing textual analysis, the study aims to reveal the linguistic and non-linguistic meanings encoded in the packaging and presentation of editorials of a newspaper. The study is conducted to understand more about interdependencies and logico semantic relations of clause complexing in the editorials of *Daily Graphic*. Given this nature of study the researcher employed textual analysis to identify the clause complexes and coded them. Again, he formulated research questions to be answered; selected the sample to be analysed; defined the categories to be applied; outlined the coding process; implemented the coding process; determined trustworthiness or credibility; and analysed the results of the coding process. Finally, he identified the types of structural and semantic relationships of sentences and the communicative implications of the projected clause complexing in the editorials.

### **3.2 The Choice of Newspaper: *Daily Graphic (DG)***

Zdrengeha (2013, p.6) construes that “newspapers matter because people of all professions read them on a regular basis”. There is a great variety of news sources nowadays: newspapers and magazines in print media, radio, television and internet in

electronic media; neither the advent of television, nor the internet led to the ‘death‘ of the newspaper because individuals and institutions still subscribe them daily, weekly, monthly or quarterly.

Newspapers are relevant and essential to society because they give us news and views. There is a wide variety of texts we come across daily in newspapers and many different ways to approach them. Newspapers deal with profuse use of clauses for expression of opinions or ideas. These expressions could be seen through the use of sentences, clauses, phrases etc. (Zdrengeha 2013, p.6).

The *Daily Graphic* is a public newspaper and has distinguished itself as a credible organization in quality news presentation and as a public newspaper, it produced and supplied daily and seems to have a wider circulation that reaches a greater percentage of the newspaper reading public in Ghana. It covers such issues as politics, business and finance, sports, education, development, the environment, social and international affairs (source: *Daily Graphic homepage*). People from all walks of life have a great concern in reading the *Daily Graphic*. Two reasons are responsible for the choice of this paper. In the first place, the duration of this project will not allow for a study of all newspapers in Ghana. Also, this is relatively the most widely read newspaper in Ghana. Thus, one can make a case for its linguistic influence in Ghana.

### **3.3 The Editorials**

The researcher has chosen the editorials, whose function is not only to inform but to influence public opinion to share the same views by its authors. Broadly speaking, the editorials are restricted to expressing of thoughts or ideas, locution or speeches‘, either of the editorial writer’s or the newspaper’s editorial board. Newspaper editorial articles belong to the large class of opinion discourse, largely

considered a newspaper sub-genre nowadays (van Dijk, 1995, p.32). The systematic and explicit study of editorials has been of interest in the past years because they reflect not personal, but mainly institutional opinions, in line with the editorial policy and ideology of the newspaper.

Consequently, Reah (2002, p.8) indicates that readers who need explicit guidance on how to approach events and participants are expected to turn towards editorials rather than towards news reports. The editorials represent the official voice of the publication. Therefore, they are persuasive and biased types of writing which encode the respective newspaper's ideology.

One very crucial factor for the choice of editorial, especially the state-owned ones such as *Daily Graphic* is that, it is read everyday on radio Ghana which has larger coverage in terms of how far it can reach in Ghana if one has access to radio. The choice of the text type is due to its continuing importance as media for communication. Also, in terms of structure, the editorial, show a more formal structure as compared to other columns of the newspaper (Adjei, 2010, p.105). The researcher chose the editorials because they contain compound, complex sentences or clause complexes which are packed with ideas which relate to each other through logical relations and interdependencies. It has been observed that the most frequented sources of reading materials for the average educated Ghanaian are the local newspapers which are subscribed on daily basis at offices and institutions.

### **3.4 Source and Type of Data**

The researcher collects the data that includes the data of newspaper editorials as the primary data from Techiman Senior High School's Library. The primary source data was picked once each week within the three months from January 2014 to March 2014. Kothary (2004: 95) states that ~~the~~ primary data are those which are collected

afresh and for the first time, and thus happen to be original in character". The primary data of the research is acquired from the clause relations that are produced by the editors in the editorials.

### 3.5 Population and Sampling Techniques

The target population for the study was 10 editions of editorials from January, 2014 to March, 2014. The editorials are produced on a daily basis and so if there were 90 editions for three months, it would be difficult to manage for the study. The researcher used the sampling technique called purposive sampling in selecting the 10 editions of editorials from *Daily Graphic* for three months for the study. Out of the 10 editorials, 4 editions were picked in January, four from February and two were picked in March. In all, 158 clauses were studied. Again, because the researcher is looking at clause complexes, the intention was to pick few editorials which can be more manageable.

The aim of the purposive sampling is to enable the researcher to narrowly select the exact editorials. In selecting the sample size, Stemple (1952) as cited in Riffe, et al (1998) indicates that ~~the~~ most purposive sampling method for inferring to three months', six months or a year's content for newspaper is to at least sample one editorial in each week within a month.

The newspaper is produced from Monday to Saturday so in the month of January, Monday, was selected in the first week, Tuesday was selected in the second week, Wednesday was selected for the third week, and Thursday was selected for the fourth week. Also, in the month of February, Tuesday was selected in the first week, Wednesday was selected in the second week, Thursday was selected in the third week and Friday was selected in the fourth week. Finally, in the month of March,

Wednesday was selected in the first week and Thursday was selected in the second week. Therefore the basis for the researcher selecting four editions in January, four in February, and two in March was in line with Stemple's proposition that at least one edition of editorial is sampled in each week within a month. Since the intension of the researcher was to pick only 10 editions which could be manageable for the study, after picking four each in January and February, it was left with two to be picked from March.

### **3.6 Unit of Analysis**

According to Halliday and Matthiessen (2004, p. 9), the basic unit for analysis is the clause at lower and higher ranks. Therefore, it is very prudent to identify how much the clause complex is used in the editorials and find the different syntactic and semantic choices employed and in their progressions in the paragraphs within the text of study. Therefore, the basic units for analysis of the data were clause complexes which were numbered and grouped into compound and complex sentences. In all, there were **158** clause complexes with **462** clauses which were counted in the editorials. Again, the logical semantic relations of expansion and projection were grouped into elaboration, extension, enhancement, locution and ideas.

### **3.7 Technique and Instrument of Collecting Data**

The researcher collects the data in analyzing the relations between clause complexes in the editorials documents. Creswell (2012, p.223) states "document consists of public and private records that qualitative researcher obtain about a site or participants in a study, and they can include newspapers, minutes of meeting, personal journals, and letters". Therefore, since the editorial is a public document, its accessibility became very easy for the researcher although permission was sought



from the place where it was picked. Document is a method of collecting data that use to save all of information among the research. Given (2008: 232) states that document is a text based file that includes photographs, chart, and the visual materials. The document can be seen in Appendix from EDT1 to EDT10.

### **3.8 Extracting the Clause Complexing from the Texts**

The data was carefully pursued and every structure that was found to contain any of the compound and complex sentences was coded, for example; *EDITORIAL 1* (EDT1) *CLAUSE COMPLEXING 1* (CC1). Working this way, the researcher extracted a total of 158 uses of the clause complexes in the 10 editorials with 462 clauses.

### **3.9 Summary of Chapter Three**

In this chapter, the methodological procedures and processes employed in collecting and analysing the data that form the basis for the analysis as well as the design for the corpus have been presented. It has discussed the factors that determined the selection of a text to be part of the corpus, the methods of sampling adopted, the size of the corpus, the procedure for text collection and processing, as well as the choice of the *Daily Graphic* editorials and its relevance to the study. The next chapter presents the qualitative analysis of the data.

## **CHAPTER FOUR**

### **PRESENTATION AND ANALYSIS OF DATA**

#### **4.0 Introduction**

This chapter deals with the presentation of data and the qualitative analysis carried out on the data. The chapter begins with general comments on clause complexing, presentation and analysis of the packing of sentence information in the editorials and the logical semantic relationships between the dominant clause and the dependent clauses which combine to constitute the clause complex. It also exhumes the communicative implications which are brought forward in the editorials. In short, the chapter leans on the research questions: what structural sentence types are used predominantly in the editorials? How does sentence information relate semantically in editorials? , and what communicative implications do these structural sentence types have in the editorials?

#### **4.1 General Comments**

Clause complexing is the term which systemic functional grammar use for the grammatical and semantic unit formed when two or more clauses are linked together in certain systematic meaningful ways. This implies the grammatical unit is about structural types of sentences and the semantic unit is about the meaning relations which these sentences bring forward. This suggests that one could approach the way in which clauses can be combined from two standpoints; (a) to build upon the grammatical interdependency and constituency relationships, and (b) from the point of view of text semantics, i.e. how parts of the text are related to each other in meaningful ways (Shore, 1992: 146). One could say that a clause, like other units on the rank scale, can be extended or combined equally or unequally into a complex structure. This we refer to in SFG as *clause complexing*.

There are two notions needed in the analysis of clause complexing; (a) Taxis which consist parataxis and hypotaxis. Parataxis refers to the linking of units of equal status at any rank, and hypotaxis refers to the linking of units of unequal status at any rank. As Martin (1988: 241) points out, the distinction between paratactic and hypotactic structures more or less corresponds to Bloomfield's (1933: 195) distinction between co-ordinative and subordinative constructions. Numerals were used to symbolize paratactic clauses (1, 2, 3...), and Greek letters alpha and beta ( $\alpha$ ,  $\beta$ ...) for hypotactic clauses. (b) Logico-semantics which consist of two types; Expansion and Projection. The editorials have been labeled EDT and clause complexes have also been tagged CC. To do the analysis, the researcher puts the clause complexes into atomistic units by dividing the clause complexes into clause simplexes. If the sentence contains only two clauses, then he identifies the interdependence: paratactic or hypotactic and provides the symbol. After that, he identifies the logical semantic information or the meaning relationships between these clauses: which comprises expansion (elaboration, extension and enhancement) and projection (locution and idea). If the clause contains more than two clauses, then he finds the main logical semantic relationships: expansion or projection. Then he analyses the interdependence and the logico-semantic relations of the rest of the clauses. Finally, he looks at the communicative value in the editorials.

#### **4.2 Presentation and Analysis of Data**

A total of ten (10) editorials, four editions in each month from *Daily Graphic* (DG), a Ghanaian newspaper, spanning January, 2014 to March, 2014 have been purposively sampled and synthesized as the primary data for this work.

The sentences in the editorials are well packed and consist of compound and complex sentences which we refer to as clause complexing in this regard. Finally, it is not uncommon to find a one-sentence paragraph in *Daily Graphic* editorials.

#### **4.3 Structural Sentence Types used predominantly in the Editorials**

The editorials under study contain a lot of clause complexing which equally or unequally showcase the ideas presented by editors. The average number of clauses, both clause simplexes and clause complexes, counted in each of the 10 editorials range between fourteen and twenty. The total number of clauses, both clause simplexes and clause complexes identified in all the 10 editorials were one hundred and sixty-nine (169). Out of 169 clauses, one hundred and fifty-eight (158), containing 462 clauses constituting 80.61%, were clause complexes while only eleven (11) forming 19.39%, were clause simplexes which were not coded for the analysis since the unit for the analysis was clause complexing. The editorials were coded from EDT1 to EDT10 and clause complexes were numbered in each editorial and given the code from CC1 to CC158 for clause complexing (See appendix EDT1 to EDT10).

The distribution of sentences running in the various editorials shown in the table below addresses the question; *what structural sentences types are used predominantly in the editorials?*

**Table 4: The prevalence of clause complexing running in the editorials**

Editorial (EDT)	Overall number of clauses (NC)	Total number of clause simplexes (CS)	Total number of clause complexes (CC)	Percentage (%)
EDT1	17	1	16	94.12
EDT2	18	1	17	94.44
EDT3	17	1	16	94.12
EDT4	14	0	14	100
EDT5	19	0	19	100
EDT6	14	1	13	92.86
EDT7	15	1	14	93.33
EDT8	18	1	17	94.44
EDT9	17	1	16	94.12
EDT10	20	3	17	85
<b>TOTAL</b>	<b>169</b>	<b>11</b>	<b>158</b>	<b>80.61</b>

Table 1: indicates complexing density for all editorial texts, Mean density for all clause complexes = **80.61%**.

**Key:**

$$CCD = \frac{\text{Sum CC \%}}{NC}$$

Where:

CCD = clause complex density

CC = the number of clause complexes in the analyzed text.

NC = the total number of clauses in the 10 editorials.

From table (1) above, it could be seen that the clause complex means density for the entire editorials was **80.61%**. Again, in almost all the editorials analyzed, the proportion of clause complexing to the total number of running clauses was found to be higher. For instance, EDT4 and EDT5, recorded no clause simplex and have clause complex density of **20%** followed by EDT1, EDT2, EDT3, EDT6, EDT7, EDT8, and EDT9, which recorded one clause simplexes each representing **70%**. Finally, EDT 10 recorded three clause simplexes of **10%** complex density. Therefore, one could say that *Daily Graphic* editorial is highly formal and complex based on the analysis from

the table above. The above table indicates that the editorials are full of interdependency and complex sentence relationships.

#### 4.4 Types of Interdependencies Employed in the Editorials

Interdependency implies a grammatical system that determines the sentential relationships which exist between structural types of sentences. This system indicates the notion of equalness or unequalness of clauses within the complexity of a clause. Halliday and Matthiessen (2004, p 438) posit that two basic systems determine how one clause is related to another. They are i) TAXIS (degree of interdependency); which are of two types; sentence of equalness which is known as parataxis and sentence of unequalness which is also known as hypotaxis, (ii) the LOGICO-SEMANTIC RELATION. To explore the dominant choices of sentence information in the editorials, the results of the analysis are explained by identifying the structural sentence types used in the editorials. The results on the systems of interdependencies illustrate the taxis types and their frequencies in the editorials under study and are tabulated below.

**Table 5: The use of Parataxis and Hypotaxis in the Editorials**

	CC	PARATAXIS	PERCENTAGE	HYPOTAXIS	PERCENTAGE
EDT1	16	1	6.25	15	93.75
EDT2	16	3	18.75	13	81.25
EDT3	16	2	12.5	14	87.5
EDT4	14	0	0.0	14	100
EDT5	19	0	0.0	19	100
EDT6	13	1	7.69	12	92.31
EDT7	14	2	14.29	13	85.71
EDT8	17	0	0.0	17	100
EDT9	16	1	6.25	15	93.75
EDT10	17	3	17.65	13	82.35

<b>TOTAL</b>	<b>158</b>	<b>13</b>	<b>8.23</b>	<b>145</b>	<b>91.77</b>
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The analysis of clause complexes presented in the table above implies that the editorials have *hypotaxis or complex sentences* which dominate *parataxis or compound sentences*. This shows that editorial texts contain both types of interdependency relations between clauses: *parataxis* and *hypotaxis* which alternate across the text span with a wide range of dependent relations. It could be said that editors really make use of sentences of equal and unequal status to write their editorials with the purpose that their editorials may not be long but they seem to economize a page and they do it successfully since all the editorials are shorter than a page. Based on the number, hypotaxis is predominantly used by the editors; they are nearly twelve times as many as the parataxis. It could be seen that the number of clause complexes in the entire editorials were 158. Parataxis relation recorded only 13 representing 8.23% while hypotaxis recorded 145 representing 91.77%. In sentences which have a combination of equal ideas and unequal ideas, the equal ideas or dominant ideas could be referred to as *Domain* whereas the unequal or dependent ideas could be referred to as *coDomain*. The fact is that the *coDomain* rely on the *Domain* before it could make a sense, therefore if the *Domain* is not present, the *coDomain* is giving less importance or power. In this sense, according to Downing and Locke (2006: 277), the semantic relations and effects are varied, as they represent the way the speaker or writer conceptualises the connection made between one clause and another, at one point in the discourse. When units of unequal status are related, the relationship is one of dependency. Syntactically and semantically, the dependency relationship is most clearly signaled by subordinating conjunctions (*\_subordinators'*) such as *because, although, if, as, which, who, when etc.* Such connections do not

simply link clauses within a sentence, but clauses within a paragraph and paragraphs within discourse.

This implies that the proportion of clause complexes which are dependent in each editorial are varied because hypotaxis is more than parataxis. The dominant use of hypotactic clauses over paratactic clauses seems to show diversity of ideas which hang on others. Thus, any time an idea hangs on others, it fastens or supports ideas at the top leaving the other parts free to move to make sense.

#### **4.4.1 Degree of Equalness or Parataxis in the Editorials**

Parataxis is the relationship between units of equal status and often of similar form. Semantically, the content of each clause has to be seen as significant and meaningful to each other in some way. From the data, the editors employ the use of such relations to equally present their ideas in the editorial discourse. The linking relationship is made explicit by the use of synchronizers such as *and*, *or* and *but*. It was observed in the editorials that clause complexing *EDT1 CC15*, *EDT2 CC19*, *EDT2 CC23*, *EDT2 CC29*, *EDT3 CC42*, *EDT3 CC47*, *EDT6 CC86*, *EDT7 CC95*, *EDT7100*, *EDT9 CC138*, *EDT10 CC152*, *EDT10 CC156*, and *EDT10 CC158* are all paratactically synchronized to evenly weigh the ideas. These paratactic clause complexes have two or more dominant ideas which are free in their own right and are treated as equal status or compound sentences. For example:



**Table 6: Paratactic relationships in the editorials**

<i>1 initiating clause</i>	<i>2 continuing clause</i>
<i>1 Another year has just begun</i>	<i>2 and the Christian Council, which has a prophetic role as a development partner with responsibility [to] nation-building efforts, has given us food for thought.</i>
<i>1 Due to incessant power outages and surges, many of their electricity consumers have had many electrical gadgets destroyed.</i>	<i>2 but they have resigned themselves to their fate.</i>
<i>1 The time has come for all Ghanaians to shed their „I give it to God“ attitude</i>	<i>2 and make service providers behave more responsibly.</i>
<i>1 Such traffic always impinge on productivity, as a result of lost man-hours,</i>	<i>2 and also causes fuel wastage</i>    <i>3 and pollution brought about by the running of engines of many vehicles.</i>
<i>1 The expanding economy and the growing population have unleashed all kinds of characters onto our roads,</i>	<i>2 some of whom do not respect road regulations.</i>
<i>1 Top officials of the DVLA always deny the presence of these „goro boys“</i>	<i>2 but they are always around offering services in broad daylight on the premises of the DVLA.</i>
<i>1 The LMIS seeks to identify current and future job market opportunities</i>	<i>2 and provide analysis of the labour market based on the economic development of the country.</i>
<i>1 The deep potholes cause discomfort</i>	<i>2 and frustration to all road users.</i>

*See the above examples in the appendix EDT1 CC15, EDT2 CC19, EDT2 CC23, EDT2 CC29, EDT3 CC42, EDT3 CC47, EDT6 CC86, EDT7 CC95, EDT7 CC100, EDT9 CC138, EDT10 CC152 and EDT10 CC156*

From the above, clause complexes which carry the same or equal weights have been presented. Clauses in the left side of the table are all dominant or *Domain* clauses and clauses in the right side of the table are also dominant or *Domain* clauses. This implies that each of the clauses in the left and the right sides of the table is very important and meaningful. They usually have very few clauses, and more importantly,

none of the clauses are *coDomained* to one another. Paratactic clauses are used to indicate what the most important part (the independent clause) of a clause is, so when there is no subordinate part, the effect is that it makes every part of the clause equally important. The clauses with label **1** are the *initiating* clauses because they commence the development of the clause complexity. On the other hand, clauses labeled **2** or **3** are *continuing* clauses because they augment the single idea into a complex scheme. Grammatically, these clauses have equal statuses, because the information presented in one clause is as significant as one that is presented in the other or others and are introduced by linkers. For example;

**Table 7: Paratactic linkers**

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CC15 ||| *1 Another year has just begun || 2 and the Christian Council, which has a prophetic role as a development partner with responsibility to nation-building efforts, has given us food for thought.* |||

CC19 ||| *1 Due to incessant power outages and surges, many of their electricity consumers have had many electrical gadgets destroyed || 2 but they have resigned themselves to their fate.* |||

CC23 ||| *1 Unannounced power cuts and incessant outages have been the order of the day, || 2 with the majority of Ghanaians being defenseless and at the receiving end.* |||

CC29 ||| *1 The time has come for all Ghanaians to shed their „I give it to God“ attitude || 2 and make service providers behave more responsibly.* |||

CC48 ||| *1 We also ask the Motor Traffic and Transport Unit (MTTU) of the Ghana Police Service to collaborate with the MMDAs to apprehend and process the obstinate drivers for the motor court, | 2 so it will serve as a deterrent to others.* |||

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#### **4.4.2 Degree of Unequalness or Hypotaxis in the Editorials**

Downing and Locke (2006: 279) say that when units of unequal statuses are related, the relationship is one of dependency. One clause is dependent on another or on a cluster of clauses. The relationship between the clauses is therefore unsteadiness, as with coordination and apposition. Grammatically, the dependency relationship is

most clearly signaled by subordinating conjunctions such as *because, although, if, as*. Below are samples of hypotaxis distribution of clause complexes in the editorials. Alpha ( $\alpha$ ) is for dominant clause and beta ( $\beta$ ) is for dependent clause, each of them can begin the sentence. From the analysis in the table two above, we observed that there were 145 hypotaxis clause complexes in the editorials under study but not all of them were used in this analysis those which were sampled have been referred to in the appendix.

*' $\alpha$ ' represents the primary* | *' $\beta$ ' represents the secondary*  
*or the dominant clause* | *or dependent clause*

|||  *$\beta$  Although in other places in the world, consumers usually take on the service providers |  $\beta$  when they do not fulfill their part of the bargain, |  $\alpha$  Ghanaians have been tolerant to a fault |  $\beta$  and not demanded answers to or compensation for the break in service.* |||

|||  *$\alpha$  Despite the existence of a Consumer Protection Agency (CPA), its voice has virtually been drowned |  $\beta$  by the deafening silence of the majority of Ghanaians affected by the utility providers' indiscriminate termination of services.* |||

|||  *$\alpha$  We urge PURC to intensify its education of consumers on their rights |  $\beta$  so that utility service providers become more responsible to their publics.* |||

|||  *$\alpha$  Bus stops are also meant to afford people the ease and safety | to board vehicles, be they commercial or private, |  $\beta$  while ensuring some order and sanity on and along the roads.* |||

|||  *$\alpha$  However, in Ghana, especially in metropolitan cities such as Accra, bus stops have rather been turned into lorry stations | where taxis and „rotros“ park for minutes on end |  $\beta$  as their drivers' mates cry themselves hoarse for unavailable passengers.* |||

|||  *$\alpha$  The local currency, the cedi, is experiencing a free fall reminiscent of the late 1990s | when the prices of goods and services could change |  $\beta$  while bargaining was going on |  $\beta$  because of the uncertainties surrounding the value of the cedi against the foreign currencies.* |||

|||  *$\alpha$  The country is at the crossroads |  $\beta$  as far as the health of the economy is concerned, especially with the cedi.* |||

#### 4.5 Logico–Semantic relationships of the sentence information in editorials

In relation to the question *how does sentence information in editorials relate semantically?* The resources by which the editors establish “logical semantic” relations in their editorials were clearly identified. More specifically a) Expansion includes:

- a. Elaboration (1 = 2)
- b. Extension (1+ 2)
- c. Enhancement (1 x 2)

b) Projection includes:

- a) Locution
- b) Idea

Elaboration is a relationship of adding more information to existing, relatively simple information to create a more complex, emergent whole. It involves developing an idea by incorporating details, commenting, or exemplifying to amplify the original simple idea. It is the process of enhancing ideas and objects by providing nuance and more detail where equivalent information to that found in the whole part of the primary clause is added to the secondary clause. For example:

||| /The minister has a friend who is unemployed |2 he’s collecting unemployment salary. |||

|||  $\alpha$  One of the toughest is the Science and Mathematics quiz ||  $\beta$  which gave our school inferiority complex. |||

Extension is a relation of adding some new element, giving an exception to it, offering an alternative. For example:

||| / It’s my book || 2 but you can read it. |||

||| / I could not answer the questions || nor did I wish to. |||

|||  $\alpha$  We used to go away at the holiday, |  $\beta$  taking all our food with us. |||

Enhancement provides circumstantial relations of time, space, cause/reason, conditions, place, result etc.

|||1 The minister wanted a claim ||2 so he reported to the public account committee|||.

|||  $\beta$  Though my car is quite old, |  $\alpha$  it is still in running order. |||

Locution is about quoted or reported speech. The quoted or reported speech must be projected from a verbal process.

|||1 The minister declared ||2 \_let's put a stop to this situation.' |||

||| $\alpha$  The minister declared | $\beta$  that we should put a stop to this situation.' |||

Idea involves quoted or reported speech. The quoted or reported thought must be projected from a mental process.

||| $\alpha$  The minister wondered | $\beta$  when they would win the coveted Nobel Peace Award.

|||

The editors' use of these resources was selected for close analysis because this is obviously a key aspect of meaning making.

**Table 8: Semantic relationships of sentence information in the editorials**

EDT	EXPANSION			PROJECTION	
	Elaboration	Extension	Enhancement	Locution	Idea
EDT1	9	0	3	2	2
EDT2	2	4	4	1	5
EDT3	3	4	5	2	2
EDT4	2	3	5	1	3
EDT5	7	3	6	2	2
EDT6	3	1	4	1	2
EDT7	9	2	1	2	2
EDT8	4	5	5	2	0
EDT9	0	5	8	2	1
EDT10	6	4	4	1	0

<b>TOTAL</b>	<b>45</b>	<b>31</b>	<b>47</b>	<b>16</b>	<b>19</b>
<b>%</b>	<b>28.49</b>	<b>19.62</b>	<b>29.75</b>	<b>10.13</b>	<b>22.15</b>

From the above, one could say that the editors used all the subtypes of expansion and projection in their presentation of information. It could be seen that enhancement was used extensively by the writers. Looking at the table above, one can draw some remarks as follows:

Firstly, as shown by the statistics in the table, the expansion subtypes were used more frequently by the editors than projection subtypes. The most frequent use of expansion is enhancement with 47 clause complexes accounting for 29.75% followed by elaboration with 45 clause complexes representing 28.49% and the lowest frequency of extension with only 31 clause complexes, occupying 19.62%. Besides, projection, which include locution and idea were also used in the editorials. There were 19 ideas representing 12.03% and 16 locutions representing 10.13%. In all, the expansion has the highest total percentage of 77.85 while projection has the remaining 22.15 percent. This indicates that the text is mainly organized to give more information, rather than explanation by restating information in other ways. This seems to be a typical feature of editorials, the genre this text belongs to.

**Table 9: Examples of expansion and projection in the editorials**

<b>Logico semantics types</b>	<b>Example from data</b>
	<i>1 The expanding economy and the growing population have unleashed all kinds of characters onto our roads,    2 <b>some of whom</b> do not respect road regulations.</i>
<b>a) elaboration</b>	<i><math>\alpha</math> One of the approaches   <math>\beta</math> [that could be adopted to address the issue of the difficulty in the payment of fees] is the barter system,   <math>\beta</math> <b>which</b> has been employed effectively at Donkorkrom.</i>
<b>E</b> <b>X</b>	<i>1 Top officials of the DVLA always deny the presence of these „goro boys“   2 <b>but</b> they are always around offering services in broad daylight on the premises of the DVLA.</i>

**b) extension**

|||  **$\alpha$**  *Basic items such as fire extinguishers are lacking in our markets* |  **$\alpha$  and so** *the traders are unable to fight the fires* |  **$\beta$**  *before calling for assistance from firefighters.*|||

**c)enhancement**

|||  **$\beta$**  *Although in other places in the world, consumers usually take on the service providers* |  **$\beta$**  *when they do not fulfill their part of the bargain,* |  **$\alpha$**  *Ghanaians have been tolerant to a fault* |  **$\beta$**  *and not demanded answers to or compensation for the break in service.* |||

|||  **$\alpha$**  *A neighbouring country postponed its census for many years* |  **$\beta$**  *because of fear that it could cause dissatisfaction in society.*|||

**Locution**

|||  **$\alpha$**  *The Minister of Transport, Mrs. Dzifa Aku Attivor,...said –since transportation was a major contributor to the development of any economy,* |  **$\alpha$**  *there was the need for the DVLA* |  **$\beta$**  *to inject efficiency and reliability into its operations.”*|||

**Idea**

|||  **$\alpha$**  *The Daily Graphic believes* |  **$\alpha$**  *other innovations could be introduced by other schools, especially those in the rural areas* |  **$\beta$**  *where the payment of fees by parents is always a problem.*|||

From the above, it could be seen that in clauses combining by elaboration, one clause expands another by – clarifying it. The secondary clause does not introduce a new element into the picture but rather provides a further characterization of one that is already there, restating it, clarifying it, refining it, or adding a descriptive attribute or comment. Thus in the first example above; *1 The expanding economy and the growing population have unleashed all kinds of characters onto our roads,* is elaborated through restatement by *some of whom do not respect road regulations.* The thing that is elaborated may be the primary clause as a whole, or it may be just some part of it – one or more of its constituents. Also, in clause combining by extension, one clause expands another by adding something new – giving an alternative or an exception, as in (b) *Top officials of the DVLA always deny the presence of these „goro boys”* is extended by | *2 but they are always around offering services in broad daylight on the premises of the DVLA* which is addversative. Besides, in clause

combining by enhancement, clauses of result, reason, and so on, expand the primary clause by contributing these circumstantial features, as in (c) *A neighbouring country postponed its census for many years* which is enhanced by |  **$\beta$**  *because of fear that it could cause dissatisfaction in society*. However, in clauses which serve as locution, the writer indicates that something has been done or said which he presents by double quoting the utterance with the use of verbal processes in Mrs. Dzifa Aku Attivor, ... **said**.... Finally, in clauses which present idea, the writer sells his intentions or thoughts, through the use of mental verbs such as in *The Daily Graphic believes other innovations could be introduced by other schools, especially those in the rural areas*.

#### 4.5.1 The relation of Expansion in the editorials

In expansion, one clause develops on the meaning of another in various ways' (Thompson, 1996: 200). This can be done through elaboration, extension and enhancement. As shown in the data, in the text given, there are 158 clause complexes and these clause complexes contain 462 clauses. At first glance, it can be noticed that some of these complexes contain what Halliday calls nesting', i.e. there are different layers in the same nexus. For example, clause complex *CC151* contains 4 clauses connected in two layers with 4 relations belonging to two types of expansion (temporal on the first layer and addition on the second, temporal third and non finite elaboration on the fourth). |||  **$\beta$**  *After the first phase or so ended at the Tetteh Quarshie Roundabout, |  $\alpha$  the other phase was abandoned |  $\beta$  until the Millennium Challenge Corporation of the United States of America (USA) decided to support us|  $\beta$  in building the George Bush Highway to Mallam.*||| (see appendix EDT10 CC151). This illustrates the view that the relation between clauses in the text is very



complicated. Moreover, all the three types of expansion – elaboration, extension and enhancement - are present in the collected data. The highest frequency is enhancement which has 47 clause complexes representing 29.75%. Elaboration is also a rather dominant type with 45 clause complexes representing 28.49%. Extension is a very rare type, with only 31 clause complexes, representing 19.62%. The categories of expansion can be illustrated in terms of paratactic and hypotactic relationships.

**Table 10: Paratactic and Hypotactic Expansion**

<b>EDT</b>	<b>Paratactic expansion</b>	<b>Percentage (%)</b>	<b>Hypotactic expansion</b>	<b>Percentage (%)</b>
EDT1	4	26.67	11	73.33
EDT2	6	31.58	13	68.42
EDT3	8	44.44	10	55.56
EDT4	4	40.00	6	60.00
EDT5	0	00.00	6	100
EDT6	3	37.50	5	62.50
EDT7	9	47.06	8	52.94
EDT8	5	29.41	12	70.59
EDT9	5	31.25	11	68.75
EDT10	6	50	6	50
<b>Total</b>	<b>50</b>	<b>33.78</b>	<b>98</b>	<b>66.22</b>

From the above table, we could infer that hypotactic expansion relation has the highest frequency of 98 representing 66.22% while paratactic has 50 representing

33.78%. The table below represent examples of paratactic and hypotactic expansion relations in the editorials.

**Table 11: Examples of Paratactic and Hypotactic relations of expansion in the editorials**

		i) paratactic	ii) hypotactic
<b>E X P A N S I O N</b>	<b>a)Elaboration</b>	<p>Many unqualified people have taken advantage of the weak vehicle licensing administration;</p> <p style="text-align: center;"><b>1</b></p> <p>they are always around offering services in broad daylight on the premises of the DVLA.</p> <p style="text-align: center;"><b>=2</b></p>	<p>Many unqualified people have taken advantage of the weak vehicle licensing administration</p> <p style="text-align: center;"><b><math>\alpha</math></b></p> <p>who want to perform certain duties for drivers and prospective drivers for fees.</p> <p style="text-align: center;"><b>=<math>\beta</math></b></p>
	<b>b)Extension</b>	<p>Top officials of the DVLA always deny the presence of these <u>goro</u> boys’;</p> <p style="text-align: center;"><b>1</b></p> <p>but they are always around offering services in broad daylight on the premises of the DVLA.</p> <p style="text-align: center;"><b>+ 2</b></p>	<p>Top officials of the DVLA always deny the presence of these <u>goro</u> boys’;</p> <p style="text-align: center;"><b><math>\alpha</math></b></p> <p>whereas they are always around offering services in broad daylight on the premises of the DVLA.</p> <p style="text-align: center;"><b>+<math>\beta</math></b></p>
	<b>c)Enhancement</b>	<p>Many unqualified people have taken advantage of the weak vehicle licensing administration</p> <p style="text-align: center;"><b>1</b></p> <p>so they are always around offering services in broad daylight on the premises of the DVLA.</p> <p style="text-align: center;"><b>x2</b></p>	<p>Many unqualified people have taken advantage of the weak vehicle licensing administration</p> <p style="text-align: center;"><b><math>\alpha</math></b></p> <p>because they are always around offering services in broad daylight on the premises of the DVLA.</p> <p style="text-align: center;"><b>X<math>\beta</math></b></p>

The classification of expansion in the text is presented in the table below.

**The table 12: Different types of expansion in the editorials**

<b>Expansion</b>	<b>Parataxis</b>	<b>No of sentences</b>	<b>Hypotaxis</b>	<b>No of sentences</b>
<b>a) Elaboration</b>	exposition	2	finite	14
	exemplification	1	non finite	13
	clarification	1		
	<b>Total</b>	<b>4</b>	<b>Total</b>	<b>27</b>
	<b>Percentage %</b>	<b>12.9</b>	<b>Percentage</b>	<b>87.1</b>
<b>b) Extension</b>			Addition	22
	Addition	3	Variation	10
	Variation	0	Alternation	12
	Alternation	1	Adversative	8
			Replacive	6
			Subtractive	8
	<b>Total</b>	<b>4</b>	<b>Total</b>	<b>60</b>
	<b>Percentage %</b>	<b>6.25</b>	<b>Percentage</b>	<b>93.75</b>
<b>c) Enhancement</b>	Temporal	4	Temporal	16
	Spatial	1	Spatial	8
	Manner	0	Manner	14
	Cause	1	Cause	20
	<b>Total</b>	<b>6</b>	<b>Total</b>	<b>58</b>
	<b>Percentage %</b>	<b>9.38</b>	<b>Percentage</b>	<b>90.62</b>
<b>Total</b>		<b>14</b>	<b>145</b>	

From the above, there are only 4 paratactic clauses in the whole text which is an elaborating clause representing 12.9 percent and 27 hypotaxis clauses which are elaborating representing 87.1 percent. Also, the extending clauses which are paratactic are 4 representing 6.25 percent, while there are 60 clause complexes which are hypotaxis extension representing 93.75 percent. Again, there are 6 enhancing clauses in the whole text which are parataxis representing 9.38 percent, 4 of which are of temporal subtype, 1 belongs to subtypes of spatial and 1 also belongs to causal subtype; while there are 58 hypotactic enhancements representing 90.62 percent. The writer's concern is to provide the readers with circumstantial elements of the facts,

especially the sequence of events in the text (temporal category) while 58 are hypotactic clause complexes.

Again, looking more closely at the use of conjunctive signals in the text, we can find that there are 22 clause complexes in the editorials with a very high percentage of conjunction *and* used to connect sentences in the editorials.

The temporal conjunctions (*while, as, when, before, and until*) are 20 in the editorials. They are also used frequently to denote the chronological order of facts in the text. There are spatial conjunctions in the text; 8 were used; this can be explained by the fact that there is no need for it, as the editorials describe the thought of the editor.

Conjunctive devices whether implicit or explicit, help us to be able to identify the kind of expansion relations which are imbedded in clause complexes and these devices were used in the editorials. Below are explicit conjunctives which were used profusely with few implicit conjunctives.

**Table 13: Explicit and Implicit Conjunctive Signals in the Editorials**

<b>Explicit Conjunctive Signals</b>	<b>Number of Occurrences</b>	<b>Implicit conjunctive signals</b>
and	22	3
because	15	-
but	11	-
while	7	-
that	7	-
until	4	-
so that	6	-
when	6	-

where	5	-
before	3	
as	5	-
which	5	-
although	4	-
<b>Total</b>	<b>100</b>	<b>3</b>

From the above, the number of explicit conjunctive signals in the editorials was 100 while implicit conjunctive devices are only 3. The fact that explicit conjunctions far more exceeds implicit conjunctives tell us that the writer does not leave much for the reader to decode but makes it simple, clear and exact for the sake of the reader. This is also a feature of editorial, bearing in mind that the editorials are written to entertain or inform the reader. Below are examples of explicit conjunctive signals.

**Table 14: examples of Explicit Conjunctive Signals**

Conjunctives	Examples of Sentences
and	<i>1Another year has just begun   2 and the Christian Council, which has a prophetic role as a development partner with responsibility to nation-building efforts, has given us food for thought.</i>
because	<i>α Numerous accidents have occurred along such chaotic roads   β because the vision of both drivers and pedestrians has been obstructed in many instances.</i>
but	<i>1 Due to incessant power outages and surges, many of their electricity consumers have had many electrical gadgets destroyed  2 but they have resigned themselves to their fate.</i>
so that	<i>EDT2 CC27</i>     <i>α We urge PURC to intensify its education of consumers on their rights  β so that utility service providers become more responsible to their publics.</i>
when	<i>β However, when they talk about politics and act politics,  α the loss of perspective is dramatic.</i>
which	<i>α At certain bus stops abroad, people only have to wait for five, 10 or 15 minutes to catch a bus,  β which also allows for effective scheduling of appointments.</i>

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although ||| **$\beta$**  *Although a date is yet to be fixed for the hearing of the writ, | $\alpha$  we believe | $\beta$  that under the present circumstances, the university authorities should have stayed action on its plans pending the outcome of the court suit.*|||

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See appendix EDT1 CC15, EDT3 CC45, EDT2 CC19, EDT3 CC34, EDT1 CC3, EDT1 CC9, EDT3 CC39, EDT8 CC114, EDT3 CC38, EDT5 CC67

Moreover, certain complexes can be interpreted in several ways, for example complex CCI45 |||  $\alpha$  *There were other roads to Tema, particularly the Marine Drive, |  $\alpha$  but the Motorway was most convenient |  $\beta$  for those who were prepared for the speed limit on the road.*||| This clause can be analyzed as 1 +2  $\alpha$  x 1  $\beta$ , with the third clause as the dependent clause of the second, Thus, this reflects the complexity of language in general and of expansion in particular. Thus, the writer does not leave much for the reader to decode but makes it simple for the reader to decode.

In the following sections, we pay particular attention to the semantic features which result from the combination of the systems of expansion, and the connectives which reinforce them.

#### 4.5.1a Elaboration

In elaboration, the secondary clause gives more information to the information in the initial clause. According to Halliday, (1994: 225) the secondary clause ‘does not introduce a new element into the picture but rather provides a further characterization of one that is already there’. This is done by restating, clarifying, refining, or adding a descriptive attribute or comment. The equal sign (=) is used to denote this relation, which involves both parataxis and hypotaxis. We shall explore each below.

#### 4.5.1a.1 Paratactic Elaboration (1=2)

In a paratactic clause elaborating complex, an initial clause is restated or further specified by another through exposition and can be divided into three subtypes: *exposition*, *exemplification* and *clarification*.

#### 4.5.1a.2 Exposition

In exposition, the secondary clause restates the argument of the primary one in different words. Let's have a look at the following example:

|||1 *We also ask the Motor Traffic and Transport Unit (MTTU) of the Ghana Police Service to collaborate with the MMDAs to apprehend and process the obstinate drivers for the motor court, |*=2 *so it will serve as a deterrent to others.*||| [exposition]

|||1 *The expanding economy and the growing population have unleashed all kinds of characters onto our roads, |*=2 *some [of whom] do not respect road regulations.*||| [exposition] (see appendix EDT3 CC47, EDT7 CC95 for details)

From the above, we can deduce that the clauses ||2 *so it will serve as a deterrent to others*, 2 *some [of whom] do not respect road regulations*, restate the meaning of the propositions of the initial clauses. Typical conjunctive expressions used in this relation are *so*, *and*, *„in other words“*, *„that is to say“*, *„or/rather“*; and in writing i.e.

#### 4.5.1a.3 Exemplification

The second type of paratactic elaboration is exemplification, in which the secondary clause develops the meaning of the primary clause by further specifying it, or giving an example. The conjunctions used in this type are for example, for instance, in particular.

||**α** *The offices of the DVLA in Accra, for instance, are under siege every day from middlemen or fraudsters* ||=**2** *they want to perform certain duties for drivers and prospective drivers for fees.*||| [exemplification] (see appendix EDT7 CC98 for details)

In this example, the secondary clause develops the meaning of the primary clause by further specifying it, or giving an example. To state or describe clearly and exactly give the meaning of the first clause, *they want to perform certain duties for drivers and prospective drivers for fees* expands the first clause *The offices of the DVLA in Accra, for instance, are under siege every day from middlemen or fraudsters.*

#### **4.5.1a.4 Clarification**

The third type of elaboration is clarification, in which the secondary clause explains the meaning of the primary clause, or clarifies the thesis of the primary clause. The conjunctive expressions include; *in fact, actually, at least, as a matter of fact, to be precise*, and in writing, i.e. or viz. This relation can also be implicitly expressed by juxtaposing, and in writing, by a colon (:) or a semicolon (;)

||**1** *It is common knowledge* |=**2** *Nkrumah conceived the Motorway from Tema* |=**3** *at least this would link Winneba for easy evacuation of cargo from Tema to the west and the north.*||| [clarification] (see appendix EDT10 CC150 for details)

From the above, an explanation or more details which makes the first clause *It is common knowledge* and the second clause *Nkrumah conceived the Motorway from Tema* clear or easier to understand have been provided by the third clause *at least this would link Winneba for easy evacuation of cargo from Tema to the west and the north.*



#### 4.5.1a.5 Hypotactic elaboration ( $\alpha = \beta$ )

In a hypotactic elaborating complex, the dependent clause provides some description or comment on the thing(s) mentioned in the primary clause or on the whole primary clause. In the case of hypotaxis, elaboration is typically realised by non-restrictive relative clauses. These dependent clauses are called ‘non-defining relative clauses’. They can be divided into finite and non-finite clauses.

#### 4.5.1a.6 Finite

If the secondary clause is finite, it has the same form as a defining relative clause of the WH- type, which is embedded as Qualifier in a nominal group. It differs from a defining relative clause, however, in two ways: there is a distinction in the meaning, and there is a corresponding distinction in the expression, both in speech and in writing. The secondary clause in this type has the same form as a defining relative clause of the WH-type (Halliday, 1994: 227). However, it is necessary to pay attention to the difference between defining (restrictive) and non-defining (non-restrictive) relative clauses. For example, in

|||  $\alpha$  *The offices of the Driver and Vehicle Licensing Authority (DVLA) have been taken over by middlemen or fraudsters* |= $\beta$  *who harass people seeking the services of the authority.*|||

|||  $\alpha$  *Parents, [ |= $\beta$  who have borne the brunt during those unpleasant periods of waiting and uncertainty, ] would certainly not be enthused about the developments on the university campus.*||| (see appendix EDT7 CC97, EDT5 CC72 for details)

The defining clause *who harasses people seeking the services of the authority* tells us which middlemen or fraudster is being referred to. Compare with the above example *Parents, who have borne the brunt during those unpleasant periods of waiting and uncertainty, would certainly not be enthused about the developments on*

*the university campus, the non-defining clause who have borne the brunt during those unpleasant periods of waiting and uncertainty does not define the proper noun Parents, but merely adds something to it by giving more information.*

||| **$\alpha$**  *In the not-too-distant past, we had similar instances of misunderstanding between students and the authorities, |= **$\beta$**  **which** only resulted in making the institution of higher learning ungovernable.*||| (1)

|||= **$\beta$**  *The most intriguing thing is that on social platforms, | **$\alpha$**  most people who are seen as partisan treat their friends, family members and even perfect strangers with a lot of goodwill.*||| (2) (see appendix EDT5 CC70, EDT1 CC10 for details)

Clearly, in (1) the relative clause **which** only resulted in making the institution of higher learning ungovernable specifies the whole primary clause. In this case the relative is *\_which'* and the secondary clause is separated from the primary one by a comma. By contrast, in (2) the relative clause *who are seen as partisan* is elaborated and the secondary clause is *\_enclosed'* in the primary one. The relative used in this type are often *\_which'*, *\_who'* or *\_whose'*. Halliday (1994: 227) uses the angle brackets [ ] to denote enclosure:

||| **$\alpha$**  *We believe | **$\beta$**  that the step taken by the PURC will bring some sanity in the provision of services by utility providers | = **$\beta$**  [who, for a long time, have taken Ghanaian consumers for granted.]* ||| (see appendix EDT2 CC22 for details)

The secondary clause might stand at the end of the primary one, as in the above examples or be enclosed in the primary one as in the following:

||| **$\mathbf{1}$** *Another year has just begun | = **$\mathbf{2}$**  and the Christian Council, [which has a prophetic role as a development partner with responsibility to nation-building efforts,] has given us food for thought.*|||

||| = $\beta$  Thus, [when Ghana made the decision in 1992 to return to constitutional rule,]  
||  $\alpha$  many citizens and indeed, the international community was of the view that it  
would bolster our development efforts. ||| (see appendix EDT1 CC2, EDT1 CC15 for  
details)

#### 4.5.1a.7 Non-finite

Here the same semantic relationship could be obtained as with the finite, and again the *Domain* may be one nominal group or some larger segment of the primary clause, up to the whole clause. In English, it is possible to substitute the finite secondary clauses with non-finite ones. In this case, the relation between clauses is still the same as with the finite clauses. The non-finite clause might refer to one element in the primary clause or to the whole of this clause, as in the case with the finite ones:

|||  $\alpha$  The minister once worked on a project in Tema, | = $\beta$  helping to feed the homeless. |||

Compare:

|||  $\alpha$  The minister once worked on a project in Tema, | = $\beta$  which helped to feed the homeless. |||

The non-finite clauses represent situations, not entities, and do not easily passivise.

#### 4.5.1b Extension (1+2, $\alpha + \beta$ )

Extension is when something stretches or continues; when you add information to something in order to make it bigger or longer. The basic meanings of the extending relation are two categories, those of *addition* (where one clause adds to the meaning of another) and *variation* (where one clause changes the meaning of another by contrast or by qualification). The extending relation combines most

frequently with parataxis, being realized most typically by the conjunctions *and*, *nor*, *but*, as well as *or*. For example in this case, extra information to that found in the primary clause is added to the secondary clause. The extension relation is 'added to' and is symbolized in the notation with a "plus" (+) sign. The extending clause adds something new, provides an exception, or offers an alternative as shown below for both paratactic and hypotactic constructions.

#### 4.5.1b.1 Addition

Addition relation falls into three subtypes and can be recognized through the use of conjunction (a) additive: positive ' *and* (positive addition), (b) additive: negative ' *nor* (negative addition) (c) adversative ' (but ' – and conversely') (Halliday and Matthiessen 2004: 472). Paratactic additions are often accompanied by cohesive expressions serving as conjunctive Adjuncts such as *too*, *in addition*, *also*, *moreover*, *on the other hand*.

The positive addition shows that X and Y are related and mean the same. One could say that paratactically related clauses that are introduced by *and* are often additive positive extensions; but other possibilities exist (just as with *but* and *or*). When the sense is and then ' , and so ' and the hypotactic version is an enhancing dependent clause, we can interpret the paratactic nexus as one of enhancement instead of one of extension.

Examples of clauses linked by an *additive: negative* "relation

|||1 *We should resolve* | +2 *never again to use concrete highway.*||| (**additive negative**)

From the above one could say that the adversative addition indicates that the clauses are not the same, thus, U and conversely Y. This is used to introduce an added statement, usually something that is different from what you have said before.

#### 4.5.1b.2 Variation

In paratactic variation, one clause is presented as being in total or partial replacement of another' (Halliday, 1994: 230). The typical conjunctive signals used with this meaning are *instead, on the contrary, but, only*. Variation falls into two subtypes – replacive' (instead') and subtractive' (except'). The pair *either ... or* is also used with this meaning. Examples of clauses linked by the replacive' relation:

|||**β** *Through that strict regimen, not only is order ensured at the bus stops | **α** but instead there is free flow of traffic, |β while commuters are able to determine at what intervals they will be able to catch buses to their intended destinations and so be on time for various appointments.*||| (**replacive total variation**)

|||**+β** *Except for some minor repairs on the road, |α there has not been any major rehabilitation on it.*||| (**subtractive partial variation**) (see appendix EDT3 CC37, EDT10 CC147)

It could be commented that in replacive variation, it is not X but Y whereas in subtractive it is X but not all X. The clauses related in this way often differ in polarity value, one being positive' and the other negative'. Note that the *but* here is not adversative, and so is not replaceable by *yet*; nor is it concessive.

#### 4.5.1b.3 Alternation

In paratactic alternation, one clause is offered as alternative to another. The most typical conjunctive signals in this type are *or, conversely, alternatively, on the other hand* etc.

For example:

|||**α** *Censuses all over the world, **if not** handled properly, will lead to confusion |β because somehow they are linked to resource allocation.*|||

|||  $\alpha$  *Beyond the repairs on the Motorway, the Daily Graphic calls on the government*  
*to find the resources* |  $\beta$  *or carry out a comprehensive rehabilitation of the Tema*  
*Motorway.* ||| (see appendix EDT9 CC134 EDT10 CC157)

The meaning is either X or Y and here one clause is offered as alternative or choice to another. The correlative pairing is *either – or*, and the associated cohesive conjunctions include *conversely, alternatively, on the other hand*.

#### 4.5.1b.4 Hypotactic extension ( $\alpha + \beta$ )

In a hypotactic extending complex, the secondary clause extends the meaning of the primary clause by adding some new element, giving an exception to it or offering an alternation. The combination of extension with hypotaxis also embraces *addition, variation* and *alternation*, but with the extending clause, the dependent clause may be finite or non-finite.

#### 4.5.1b.5 Finite

Hypotactic extension of this type can be recognized through the use of conjunctions *while, whereas*. In this case, the meaning is ‘*addition with contrast*’ (Thompson, 1996: 203).

#### 4.5.1b.6 Addition.

Hypotactic clauses of addition are introduced by the conjunctions *whereas, while*. There is no clear line between the (positive) additive and the adversative; these clauses sometimes have an adversative component, sometimes not. (There is non-negative additive type of hypotactic extension.) For example:

|||  $\alpha$  *Bus stops are also meant to afford people the ease and safety* | *to board vehicles,*  
*be they commercial or private,* |  $\beta$  *while ensuring some order and sanity on and*  
*along.* |||

|||  $\alpha$  *The university is being sued as an entity,* |  $\beta$  *whereas the Attorney-General has*  
*been joined to the suit.* ||| see appendix EDT3 CC34, EDT3 CC37, EDT5.

#### 4.5.1b.7 Alternation

The hypotactic form of the alternative relation is *if ... not* (i.e.  $\_ifnot$   $x$ , then  $y$ ), with the dependent clause typically coming first). For example,

|||  $\alpha$  *Censuses all over the world, **if not** handled properly, will lead to confusion* |  $\beta$  *because somehow they are linked to resource allocation.* ||| see appendix EDT9 CC134 for detail.

#### 4.5.1b.8 Non-finite

The non-finite form of hypotactic extending is an imperfective clause; for example (structure  $\alpha + \beta$ ). The non-finite clause is often introduced by a preposition or preposition group functioning conjunctively, e.g. *besides, apart from, with, instead of, other than, without*. Non-finite hypotactic extending clauses cover both (a) addition and (b) variation. Two subtypes are absent from the non-finite system:  $\_additive$ ,  $\_negative$  and  $\_alternative$  variation. According to Halliday (1994: 231), in English  $\_the$  non-finite form of hypotactic extending is an imperfective clause. What this means is that the form of the verb describes an action in the past which was continuous or was not completed. This clause can be preceded by a preposition or a preposition group such as *apart from, besides* (additive), *without* (adversative), *instead of* (replative), *other than* (subtractive).

|||  $\alpha$  **Despite** the existence of a Consumer Protection Agency (CPA), its voice has virtually been drowned |  $\beta$  by the deafening silence of the majority of Ghanaians affected by the utility providers' indiscriminate termination of services. |||

#### 4.5.1c Enhancement (1 x2, $\alpha$ x $\beta$ )

The basic meanings of the enhancing relation are those of circumstantial or adverbial information of relevance to the primary clause which is given in the secondary clause. In enhancement, the meaning of one clause is enhanced in terms of

*time, place, manner, cause and condition, result, concession etc.* The multiplication (x) sign is used to signal enhancement.

#### **4.5.1c.1 Paratactic enhancement (1 x 2)**

The enhancing clause is a coordinated one with a circumstantial feature. Typical conjunctions listed by Halliday are *then, so, for, but, yet, still* or a combination of another conjunctive element e.g. *and then, and afterwards, and at that time* etc. Halliday and Matthiessen (2004, p. 477) distinguishes four subtypes of enhancement: *temporal, spatial, manner and causal-conditional*.

#### **4.5.1c.2 Temporal (same time)**

Temporal relation can be signaled by a conjunction or a conjunction group such as *and then, and afterwards, first ... then (later time); and just then, and at the same time, and at this time, now*:

||| **$\alpha$**  *In politics, it is common to find committed members of political parties* | **$\beta$**  *who strongly support their party's policies* |x  **$\beta$  and then** *are reluctant to compromise with their political opponents.* ||| (*temporal same time*) see appendix EDT1 CC10

Conjunction *'and'* is usually used to introduce an extending clause of addition, however, in editorials, it can be used with the meaning *'and then'*, and thus might be seen with enhancing meaning.

#### **4.5.1c.3 Spatial (same place)**

Spatial relation is introduced by *and there, where*, to denote the same place

||| **$x\beta$**  *In most countries* **where** *public transport especially is well-structured,* | **$\alpha$**  *bus stop designs include shelter and seats for would-be passengers.* |||



||**β** When that happens, | **α** other vehicles are not able to use the bus stops |**xα and there** these vehicles end up parking on the shoulders of the roads |**β** to let passengers get down |or go on board.||| (see appendix EDT3 CC35, EDT3 CC40).

#### 4.5.1c.4 Manner (means)

Manner consists of *means* and *comparison*. To introduce a paratactic enhancing clause of *means*, English uses conjunction group: *and in that way, similarly, whereas and thus, and thereby, and so, and neither* are used to introduce a clause of comparison.

||**1** Such traffic always impinge on productivity, as a result of lost man-hours, | **x2 and thus** also causes fuel wastage |**3** and pollution brought about by the running of engines of many vehicles.|||

||**α** Making the situation worse is that practice of stopping vehicles right in the middle of the road to pick passengers, | **xβ and thereby** denying other road users the right to use that road, |**β** until they (trotror and taxis) have finished picking or dropping passengers.||| see appendix EDT3 CC43 EDT3 CC42

#### 4.5.1c.5 Causal-conditional

Cause-effect relation can be introduced by conjunctions *so, and therefore, whereas* effect-cause is expressed by *for*:

||| **1** We urge PURC to intensify its education of consumers on their rights || **x 2 so** the utility service providers will become more responsible to their publics.|||

||| **1** The Consumer Protection Agency must also educate its members on their rights, with respect to the utilities and other consumables, || **x2 so** the providers of services and goods would no longer take their clientele for granted.|||

||| **1** *We ask the MoE and GES to promote such flexibility on our educational system, || x2 so that we will not only have more people educated || 3 but also trained in their areas of expertise.*||| (see appendix EDT2 CC28, EDT2 CC29, EDT5 CC87, EDT5CC95).

Condition may be positive, negative or concessive. Positive condition is introduced by *and then*, *and in that case*, negative condition is introduced by *otherwise*, *or else* and concessive condition is introduced by *yet*, *still*, *though*, *nevertheless*.

||| **1** *Towards the end of last year and at the beginning of this year, the cedi has been experiencing a free fall, |x 2 and then compounding the cost of doing business in the country.*||| (positive condition) see appendix EDT4 CC50.

||| **β** *Although in other places in the world, consumers usually take on the service providers |β when they do not fulfill their part of the bargain, |α Ghanaians have been tolerant to a fault|α and not demanded answers to or compensation for the break in service.* ||| (concession) see appendix EDT2 CC17 for details.

||| **1** *This means that more needs to be done, | 2 otherwise more parents will not be able to afford their children's fees.*||| (negative condition) see appendix EDT6 CC86.

#### **4.5.1c.6 Hypotactic Enhancement ( $\alpha$ x $\beta$ )**

Hypotactic enhancing clauses are traditionally called adverbial subordinate clauses. In other words, as pointed out by Thompson (1996: 204), they correspond very closely in function to Adjuncts, specifying aspects of the dominant process such as *time*, *reason*, *condition*, etc.” As with elaboration and extension, a hypotactic enhancement clause may be finite or non-finite.

#### 4.5.1c.7 Finite

As with paratactic enhancement, hypotactic enhancing clauses embrace temporal, spatial, manner, and causal-condition. Temporal relation can refer to *same time, later time or earlier time*. Conjunctions used to introduce this relation include such subordinators as *after, before, since, until, when* etc. Temporal clauses are common in initial position. However, it can be found in the middle or at the end of the complex. For example:

|| **$\beta$**  *Thus, when Ghana made the decision in 1992 to return to constitutional rule,  $\alpha$  many citizens and indeed, the international community was of the view that it would bolster our development efforts.* ||| *see appendix EDT1 CC2.*

|| **$\alpha$**  *The perennial fall of the cedi is not strange in our economy |  $\beta$  that depends on the importation of every conceivable merchandise, including toothpick, peanuts, used clothing, electrical parts and even furniture into the country | **once** which was a net exporter of lumber.* ||| *see appendix EDT4 CC51.*

Spatial clauses are introduced by *where, wherever*, as far as;

|| **$\beta$**  *In most countries where public transport especially is well-structured,  $\alpha$  bus stop designs include shelter and seats for would-be passengers.* ||| *see appendix EDT3 CC35.*

|| **$\alpha$**  *However, in Ghana, especially in metropolitan cities such as Accra, bus stops have rather been turned into lorry stations | where taxis and „trottos“ park for minutes on end |  $\beta$  as their drivers“ mates cry themselves hoarse for unavailable passengers.* ||| *see appendix EDT3 CC39.*

Clauses of manner are introduced by *as, as if, as though, like* etc.

|| **$\alpha$**  *As a nation, we need to recognise that our destiny lies in our own hands* | **$\beta$**  *and it is only in unity of purpose and convergence of ideas* | **$\beta$**  *that we will be able to achieve the development we desire.*||| see appendix EDT1 CC16.

The causal-conditional relation consists of cause and condition. Clauses of cause can be introduced by *because, as, since, seeing that*, etc.

|| **$\alpha$**  *Driving on the motorway, which used to be a pleasurable experience, is today a hazardous exercise* | **$\beta$**  ***because*** *of the dangerous nature of the road.*|||

|| **$\alpha$**  *The value of the cedi is said to have been at an all-time low against all the major currencies in the last four years* | **$\beta$**  ***because*** *every businessman or woman goes to the forex market with the cedi* | **$\beta$**  *to transact business.*|||

|| **$\alpha$**  *The Minister of Transport, Mrs. Dzifa Aku Attivor,* |  **$\beta$**  *[who spoke at the launch of the system,] said* | **$\beta$**  ***since*** *transportation was a major contributor to the development of any economy,* | **$\alpha$**  *there was the need for the DVLA* | **$\beta$**  *to inject efficiency and reliability into its operations.*||| see appendix EDT10 CC154 EDT3 CC45 EDT4 CC52 EDT7 CC106.

Clauses of condition might be positive, negative, or concessive, which can be introduced by *if, as long as, provided that* (positive condition), *unless* (negative condition), *even if, even though, although* (concession).

|| **$\alpha$**  *It is instructive* | **$\beta$**  *that once again the Ashanti Regional Fire Officer, Mr. Philip Arhin-Mensah, has warned* | **$\beta$**  *that more fires are likely to gut the Kumasi Central Market* | **$\beta$**  ***if*** *no concrete steps are taken to attain safety standards at the market.*|||

**(positive condition)**

|| **$\beta$**  ***Unless*** *the officials tell us the censuses do not capture the unemployment rate,* | **$\alpha$**  *it is difficult to appreciate* | **$\beta$**  *why the state will spend money to count people* | **$\alpha$**  *but*

*will not capture unemployed people in society, | $\beta$  although figures on the employed are known. ||| (negative condition)*

*||| $\beta$  Although in other places in the world, consumers usually take on the service providers | $\beta$  when they do not fulfill their part of the bargain, | $\alpha$  Ghanaians have been tolerant to a fault | $\beta$  and not demanded answers to or compensation for the break in service. ||| (concession) see appendix EDT8 CC117 EDT9 CC131 EDT2 CC17.*

#### **4.5.1c.8 Non-finite**

Usually, a non-finite enhancing clause does not have an explicit Subject, and in this case the Subject is also the Subject in the primary clause. When the Subject of the non-finite clause is expressed, it should appear in possessive form. Thus, a non-finite enhancing clause can belong to one of these subtypes: *time, manner, or cause.*

*||| $\alpha$  Many drivers, be they private or commercial, have had nasty experiences | $\beta$  trying to access the services of the DVLA through the normal and approved channels. |||*

*||| $\alpha$  In 2013, about 4,500 traders were affected by the market fires in Kumasi and Accra, | $\beta$  prompting the government to offer them assistance to restart their businesses. ||| see appendix EDT7 CC101, EDT8 CC115.*

#### **4.6 Projection as Speech and Thought Presentation**

Projection involves speech and thought relationships between clauses. This is where the writer represents through a mental, verbal or factual clause which refers to something that someone else has –said or thought at a different time from the present”. It is argued that projection reflects the writer’s viewpoint, and that the writer can direct the choice of projecting clauses to realise viewpoint either in a subjective or more objective manner.

Projection typically concerns the relation between a mental (thought) or a verbal (said) clause and the content which it quotes or reports. Projection through verbal clause is locution or speech representation symbolized by (“”) notation, while projection through mental clause is an idea or thought representation notated as (‘). A number of projected clauses were used in the editorials to present the speech and thought of the writers in the editorials. This is shown in the table below;

**Table 15: Categories of Speech and Thought Presentation in the editorials**

<b>Types of projection used in the editorials</b>		
<b>EDT</b>	<b>Locution</b>	<b>Idea</b>
EDT1	2	2
EDT2	1	5
EDT3	2	2
EDT4	1	3
EDT5	2	2
EDT6	2	2
EDT7	1	2
EDT8	2	0
EDT9	2	1
EDT10	1	0
<b>Total</b>	<b>16</b>	<b>19</b>
<b>%</b>	<b>10.13</b>	<b>12.13</b>

From the table above, it could be seen that there are 16 locutions representing 10.13% which the writers used to convey their message and 19 ideas representing 12.03% were also used to represent their opinion or thought. It was observed that almost each editorial has a particular clause which projects the message of the writers in either locution through the use of verbs of saying or idea through the use of verbs of thinking. The use of projection could either be paratactic or hypotactic. For

example, the table below indicates the paratactic and hypotactic relationships of projection through locution and idea presentation.

**Table 16: Examples of Paratactic and Hypotactic Relations of Projection in the Editorials**

		<b>Paratactic locution and idea</b>	<b>Hypotactic locution and idea</b>
2) P R O J E C T I O N	<b>Locution</b>	The fire officials <b>say</b> 1 they are making the reports available to the district assemblies "2	The fire officials <b>said</b> <b>α</b> that they were making the reports available to the district assemblies <b>"β</b>
	<b>Idea</b>	The Daily Graphic <b>thinks</b> more importantly 1 the government should take bold steps '2	The Daily Graphic <b>thinks</b> <b>α</b> that the government should take bold steps <b>'β</b>

*See appendix EDT8 CC124, EDT4 CC62 for details*

#### 4.6.1 The Presentation of Speech: Locution

Locution is about quoted or reported speech and the symbol (") double quotes is used to signal Locution. The quoted or reported speech must be project from a verbal process which are processes or verbs of *saying, stating, telling, explaining, warning, arguing, asking, commanding, narrating calling thanking , greeting , defining, promising , speaking , blaming, announcing, permitting, commending, calling, proposing, threatening, directing, informing, pledging, inviting, insulting, praising, abusing, cursing, congratulating, describing, flattering* ect.

**Table 17: Examples of locution used in the editorials**

Sayer	process	verbiage/ target
<i>α We</i>	<i>recall</i>	<i>β that characterised the debates on the duration for the senior high schools....</i>
<i>α We, therefore,</i>	<i>urge</i>	<i>β everyone to take advantage of this opportunity to enjoy better services from the service providers.</i>
<i>The Daily Graphic,</i>	<i>prays</i>	<i>β the authorities to use dialogue.</i>
<i>α The fire officials</i>	<i>say</i>	<i>they have made the reports available to the district assemblies.</i>
<i>The Daily Graphic</i>	<i>calls</i>	<i>β on the statutory authorities to sit up and ensure that fire safety standards are strictly respected.</i>
<i>Unless the officials</i>	<i>tell</i>	<i>β us the censuses do not capture the unemployment rate, it is difficult to appreciate   β why the state will spend money to count people but will not capture unemployed people in society.</i>

See appendix *EDT1 CC5, EDT1 CC6, EDT2 CC32, EDT5 CC74, EDT6 CC83, EDT8 CC125, EDT8 CC126, EDT9 CC132*

#### 4.6.2 The Presentation of Thought: Idea

These are the processes or verbs of *sensing* about something that goes on in the internal world of the mind which are call mental processes or verbs. Mental processes encode the meanings of feeling or thinking. They are internalized processes, in contrast to the externalized processes or verbs of doing and speaking. Simpson (1993) is of the view that mental processes may be more delicately defined as perception processes (*seeing, hearing*), *reaction* (sometime called *affection or emotion*) process of (*liking, hating*), and processes of *cognition* (*thinking, understanding*). *wish, expects, remind, forget, intend, honour, cherish, plan, know, agree, urge, consider, ensure, encourage, believe, recognise, value, expect, assume, understand, experience, assure, realise, see, want, consider, intensify, resolve, affect, hope, aim, enable, intend, witness, show, desire, bedevil, want, see etc.* ). It can be



said that mental processes quote or report *ideas*. It is suggested that the writer of the editorials, through the use of projecting clauses is able to use viewpoint as the starting point for what will follow.

**Table 18: Examples of idea used in the editorials**

<i>Sensor</i>	<i>Mental process</i>	<i>Phenomenon</i>
<i>α We</i>	<i>believe</i>	<i>β that the step taken by the PURC will bring some sanity in the provision of services by utility providers.</i>
<i>α The Daily Graphics also</i>	<i>shares</i>	<i>β [the view] that accidental or unintended disruptions must always be communicated.</i>
<i>α The Daily Graphic</i>	<i>believes</i>	<i>β that there is no need to invent the wheel</i>    .
<i>α The Daily Graphic</i>	<i>thinks</i>	<i>β that the Economic Management Team, led by the Vice –President, ought to interrogate the issues.</i>
<i>α We [are of the opinion]</i>	<i>thought</i>	<i>β that we have long gone past the period.</i>

*See appendix EDT1 CC4, EDT2 CC23, EDT2 CC26, EDT4 CC58, EDT4 CC61, EDT4 CC63, EDT5 CC76*

#### 4.7 The Communicative Implication (CI) of Sentence Choices in the Editorials

Language is the most powerful tool we have for reaching out to others and we can use it to express our feelings, to spread our ideas. Although there are many different versions of how to create communicative experiences for readers or learners, they are all based on a belief that the communicative functions of language (what it is used for) should be emphasized. In order to answer the communicative implications which are brought forward in the editorials, the researcher observed that from EDT1 to EDT10, the editorials have the following communicative implications and reactions of the reportage:

**Table 19: Communicative Implication (CI)**

EDT	CI	Examples of sentences
EDT1	Narrator is supporting	$\alpha$ <i>This is the reason</i>   $\beta$ <i>why the Daily Graphic <b>takes sides</b> with the Christian Council"s observation</i>   $\beta$ <i>that the partisan manner in which we deal with national issues is not helping our development efforts.</i>
EDT2	Narrator is hopeful	$\alpha$ <i>We believe</i>   $\beta$ <i>that the step taken by the PURC <b>will bring</b> some sanity in the provision of services by utility providers</i>   $\beta$ <i>who, for a long time, have taken Ghanaian consumers for granted.</i>
EDT3	Narrator is advocating	$\alpha$ <i>We <b>need to make</b> our laws work</i>   <i>to save lives</i>   $\alpha$ <i>instead of the notion</i>   $\beta$ <i>that the law does not work in Ghana.</i>
EDT4	Narrator is lamenting	$\alpha$ <i>Can we <b>ever halt</b> free of the cedi</i>   $\beta$ <i>when all of us have developed an uncontrollable taste for anything foreign,</i>   $\beta$ <i>even when there are local brands with higher quality?</i>
EDT5	Narrator is reconciliatory	$\alpha$ <i>The Daily Graphic, therefore, prays the authorities</i>   $\beta$ <i>to use dialogue</i>   $\beta$ <i>to let the student body appreciate the need for the tolls</i>   $\alpha$ <i>and have a say in how the institution they attend is run.</i>
EDT6	Narrator is recommendatory	$\alpha$ <i>The Daily Graphic believes</i>   $\alpha$ <i>other innovations <b>could be introduced</b> by other schools, especially those in the rural areas</i>   $\beta$ <i>where the payment of fees by parents is always a problem.</i>
EDT7	Narrator is accepting	$\alpha$ <i>It is for this reason that the Daily Graphic <b>welcomes moves</b> by the DVLA</i>   $\beta$ <i>to automate its operations</i>   $\beta$ <i>to allow the public</i>   $\beta$ <i>to access its services from the comfort of their homes or workplaces.</i>
EDT8	Narrator is authoritative	$\alpha$ <i>The Daily Graphic calls on the statutory authorities <b>to sit up</b></i>   $\alpha$ <i>and ensure that fire safety standards are strictly respected</i>   $\alpha$ <i>and those who flout the regulations are <b>brought to book</b></i>   $\beta$ <i>to serve as a deterrent to all deviants.</i>
EDT9	Narrator is hopeful	$\alpha$ <i>However, the Daily Graphic <b>hopes</b></i>   $\alpha$ <i>the LMIS will be able to capture the exact unemployment rate</i>   $\beta$ <i>with the view to expanding the economy</i>   $\beta$ <i>to take care of the needs of all,</i>   $\beta$ <i>especially those who have gone through skills training.</i>
EDT10	Narrator is cautionary	<b>1</b> <i>We should resolve</i>   <b>2</b> <i><b>never</b> again to use concrete highway.</i>

*See appendix EDT1 CC12, EDT2 CC22, EDT3 CC48, EDT4 CC53, EDT5 CC73, EDT6 CC91, EDT7 CC105, EDT8 CC125, EDT9 CC141 and EDT10 CC158*

From the above, the communicative implications identify how the editors project their opinions whenever they are reporting and this is done through the use of verbal or mental processes. This is where and when the editors bring their views to bear in the presentation of the information. The examples of sentences from EDT1 to EDT10 indicate how the editors present their views to convey their messages. Sometimes the editors project their views by supporting, hoping, advocating, lamenting, reconciling, recommending, accepting, authorizing and cautioning.



## CHAPTER FIVE

### FINDINGS AND RECOMMENDATIONS

#### 5.0 Introduction

This is the concluding chapter of the study and it has brought out the findings in this study as well as some useful recommendations based on the findings. These suggestions are considered a debut by the researcher for improving upon English ‘grammatical and semantical’ study among high level students. In the previous chapter, the research questions were used as sub-topics to aid a good focus on issues discussed. Therefore, the findings are presented using the research questions as sub-headings.

#### 5.1 Summary of Findings

The study has been concerned with the notion of clause complexing as seen in the point of view of systemic functional grammar using editorials and the following were the major findings in an endeavor to answer three research questions which are formulated to guide the study.

##### **(A) The structural types of sentences used predominantly in the editorials**

On the average, the number of clauses, both clause simplexes and clause complexes, found in each of the 10 editorials range between fourteen and twenty. The total number of clauses, both clause simplexes and complexes identified in all the 10 editorials were one hundred and sixty-nine (169). Out of 169 clauses, one hundred and fifty-eight (158), containing 462 clauses constituting 80.61%, were clause complexes while only eleven (11) forming 19.39%, were clause simplexes which were not coded for the analysis since the unit for the analysis was clause complexing. Complex sentences (clause complexes) were many in the editorials.

In the 10 editorials, it was found that hypotaxis (complex, compound complex sentences) dominate parataxis (compound sentences) in terms of distribution. Looking at frequency of high, mid and low CC in the editorials, one could state that the editors did not extensively depart from the use of compound and complex sentences in the editorials. Therefore, one can say that complex sentences still maintain the highest frequency between 12 and 19 hypotaxis whereas compound sentences move from 0 to 3 in its occurrences in the EDTs. This vivid description is an added indication that hypotaxis dominates the EDTs.

It could be concluded that both taxis; parataxis and hypotaxis relations were used in the editorials under study but from the ongoing discussions, it was found that hypotaxis dominate in the 10 EDTs. Therefore, the researcher is of the view that the realization and distribution of the structural types of sentences are not pleasing in the EDTs. This is critically essential to be considered because it can be said that the EDTs are full of *codomain* or dependent clauses and the implications are numerous. When the *domain* or *dominant* is cut, the rest of the information could be meaningless. This implies that the EDTs which convey the opinions of the editors do not seem to have equal importance of ideas because the writers seem to put across several sentences of unequal importance in the editorials. Scanning each edition of the editorials, the findings conducted by the researcher results a fact that these editorials contain many clause complexes more than the clause simplexes because of particular reason. The editors construct a condense sentence with two or even more clauses inside.

#### **(B) Semantic Relationship of Sentence Information in the editorials.**

The logico-semantic relations of expansion and projection were used in the 158 clause complexes of the EDTs under study. In the semantic distribution, it was observed that enhancement had high frequency, followed by elaboration with mid

frequency and extension with low frequency. It could be pointed out that where there is massive enhancement in terms of semantic relations, elaboration suffers extensively. For example, EDT9 where enhancement has 8 CC, elaboration had 0 and extension had 5 CC. It was also found that enhancement, elaboration and extension were not evenly distributed although they were all used in the editorials.

### **(C) Communicative Implication**

It was observed that any time the editors wanted to project their opinions, the mental or the verbal process is used for communication. For example, the editors project their views by supporting, hoping, advocating, lamenting, reconciling, recommending, accepting, authorizing and cautioning the information they are presenting to the general public through the use of verbal and mental clauses.

### **5.2 Summary of Taxis and Logico-Semantic systems**

In conclusion, there are two types of information: whether the attachment is made through coordination or subordination, and the semantic type of the attachment. In all, it was found that the subordination types were many in the EDTs. Both taxes; parataxis and hypotaxis, are also used to indicate the equal and unequal relationships of sentences in the writing of the editorials. Based on the frequency, hypotaxis is predominantly used in the editorials. Thus, complex and compound complex-sentences were common which enabled the writers to conglomerate ideas in a single stretch.

### **5.3 Recommendation for further study**

This study is only limited to the study on clause complexing in editorials of the *Daily Graphic*, a Ghanaian public newspaper. The analysis was restricted to ten (10) editions of editorials and the focus was on grammatical relationships on one hand

and logico-semantic relationships on the other hand. It focuses on sentence information which are packed and oriented in the editorials and the communicative implications which are enriched in these journalistic writings. In consequence, it is a prelude to the study of clause complexity in the editorials and the possibilities are open for all-inclusive or comprehensive exploration of complex structures in language and communicative implications using a greater number and variety of journalistic writing from assorted newspapers.

Besides, this study leaned only on the ideational metafunction; clause complexing from the SFG perspective, but there are other metafunctions such as textual and interpersonal which have not been touched and could also be explored in the text. Several studies have been done especially on the editorials from SFG approach, expansion of the study to other newspaper sections such as letters to the editor, the classifieds and announcements, individual columns, etc will call for more comprehensive and lively view of journalistic writing in general and their meticulous effects on readability.

There are still many other aspects that have not been touched such as the issue of embedded or down-ranked clauses. Also, the indefinite cases where the relation between clauses is difficult to determine have not been mentioned. In the analysis, the editorials are only investigated in terms of clause complexing. We would have a deeper and more comprehensive interpretation of the text if it were considered from the perspectives of Theme, Mood, Transitivity, Reference, Coherence, Lexical Density and other complexes such as nominal group complexes. Moreover, the text chosen is an editorial text. In the future, a text of another genre might be taken for another analysis. The study would also be comprehensive and meaningful when it is extended and linked with the total consideration of the ideational metafunction to the

interpersonal metafunction as well as speech acts which are concerned with establishing and maintaining the interaction between the speaker and the hearer. Here, a relationship is established between a speaker and a listener. Halliday and Matthiessen (2004, p.29) refer to interpersonal metafunction as –a proposition, or a proposal, whereby we inform or question, give an order or make an offer, and express our appraisal of and attitude towards whoever we are addressing and what we are talking about.”

#### **5.4 Implications**

Once the deconstruction and analysis of structure, logical meaning and communicative implication of sentences have been undertaken, a major hurdle in sharing this knowledge will have been removed. Hopefully, the findings from this research will find their way to teachers through the Ministry of Education, journalists through Ghana Institute of Journalism as well as researchers through the Ghana Library Board who can then add to their understanding that language is power, language has a cultural base, and certain contexts construct and have specialised ways of making meaning. The findings may also point to some implications for teaching of language skills, teaching of English for Academic Purposes and English as a Second Language, research in linguistics in general and for journal and newspaper writers and editors. These writers may need to develop their repertoire of writing skills and knowledge, in order to gain more control of the writing processes to be more insightful to the reader’s anticipation and to also utilize the linguistic resources to achieve their communicative targets. Thus, it would be prudent for the findings to reach the various stake holders through libraries in Ghana, the Ministry of Education, the Ghana Institute of Journalism etc.



The implications of the findings to the teaching of English language, especially in the Ghanaian context, is that this study in general calls for a reconciliation of the focus of teaching English grammar and semantics within sentence information. Again, students may also need to be introduced to language resources and complexity that occupy momentous roles in English such as grammatical interdependencies and logical semantic relationships within clause construction. These resources and complexities as well as relationships of writing skills will gain their best when integrated with reading comprehension, summary, grammar and semantics which are important aspects of language.

The study does not only aim at theoretical findings, it is hoped to utilize these results to apply in reality. With respect to this intention, the study can have the following implications: First, the findings provide us with a useful tool to analyze a text in terms of expansion and projection. In this way they help us to discover some of the features of different types of texts, which are very important for the understanding of English texts. Second, this knowledge is extremely helpful in helping students develop their language skills, especially those of reading and writing, comprehension and summary etc, which involve a good understanding of logical and semantic relation between elements in a clause complex, and more broadly in a text.

Third, the awareness of the expansion and projection relations undoubtedly could help English learners to avoid mistakes in English. Finally, systemic functional grammar still seems to be quite new to Ghanaian learners. It is hoped that, with the knowledge acquired during the time conducting this study, the writer will have a chance to introduce Functional Grammar to English-major students at the second cycle institutions where he is currently teaching.

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## APPENDIX

### EDT1: *Daily Graphic*, Editorial, Monday, January 6, 2014

#### *We need a non-partisan approach to national development*

APPENDIX A

EDT 1



ONE of the most beautiful traits of multi-party democracy is its ability to accommodate all shades of opinion in the development of a nation. Thus, when Ghana made the decision in 1992 to return to constitutional rule, many citizens and, indeed, the international community were of the view that it would bolster our development efforts.

Ghana has come a long way, 21 years on, smoothly changing ruling parties in transitions that have been the envy of many fellow African states.

In spite of this obvious progress in our democratic dispensation, the *Daily Graphic* is of the opinion that more progress would have been made if our politicians, and indeed, the citizenry adopted a more non-partisan approach to discussing and seeking solutions to the myriad of problems that confront the nation.

We recall the animosity that characterised the debates on the duration for the senior high schools, following the partisan nature of the debates and that of the various housing projects planned by both the National



Monday, January 6, 2014

## We need a non-partisan approach to national development

Democratic Congress and the New Patriotic Party administrations as examples.

We dare say the solutions to some of these problems have left us with situations in which there is a lot of mistrust of our leaders, in politics, social and religious circles.

We saw it recently in the United States of America when the introduction of a health insurance scheme by President Barack Obama (Obamacare) was nearly marred due to the partisan stance of political leaders in that country. The result is now history.

The most intriguing thing is that on social platforms, most people who are seen as partisan treat their friends, family

members and even perfect strangers with a lot of goodwill. However, when they talk about politics and act politics, the loss of perspective is dramatic.

In politics, it is common to find committed members of political parties who strongly support their party's policies and are reluctant to compromise with their political opponents. However, if this kind of situation is allowed to hold sway, the nation is unable to tap all its resources for the betterment of its people, whose interest all political parties profess to serve.

This is the reason why the *Daily Graphic* takes sides with the Christian Council's observation that the partisan manner in which we deal with national issues

is not helping our development efforts.

In a five-page resolution, the council touched on many issues of national importance, from road accidents to health, education, electoral reforms, Merchant Bank sale, the Tobinco saga, corruption and the state of the economy, among others, criticised in one breath and offers commendation where it deemed necessary.

The Christian Council itself, at one point or another in the recent past, had been criticised by sections of the community for keeping quiet when it needed to be heard and criticising when, in the opinion of their critics, such criticism was uncalled for.

Another year has just begun and the Christian Council, which has a prophetic role as a development partner with a responsibility to nation-building efforts, has given us food for thought.

As a nation, we need to recognise that our destiny lies in our own hands and it is only in unity of purpose and convergence of ideas that we will be able to achieve the development we desire.



**EDT2: *Daily Graphic*, Editorial, Tuesday, January 14, 2014**

***Kudos PURC! We want more***













APPENDIX

EDT 6

Opinion 07

Winneba Graphic

# Daily Graphic

EDITORIAL

Wednesday, February 12, 2014

## Why not adopt the barter system in our schools?

The barter system is a system of exchange where goods and services are traded directly without the use of money. It is a system that has been used since the beginning of time. In a barter system, a person can trade their services for goods or services that they need. For example, a farmer can trade their produce for a carpenter's services. This system is often used in rural areas where there is no access to banks or financial institutions. It is a simple and effective way of exchanging goods and services.

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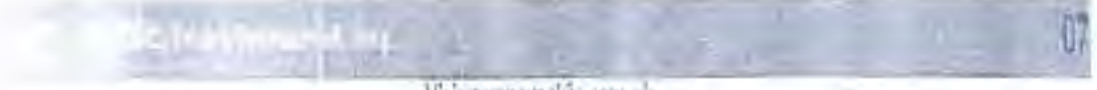
EDT7: Daily Graphic, Editorial, Thursday, February 20, 2014

Weed out the 'goro boys'



APPENDIX H

EDT 8



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07

# Daily Graphic

EDITORIAL

Wednesday, 27th March 2014

## MMDAs must enforce safety standards in our markets

By *John Osei*

It is a common sight to see a market stall in a state of disrepair. The stall is often cluttered with goods, and the structure is often made of makeshift materials. This is a clear violation of safety standards. Market Management and Development Authorities (MMDAs) have a duty to enforce these standards to ensure the safety of the public. They should ensure that all stalls are built to a certain standard and that they are regularly inspected. If a stall is found to be unsafe, it should be closed down until it is brought up to standard. This is not only for the safety of the public, but also for the safety of the vendors who are working in these markets.

The current state of our markets is a result of a lack of enforcement of safety standards. MMDAs are often underfunded and understaffed, which makes it difficult for them to carry out their duties. They need to be given more resources so that they can effectively enforce safety standards. This includes providing them with the necessary equipment and training. It also includes ensuring that they have the authority to take action against vendors who are violating safety standards. Only by taking these steps can we ensure that our markets are safe for everyone who uses them.

Market Management and Development Authorities (MMDAs) are responsible for the development and management of markets in Ghana. They have a duty to ensure that markets are safe, clean, and functional. This includes enforcing safety standards, maintaining the infrastructure, and providing services to vendors. MMDAs should be given the necessary resources and authority to carry out these duties effectively. They should also be held accountable for their actions and ensure that they are transparent in their operations. Only by doing so can we ensure that our markets are safe and functional for everyone.

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EDT9: Daily Graphic, Editorial, Wednesday, March 5, 2014

What is Ghana's unemployment rate?





