

**A DISCOURSE ANALYSIS OF MEDIA TEXTS: A CASE STUDY OF
RASNA WARAH'S TEXTS IN THE OPINION COLUMN MONDAY
NEWSPAPER**

BY

LUCY GAKII INOTI

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DECLARATION

I declare that this is my original work and has not been submitted by any degree or academic accreditation

Signature Date

LUCY GAKII INOTI
C50/76754/2014

This research project has been submitted for examination with my approval as the University Supervisors.

Signature Date

Supervisor
DR. GIDEON MARETE
Department of Linguistics
University of Nairobi

Signature Date

Supervisor
DR. ZIPPORAH OTISO
Department of Linguistics
University of Nairobi

DEDICATION

To my loving husband, Stephen Kinoti: your support, strength and encouragement have been my pillars.

To my loving children, Victor Gatobu, Viona Nkirote and Vincent Mutuma. You fueled my desire to advance. May God Bless you always.

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ABSTRACT

The focus of this study is to investigate the communicative strategies used by Rasna Warah in the Monday *Daily Nation* newspaper since media texts form a domain in communication that is accessible to many readers. This study aimed at examining the paradigm shift on how meaning is derived from a discourse using frame, context and background knowledge. This is because details of language are picked on site depending on the social identities and social activities (Paul Gee 1995:4). To collect and analyze data, the study blended two theories namely Systematic Functional Grammar (SFG) and Discourse Frame (DF) and based ideas on Critical Discourse Analysis (CDA) and the Standards of Textuality as tools of analysis. Sampling technique was used where texts were picked from the Monday *Daily Nation* newspaper in the months of February, March and April 2017. Out of the twelve collected, purposive sampling was done to narrow down to three texts that were rich in socio-economic themes which were the concern of the study. The data collected was then analyzed using the Systematic Functional Grammar dimensions and the core concepts of Discourse Frame Theory tenets and Standards of Textuality tools such as cohesion, coherence, informativity and acceptability to determine how Rasna Warah's texts are discursively constructed to achieve communicative effectiveness to her readers. The data was presented using descriptive, interpretations and explanations. The study revealed that Rasna uses individual words, phrases and sentences to come up with a communicative unit. It was also clear that Rasna uses various cohesive devices like reference, ellipsis, substitution, conjunctions and lexical cohesion to achieve effective communication. The study also revealed that Rasna's texts are informative and acceptable to her readers since she writes on local, national and political contexts.

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LIST OF ABBREVIATIONS AND ACRONYMS

CDA – Critical Discourse Analysis

DA – Discourse Analysis

DF – Discourse Frame

MCA – Member of County Assembly

MP – Member of Parliament

NMG – Nation Media Group

KBC - Kenya Broadcasting Corporation

SFG – Systemic Functional Grammar

STT – Standards of Textuality Theory

SV – Subject Verb

SVA – Subject Verb Adverb

SVOC – Subject Verb Object Complement

SVO – Subject Verb Object

SVC – Subject Verb Complement

SVOA – Subject Verb Object Adverb

SVOO – Subject Verb Object Object

TV – Television

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This study examines discourse analysis of Rasna Warah's text in the *Daily Nation* newspaper for the purpose of identifying linguistic strategies for effective communication.

1.1 Background to the Study

In 1609 the first newspaper was printed and published in Germany. These papers underwent thorough censoring by the government such that they ended up giving reports on current prices and foreign news only. More recently, the English government relaxed this censorship and this made newspapers flourish in London, Boston and Philadelphia. With the coming of new technology which would print thousands of papers cheaply, more papers were printed.

Newspapers just like everything else have gone through dramatic changes over time. These changes have brought about different newspapers in different cities. In Kenya, for example, we have the *Daily Nation* newspapers, *The Standard* newspaper, *Kenya Times*, and *Nairobi* among others. These papers are loaded with news about weather, sports, politics and other features that inform and entertain people.

The first Kenyan newspaper was published by Nation Media Group (NMG) Limited. This newspaper was founded by Aga Khan IV in 1959. It has come to be the largest private media in east and central Africa (Buzz Kenya 2016). The first newspapers were started at the coastal town in 1890s. Their presence there is connected to the traders, settlers, explorers and missionaries. Charles Hayes started the *Daily Nation* newspaper in 1958 but later sold it to prince Karim Aga Khan IV who changed its name to *Nation Today*.

Daily Nation newspaper is widely read in East and Central Africa and it is also electronically published which increases its daily viewers. The group publication includes: *Business Daily Africa*, *Daily Nation*, *Daily Monitor*, *East Africa Daily* and *The Citizen*. *The Daily Nation* newspaper is considered the most authoritative of all Kenya's newspapers. It provides a comprehensive and balanced coverage of Kenyan news. It is published seven days per week and it is available in most parts of east and

central Africa. Apart from *Daily Nation* newspaper prints, there is also a *daily web* page which has over 3 million daily viewers.

Rasna Warah who is our case study is a writer, editor and researcher in Kenya and has over 20yrs of experience. She writes the opinion columns in the *Daily Nation* newspapers. She was born in 1962 from an Indian origin. Her family has been in Kenya for over 100 years. She is based in Malindi, Kenya. She has authored and published four non-fiction books *Mogadishu Then and Now* (2012), *Red Soil and Roasted Maize* (2011), *Edited Missionaries, Mercenaries and Misfits* (2008) and *Tripple Heritage* (1998). Her research interests include the politics of aid, urbanization and questions surrounding identity in Kenya.

Rasna Warah is known for her popularity in the *Daily Nation* newspaper. She has a keen eye for identifying contradictions and lies as well as special urge for justice which has made her develop special compassion for her fellow Kenyan (e.g. in Michela Wong *It's our turn to eat* a story of a Kenyan whistleblower).

This research is basically set to do the discourse analysis of media texts: A Case Study of Rasna Warah's text in the opinion Column Monday newspaper.

Other commentators are Macharia Gaitho (Tuesday *Daily Nation*); Magesha Ngwiri (Saturday *Daily Nation*); Murithi Mutiga (*Sunday Daily Nation*) and Jaindi Kisero (Wednesday *Daily Nation*).

1.2 Statement of the Research Problem

Today, the newspaper is used as a tool to express information, ideas, and create awareness. It increases our knowledge and broadens our vision. It makes us realize that we are living in an interactive world of knowledge and learning. It is an instrument of propagating wrong ideas as well as a tool of preaching positive thinking. The opinion columnist Rasna Warah has been an agent of creating awareness and enhancing knowledge through her writings on the Monday opinion column of the *Daily Nation* newspaper.

This study aims at finding out the communicative strategies of Rasna Warah in her opinion commentary texts in the Monday *Daily Nation* newspaper. Since newspapers are read widely, there is need to study the extent to which these texts communicate effectively to the readers. Nevertheless, her meaning is made clear by the 'Frame'

which her readers use to interpret her words. The non-frame approach of Halliday and Hasan may not give us a comprehensive meaning of her texts. However, if we put in the interpretivist frame, then her text begins to yield meaning. Chomsky's universal Grammar is more inclined to context free grammars that are rule oriented. This has raised concerns since many linguists are for the opinion that space grammar for instance, is of importance in Discourse Analysis. Rasna Warah's texts are a specimen for analyzing the complete picture of what language is all about by analyzing the text using Systemic Functional Theory and Discourse Frame Theory.

The study is used for generation knowledge about ideations and re-ideations from Rasna's text which require context, frame and background knowledge for their interpretation. Therefore, the current study blends two theories; Systemic Functional Linguistic (SFL) by Michael Halliday and Hasan (1976) and Discourse Frame Theory by James Paul Gee (1996).

According to Gee (1996) meaning is multiple, flexible, and tied to culture. This is because people use the 'same' words to mean different things. He argues that language-in-use is fitted to the context or situations in which it is used. The study tries to find out the strategies used by Warah to interpret meaning using Discourse Frame theory.

1.3 Objectives of the Study

1. To examine the uses of frame, context and background knowledge in Rasna Warah's texts in the discourse of social constructions.
2. To find out how cohesion is achieved in Rasna Warah's commentary text in the Monday *Daily Nation* newspaper.
3. To investigate the coherence strategies Rasna Warah uses in her opinion commentary texts.
4. To explore the extent to which Rasna Warah's texts are informative and acceptable to her readers.

1.4 Hypothesis

1. Rasna Warah uses frame, context and background knowledge in the constructions of her texts.
2. There are varieties of cohesive devices used by Rasna Warah in her opinion commentary texts.
3. Various coherence strategies are used by Rasna Warah in her opinion commentary texts.
4. Rasna Warah's texts are informative and acceptable to her readers.

1.5 Justification of the Study

According to Halliday (2009), language is metafunctionally organized. This means that language is analyzed in three ways namely: semantically, phonologically and lexicogrammatically. Systemic Functional Grammar (SFG) is one of the theories which guides this study. Halliday goes further to say that functional organization of language is one that brings out the form taken by grammatical structure. Sometimes readers are likely to interpret and understand a writer differently depending on the frame interpretation. There is a paradigm shift being argued in favour of widening linguistic debate to include situated grammar because at the moment the grammars are context free. This type of study has not been done before and especially not on language of the opinion column texts. This study uses Discourse Frame theory by James Gee which argue out the inclusion of situated grammars in the study of language which helps in discourse analysis for interpretation.

The Discourse Frame theory helps analyze the meaning of the discourse using seven tenets; these are: identity and relationships, activities, politics, connection, value and social cultural aspects. Newspapers are written for general consumption and Rasna Warah who writes in the *Daily Nation* newspaper (Opinion Commentary) has a special clarity of expressions. Therefore, there is need to analyze her texts and study the linguistic integration structures and socio-economic Discourse to show how they interact to bring out effective communication to the readers.

This study demonstrates Standards of Textuality by Beaugrade and Dresser (1981) who show how to analyze the text in order to achieve the desired goals of effective communication. The research findings enlighten on perfect writing skills in commentary text and also to journalists, writers, grammarians and political scientists

who seek to achieve the desired communicative goals. The findings contribute to the pool of knowledge in the linguistic discipline as well as generating new knowledge to other scholars. The scholarly insight from the study can be a stepping stone to other linguists and especially on discourse analysis.

1.6 Scope and Limitations

The present study investigates Rasna Warah's opinion commentary texts in the Monday *Daily Nation* newspaper. The researcher looks at how language is used to achieve effective communication.

The study examines the standards of textuality, acceptability, and informativity. These are: cohesion, substitution, references, conjunctions, ellipsis, and lexical cohesion which enhance effective communication. The study is limited to socio-economic meaning.

The study uses Systemic Functional Grammar (SFG) and explains how written texts interpret meanings and the way the properties of a language are structured in an open system in order to bring out meaning (Halliday, 2009). More attention is put on pragmatics and discourse semantics than infinite rules of systems. The researcher incorporates the Systemic Functional Grammar using the dimensions: paradigmatic, stratification, metafunctional, syntagmatic, and instantiation.

The purpose of analyzing data and interpreting meaning in Warah's text is to examine how the contexts of these texts are based on socio-economic and not socio-linguistic contexts. The study incorporates the Discourse Frame theory by Paul Gee (1986) which identifies seven tenets: values, identity, activities, politics, connection, relationships, and social culture.

According to Billing (1987) situated meanings are not kept in an individual's mind but are negotiated between the people and communicative social interactions.

The researcher examines the frequencies of choices selected in the use of language. The study focuses on only three of Warah's texts from the Monday *Daily Nation* newspaper from the texts collected within months of March and April 2017. The three texts are chosen using purposive sampling method. Each text chosen captures one Of Warah's linguistic structure. The main issues that Warah writes on are: oppression,

leadership, justice, peace, truth, poverty and discrimination which portray use of social constructions.

Socio-economic discourse refers to a wide range of activities like journalistic, commentaries, social debates, social pressure groups, social conferences, social speeches and labour activities (Eldelman, 1971). In this study, the researcher focuses on social/economic commentary texts.

Critical Discourse analysis criticizes the use of language for non-situated discourse but historical discourse analysts say that those in the situation are in a historical setting and that setting must yield meaning that makes the context intelligible. Language is seen as a “system of systems”. A linguist’s big issue is to specify the grammatical choices involved in communication in a “text” through the available resources for expressions in a language. That is to say that text is meaning and meaning is choice (Halliday, 1978). To achieve this, the study incorporates Critical Discourse Analysis by Fairclough, (1995) whose focus is on language as a thread used in situation network for example, examining how language is used in both describing and explaining. Thus, texts give the world its meaning, fabricating it as well as shaping its perspectives. Discourse is thus the various ways in which people achieve communication among themselves. Fairclough, (1992:41). Our understanding of a discourse is based on production, form and reception which have a social effect and are dependent upon audience access, comprehension and usage.

Due to limited time factor, the study does not include Textuality Standards of intertextuality in a detailed way which is also directed towards achieving communicative effectiveness. The researcher is also limited to the socio-economic meaning only. It was not possible to analyze all the collected twelve documentaries due to time factor. Other newspaper sections like new texts, news features, editorials and other opinion texts were also not analyzed because our emphasis was on Rasna Warah’s handling of social and economic issues.

1.7 Operational Definition of Terms

Systemic Functional Grammar (SFG): This is the study of meaning construction through systems of lexicogrammatical choices that serve functions within cultural and social contexts. It is the way in which a language is organized (Halliday & Hassan, 1976).

Paradigmatic Dimension: This is where meaning is seen as a choice selected by users of a language from choices that arise in the environment (axis of choice)

Syntagmatic Dimension: This is the prescribed sequence in which elements (morpheme, words, phonemes, groups) are combined (Halliday, 1976).

Stratification Dimension: This is the procedural order of semiotic context, semantics, lexical grammar and phonology (Halliday, 1976).

Metafunctional Dimension: It explains how language has evolved due to human need in order to make meaning about the world around us and inside us. Metafunction is divided into 3 namely; ideational, interpersonal and textual (Halliday, 1966).

System: This is the key method of representing paradigmatic organization at the level of phonology syntactic, grammatical and any stratum. They bring together statement of choice which could be two or more that are represented by features and entry regulations that determine when these choices are available.

Structure: It is a function consisting of a configuration of grammatical functions like theme, subject and actor. (Halliday, 1966).

Cohesion: This is the relationship in meaning that is found between a text and that which make it be regarded as a text. According to Halliday (1979), cohesion refers to “non-structural text forming relations”. It is the glue that holds the text together.

Text: A text is a semantic unit and its texture is determined by its interpretation within a particular environment. It can be written or spoken and of any length (Halliday and Hassan 1976).

Reference: It is the item or items in a language which have the reference property whereby the semantic interpretation is not done in its own right but instead they are used to make reference to another thing to bring out their interpretation. (Halliday and Hasan, 1976).

Substitution: This is a way of replacing of one item by another within the text (Halliday & Hasan, 1976:88).

Endophora: This is where the interpretation of the referential form lies within a text (Brown and Yule, 1983: 192).

Exophora: This is where the interpretation of the referential form is found outside the text when looking at the context of a situation. (Halliday & Hasan, 1976:18).

Ellipsis: Ellipsis and substitutions are very similar to each other only that Ellipsis is substitution by zero (Halliday and Hasan, 1976:142).

Repetition: This is when words or phrases are repeated in a work of art to bring attention to an idea (<https://literarydevices.next/repetition/>).

Standards of Textuality Theory (STT): It is a theory by Beaugrade and Dressler (1981) that explains seven standards of textuality which must be met by a text in order for it to make sense. These are cohesion, coherence, intentionality, acceptability, informativity, intertextuality, and situationality.

Coherence: Coherence according to Beaugrade and Dressler (1981:84) is seen as continuity of mutual access and relevance within a configuration of concepts and relations.

Field: This means what is going on in a text. It also involves what is being done by the participants especially the social action.

Tenor: These are the social roles and relationships between the participants. It also involves the speech roles participants are taking for example a dialogue.

Mode: This is the aspect of the channel of communication like spoken/written, monologue/dialogue. It involves the role played by language and what the participants expect from language in different situations like persuasive or expository.

Strategies of Perspectivization: This is the framing or discourse representation by use of specific means of reporting, description, narration or the quotation of events and utterances.

Strategies of Predication: This is the appearance of evaluative attributions of positive or negative traits and implicit or explicit predicates.

Strategies of Argumentation: These are reflected in certain topoi (i.e. used to justify political inclusion or exclusion).

Referential Strategy or Strategy of Nomination: This is where the salient linguistic devices are membership categorizations like; metaphors, metonymies and synecdoche.

Strategies of Intensification and Mitigation: These are the ways of intensifying or mitigating the illocutionary force of utterances.

1.8 Literature Review

This section examines works done by other scholars that have impact on this study. It is divided into two parts. The first part looks at other works that are related to media texts. The second part examines the relevant literature to the current study.

1.8.1 Literature Review of Similar Studies

A study by Ooko (2008) uses Critical Discourse Analysis (CDA) to explore gender relationships and roles portrayed in the Kenya print media in the Saturday Magazine of the *Daily Nation* newspaper. This study is relevant in the current study since it uses the same theoretical framework. It also uses a similar domain of the data in print media. The case study is of Rasna Warah a female writer which makes this study relevant since it explores gender relationships.

A study done by Maloba (2002) discussed a Discourse Analysis of opinion column texts which is the researcher's area of interest. Maloba's study put more emphasis in cohesion and deixis. This study on the other hand looks at the cohesive device categories which are known to bring out coherence in texts. These are: substitution, lexical cohesion, reference, ellipsis, and conjunctions. The domain of the data is relevant in the current study and also the theoretical framework (CDA) is similar to the one used in this study.

Maguta (2010) handles Discourse Analysis (DA) of media texts: A case study of Mutahi Ngunyi's texts in the *Sunday Nation* newspaper. His study used a similar theoretical framework. This study uses Critical Discourse Analysis and Systemic Functional Grammar (SFG). The study is relevant since it falls under the category of newspaper texts, which is under the category of non-literary texts which include, political speeches, media articles, television, web broadcasting and so on. This type of analysis is called Critical Discourse Analysis which is relevant in the current study.

Karanja (1993) has studied discussion programmes in Kenya Broadcasting Co-operation Television (K.B.C. TV) network. The study examines the observable patterning in the discussions and the salient patterns of language use. It is a descriptive study that gives an insight into the general organization of conversation and fall in the area of conversational analysis. The study is relevant to our research since it deals with analysis of discourse and drives its data from the print media.

Another writer, Habwe (1999) analyzed Kiswahili political speeches where he observes that politicians deliberately make certain linguistic choices to manipulate their audience into accepting their view point. This study is relevant to our study since it strives to ascertain whether the interaction being analyzed has any elements of the speakers making certain linguistic choices and how these choices bring out cohesion.

Kiai A. W. (1996) analyzed educational radio programmes by examining how scientific register is adopted to fit the local languages. The study concentrates on lexical and stylistic features of the discourse. This is achieved by allocating scientific terms without equal translations that are adapted in order to help farmers understand foreign ideas related to farming. The research is relevant because it deals with lexical features which are our concern in our media texts.

Gumbo (2009) analyzes Obama's political speeches where he based his study on text linguistic framework. He examined cohesion, coherence, acceptability and situationality. He also studies the effects of persuasive language in Obama's speech. The study examines the general categories of cohesion and shows their effectiveness. This shows that the domain of data is relevant in the current study.

From this literature review, there is a gap in knowledge that should be filled by finding out the communicative strategies used by Rasna Warah in her text to depict socio-economic issues in the society.

1.8.2 Literature Review of Relevant Works

This section deals with studies relevant to the current study. According to George Lakoff (2008) as found in the domain in the communication of column argue that, "Communication itself comes with a frame". Language is known to evoke frame that is why choice of language is vital especially conceptual and moral frames. These frames form a system which has to be built up over time. This study is relevant to our study since we are interested in the way 'frame' enhances effective communication.

Nelson, et al (1997) look at frame as a way in which a source explains the necessary challenges underlying a specific political or social issue and out spell a set of considerations that are relevant to that challenge. Frame analysis is an intense scrutiny of the way ideas are connected in discourse. The study borrows from the frame concept since we have used the discourse frame theory to analyze the data.

But in another work, Schifrin (1987) examines discourse analysis as one concerned with language. The researcher uses various texts on discourse analysis, systemic functional frames used in social context, especially with interaction of readers and writers. He studies the organization of language above sentence that is above the clause. For example, written texts which are considered as longer linguistic units. The study is concerned with investigation of the strategies of language use for effective communication in the opinion column texts by Rasna. Therefore, this study is applicable in our study since analysis of sentence structure is a key factor for effective communication.

Perker et al (2003) look at discourse as comprising of both text and context. In our study text is the basic means of communication based on specific contexts. The contexts are socio-economic which are either discussed at local, national and international levels.

According to Brown and Yule (1983), discourse analysis incorporates the study of regularities found in the distribution of linguistic forms. The authors have a linguistic approach in the analysis of discourse. They have discussed issues concerning writer/speaker as a source and facilitator of communication. It also considers the interpretation principles which enable people to make sense of what they read and what they hear. This study guides us on how to handle text data especially by reviewing the account of Halliday and Hasan on cohesion.

Lyons (1981: 216 – 235) explores various linguistic movements starting from historicism to generativism. The research ties down the development of this movement to discourse analysis and looks at the contributions that were offered to this field.

Crystal and Davy (1969: 173) look at stylistics which provides a formal account of the language of newspapers reporting. The study provides an insight when examining Rasna Warah's texts from the opinion column in the *Daily Nation* newspaper.

Wodak and Meyer (2001) describe the methods of critical discourse analysis which is important to this study. They expound on the methodology and practice of CDA and suggest how studies in CDA should be carried out. This is vital in the study.

Wales (1989) identifies “a text as a sequential collection of sentences or utterances which form a unity by reason of their cohesion and semantic coherence.” This information investigates the coherence and cohesion in Rasna Warah’s texts in order to establish their communicative effectiveness. Our main focus is on written texts which makes relevant to our study.

Tannen (1984) identifies thematic cohesion as vital in discourse analysis. In thematic cohesion, he states that in order to signal a developing theme, the elements which appear in a text are tied together or disconnected. The study is interested in the notion of topic - the topic - of discourse, what we call in this research ‘Rasna’s opinion’. This is achieved only when the discourse is cohesive and coherent. For effective communication, the sentences in a discourse must be held together into a communicative entity thus realizing thematic cohesion. Our major issue of socio-economic Discourse Analysis has other sub-themes which develop this main theme.

According to Beaugrade and Dresser (1981), definition of a text is that one that meets the seven standards of textuality. According to them, all the standards are necessary for the text to become meaningful and therefore communicative. The study is guided by standards of textuality like coherence and cohesion as a theoretical tool to analyze Rasna Warah’s texts.

According to Malmkajer (1991:468 – 469), textuality standards are classified into two categories which are cohesion and coherence and are considered to be text-centered standards whereas intentionality, informativity are classified as user centered standards. They all function as the principle which constitutes each other for the text to be communicative. Effectiveness is described as the regulative principle which defines and creates communication. This study is based on two text-centered standards and two user-centered of textuality with an aim of investigating the communicative effectiveness of political commentary texts.

Werth (1984) highlights the principles of textuality like coherence and cohesion. To him the term focus is the 'object of attention', it is a coherence feature used in text writing. Our study analyzes how Rasna Warah has used cohesion and coherence to communicate to her readers.

According to Dijk (1985), the form of a text is a factor of the conjunction of the linguistic features specified by the discourse and the formal aspect of a genre. This study analyzes linguistic features in a text like referencing used in Rasna Warah's texts.

A primary linguistic approach to the analysis of discourse Brown and Yule (1983:27 – 33) investigate how people communicate using language and the way the addressees interpret linguistic messages. This study deals with Discourse Analysis of texts. It involves investigating Rasna Warah's texts and seeing how language is used to communicate effectively.

The term 'text' defines the type of linguistic material which is described by its context for example the environment where saying occurs and the verbal channel used. Schiffrin (1994: 263 – 365) looks at text and context as interdependent contributions to utterance meaning and to discourse coherence across utterance. Context is seen as a situation. Text is a means of displaying situation and how text creates knowledge including, but not limited to knowledge of 'situation.' This study analyzes Rasna Warah's texts which are based on different situations both local and global.

According to Givon (1983: 5 – 6), topic is seen as a more discourse functional notion which is referred to as 'subject' as a structural notion under some other guises offered to as 'theme'. Topic thus, can be classified into three categories depending on where they occur in paragraph; for example, chain initial topic, chain media topic, and chain final topic. This study considers topic as an element of coherence in Rasna's texts to communicate effectively.

Spoken and written discourse show grammatical connections between clauses and utterances (McCarthy, 1991:35–48). These grammatical connections can be categorized in three ways: conjunctions, references and ellipsis/substitutions. The items included in 'reference are: him, they, she, it, them, he, his etc; demonstrative (this, that, those, these) and articles 'the'. There is either anaphoric reference (looking backward) or cataphoric reference (looking forward). Ellipses are known to be

omissions of linguistic elements which are supposed to be present in grammar but are left out by the writer/ speaker because they assume them to be obvious and therefore need not be raised. Conjunctions are classified into two types namely phrasal type and single word items (and, or, but, though, them). This study analyzes grammatical links to exploit cohesion in Warah's texts.

There are five types of cohesion: references, substitution, ellipsis, conjunction and collocation according to Geogakopoulou and Goutsos (2004:1-14). Cohesion is about the semantic relations otherwise referred to as cohesive ties that are known to keep the text together in its original order and what is manipulated when attempts are being done to regain a text meaning after a recording of its sentence. This study uses the five types of cohesion to analyze Warah's texts.

Coherence can be classified as semantic coherence, stylistic coherence and pragmatic coherence (Djik and Kintsch, 1983:149). The study covers semantic coherence as used in Warah's texts.

Halliday and Hassan (1976) suggest various mechanisms of texture necessary like cohesion, substitution, references, ellipsis, conjunction, lexical, and substitution which make any length of discourse/text meaningful and coherent. This study draws on some textual aspects of meaning through cohesion. The principles of referencing conjunction, lexical cohesion is used in our analysis to demonstrate the relevance of cohesive elements present in the texts towards achieving communicative effectiveness.

Argument by Renkema (1993:73) states that anaphora is a special type of connection within discourse which results from the use of pronouns. He says that back-referential pronouns such as he, she, are called anaphora which is a Greek word meaning 'to lift up' or 'bring back.' Forward –referential pronouns are called cataphora. This study analyzes anaphora and cataphora elements used to bring cohesion in Warah's texts.

Simple sentences consist of single independent clause, which may be one of the seven types Greenbaum and Quirk, (1990:204). They argue out that the types differ according to whether one or more clause elements are obligatorily present in addition to S (subject) and V (verb). The V element is always a finite verb phrase. The seven types are SVOC, SVO, SVC, SV, SVA, SVOO, and SVOA where O (object) C (complement) and A (adverbial) are optional elements which can be added to

sentences. This study analyzes how Rasna Warah uses simple sentences to communicate effectively in her texts.

According to Givon (1995:1) Global Coherence has been derived from psychologists' research on well edited written texts produced top-down with fixed perspective, with global goals governing the selection of more local structures, and the local coherence tradition. This is derived from the research of linguists and others who have studied spontaneous oral text, with local consistency but global inconsistency whereby the text is made in a bottom-up unplanned manner with negotiated, flexible and shifting perspective. This study analyses coherence as portrayed in Warah's texts both globally or locally.

Language is assumed by Discourse analysts to be social, thus, analysis of language occurs above the clause and the unit of a sentence (Jaworski & Coupland, 1999). The study looks at language above the unit for interpretation and meaning in Warah's texts. According to Halliday language is rule based; for example, verb +object; subject + predicate. A text is seen as a basic unit of a sentence and it is studied in the environmental discourse which it appears. Systemic- functional theory is used to access knowledge from a text as well as constructing meaning. This study helps in analyzing sentences from Rasna Warah's use of systemic dimensions.

According to Fillmore (1982) frames are described as ideas that are connected so that to understand each one of them, one has to understand the structure where the idea fits. He goes further to say that whenever a structure is brought up in a text all the others are automatically made available. Fillmore et al (2010) argue further that linguistic expressions are best understood by the speaker/ writer through the way in which their meaning dimensions are expressed in terms of frames that is cognitive structures. Frame deals with mind, language and culture. This study is useful in analyzing and interpreting Rasna Warah's texts for effective communication by use of 'frame'.

Language performs various functions and expresses meanings in different situations and contexts in our daily lives. Grammar is the organization of the language according to Butt et al., (2000). This study helps in analyzing various functions of language.

From the literature review, there is a gap that needs to be filled by using Systemic Functional Theory that is used to collect data from the socio-economic texts by Rasna

Warah. This information is further analyzed using the Discourse Frame Theory which is keen on situated meaning which has not been discussed before. This enables us to identify some of the linguistic strategies used by Warah to make her texts communicative to her readers.

1.9 Conceptual Framework

This study blends two theories namely 1) Discourse Frame (DF) by James Paul Gee (1996) basing its ideas on Critical Discourse Analysis theory by Norman Fairclough. This study incorporates the Standards of Textuality by Beaugrade and Dressier (1981: 2) Systemic Functional Grammar (SFG) by Michael Halliday (2000).

Systemic functional Grammar examines language as a social semiotic system. According to Halliday (2000) language is seen as a ‘system network’ where there are choices found in language varieties mapped by representation tools. He argues further that systemic functional linguistics is ‘functional’ in that it started under the pressure of a certain function that the language system is supposed to perform. The functions of a language do not purely rely upon the organization and structure of language at every level. This is achieved through what is called ‘metafunction’.

According to Halliday (2000) all languages involve three metafunctions for example:

- a) meaning about the outer world and the inner world
- b) meaning concerned with the interpersonal relations.
- c) wording.

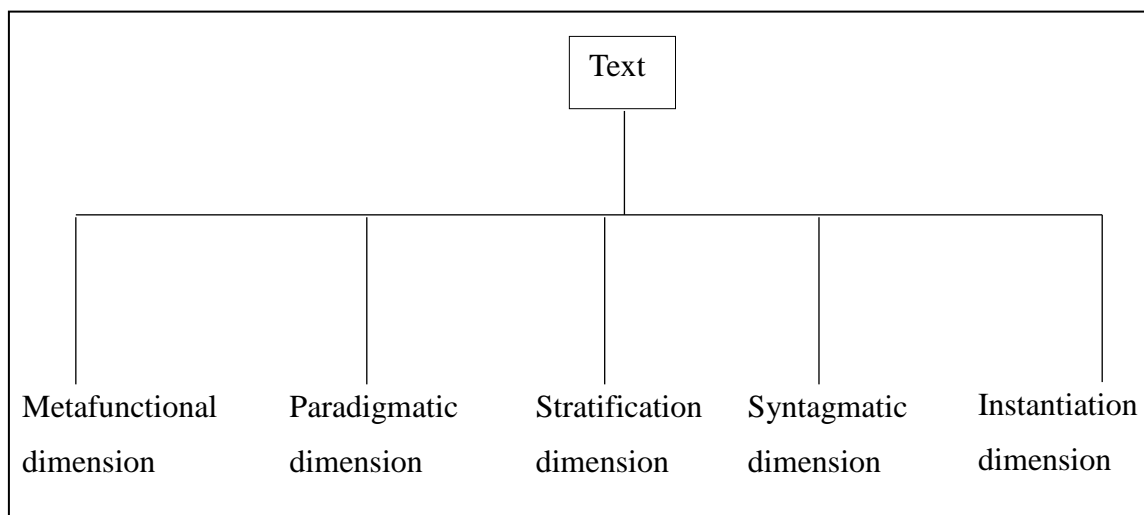
All the three above must come into being simultaneously. The study is guided by this theory to bring to full understanding of Rasna Warah’s texts in the *Daily Nation* newspaper.

Halliday and Hassan (1996) in their theory came up with five principles to help in text analysis. These are: systemic functional theory dimensions that are termed as perspectivization dimensions.

1.9.1 Perspectivization Dimensions

It is divided into five dimensions as shown below:

Figure 1: Dimensions

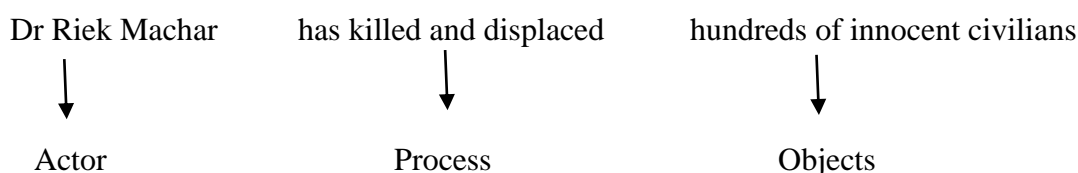


Metafunctional Dimension: This principle explains how language has evolved due to human need in order to make meaning about the world around us and inside us. This helps humans to create and maintain interpersonal relations. These are ‘ideological’, ‘interpersonal’ and ‘textual’ metafunctions. This helps in the coherent flow of discourse.

Ideational metafunctional deals with the natural world. This is how we express ourselves for example a clause can be analyzed into process, participant as well as circumstances. A good example is in case grammar where different participant type is for different process type. For example, the sentences below illustrate metafunctional clauses.

Dr. Riek Machar has killed and displaced hundreds of innocent civilians

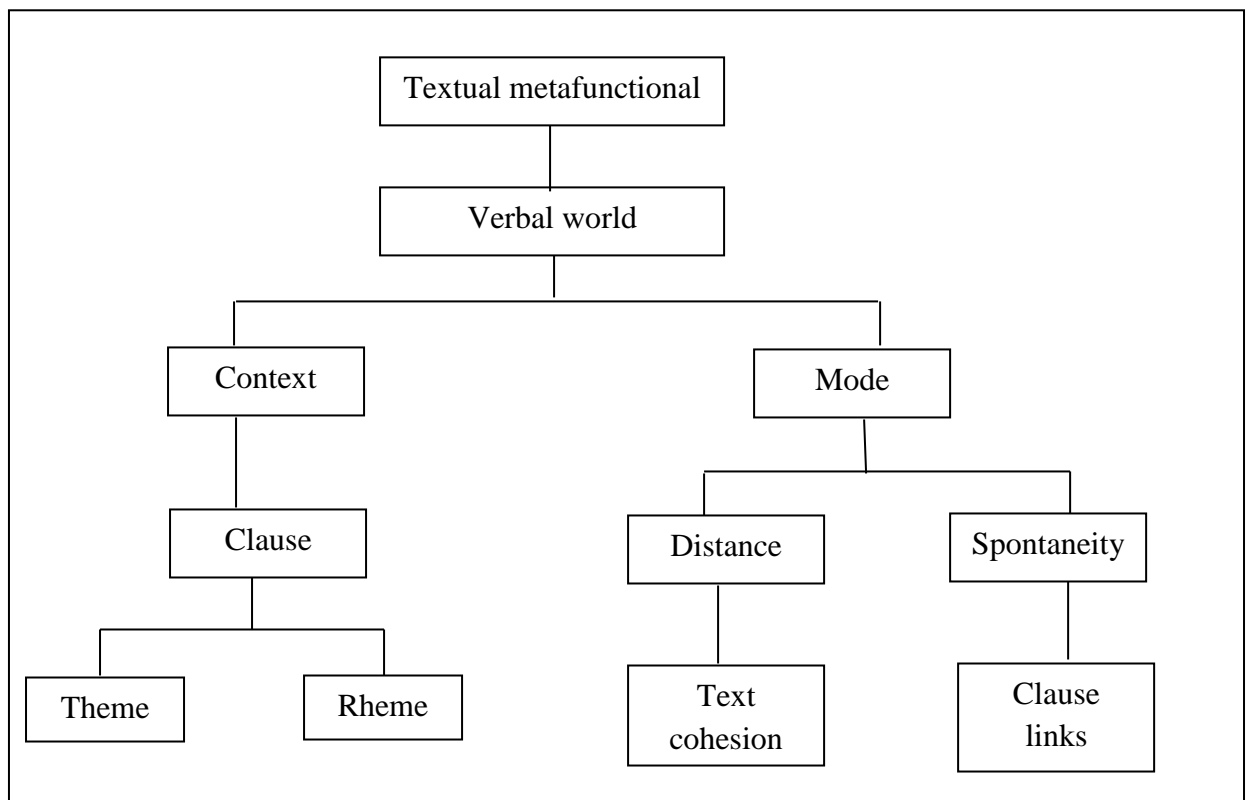
(Excerpt from Appendix B line 36)



It is clear that in each clause, there is a participant with a different process type and a circumstance type.

Textual metafunctional deals with the verbal world that is the way information in text flows thus unity in texts which is more concerned with verbal context. The textual metafunction analyzes a clause into Theme and Rheme. Textual connects to MODE which is known to be the internal organization and the way in which message flows in a text. This involves the way a text interacts, communicates distance and spontaneity. Textual analysis is done through hesitators, repetition and pauses. Spontaneity is achieved by focus on how clauses are linked together by lexical density and grammatical complexity. Communicative distance involves examining text's cohesion. THEME is known to be key in textual system at clause level. This refers to the different modes of meaning construed by the grammar. Grammar creates meaning with three highly generalized metafunctions that relate to phenomena outside language for example the table below illustrates the textual metafunctional.

Figure 2: Textual Metafunction



Cohesion is examined in context of grammatical, lexical, and intonational aspect which is lexical chain and speech register, tone, tonality and tonacity. The lexical aspect is concerned with lexical repetitions and sense relations whereas grammatical

aspects are concerned with meaning being repeated through substitutions, ellipsis, conjunction, pronouns, determiners and quantifiers, lexical, cohesion, and references. According to Halliday (1994), ideation is divided into logical metafunction which deal with grammatical resources that are known for building grammatical units into complexes. For example, joining two or more clauses to make a complex one can be represented as follows;

South Sudan's leaders are more interested in acquiring personal wealth than in developing their country.

(Excerpt from appendix B line 34.)

South Sudan's leaders are more interested in acquiring personal wealth (Independent clause) and

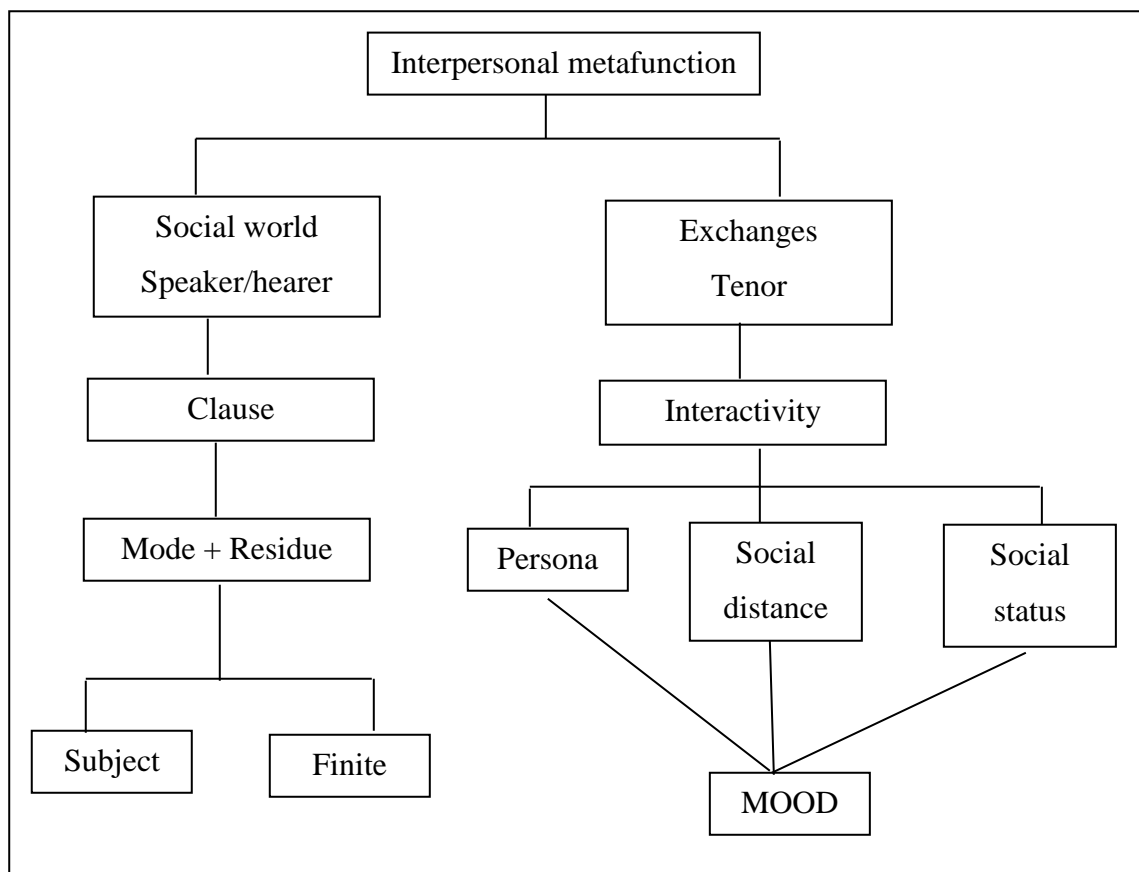
than in developing their country (Dependent clause)

The above sentence is made up of two clauses that make it a complex sentence.

Ideation metafunctional examines the contextual value of Field (or rather topic). This is the way in which the language is implicated. When analyzing Rasna's texts, ideational functions are concerned with the grammatical choices like process type, circumstance type, and participant type.

Interpersonal metafunctional is concerned with the social world that is the relationship between the speaker and hearer. It also deals with clauses as exchanges for example the strength of a statement. Interpersonal analyzes clauses into Mood and Residue whereby the Mood is further analyzed into Subject and Finite. According to Halliday (1994) interpersonal is concerned with texts aspect of tenor like interactivity. Tenor has three components namely: persona (writer/speaker), social distance, and social status. Persona means who is involved and whether they have a neutral attitude which can be identified through the use of negative or positive language. Social distance shows how close the speaker/writer is. Relative social status examines how equal a speaker/ writer is in terms of their understanding on the subject and the power they have on a subject. The grammatical system here is the MOOD.

Figure 4: Interpersonal Metafunction



Syntagmatic Dimension: Language is understood syntagmatically that is either spoken or written. Halliday looks at language as units of different levels and within each stratum of a language system, for example, the smallest being morpheme and a clause being largest. The others between are ranks of phrases and of words. It is clear that linguistic items have syntagmatic relations for example, letters in words relate to each other and so are the words in a sentence. This may be represented as follows:

Dr. Riek Machar has killed and displaced hundreds of innocent civilians.

(Excerpt from Appendix B line 36)

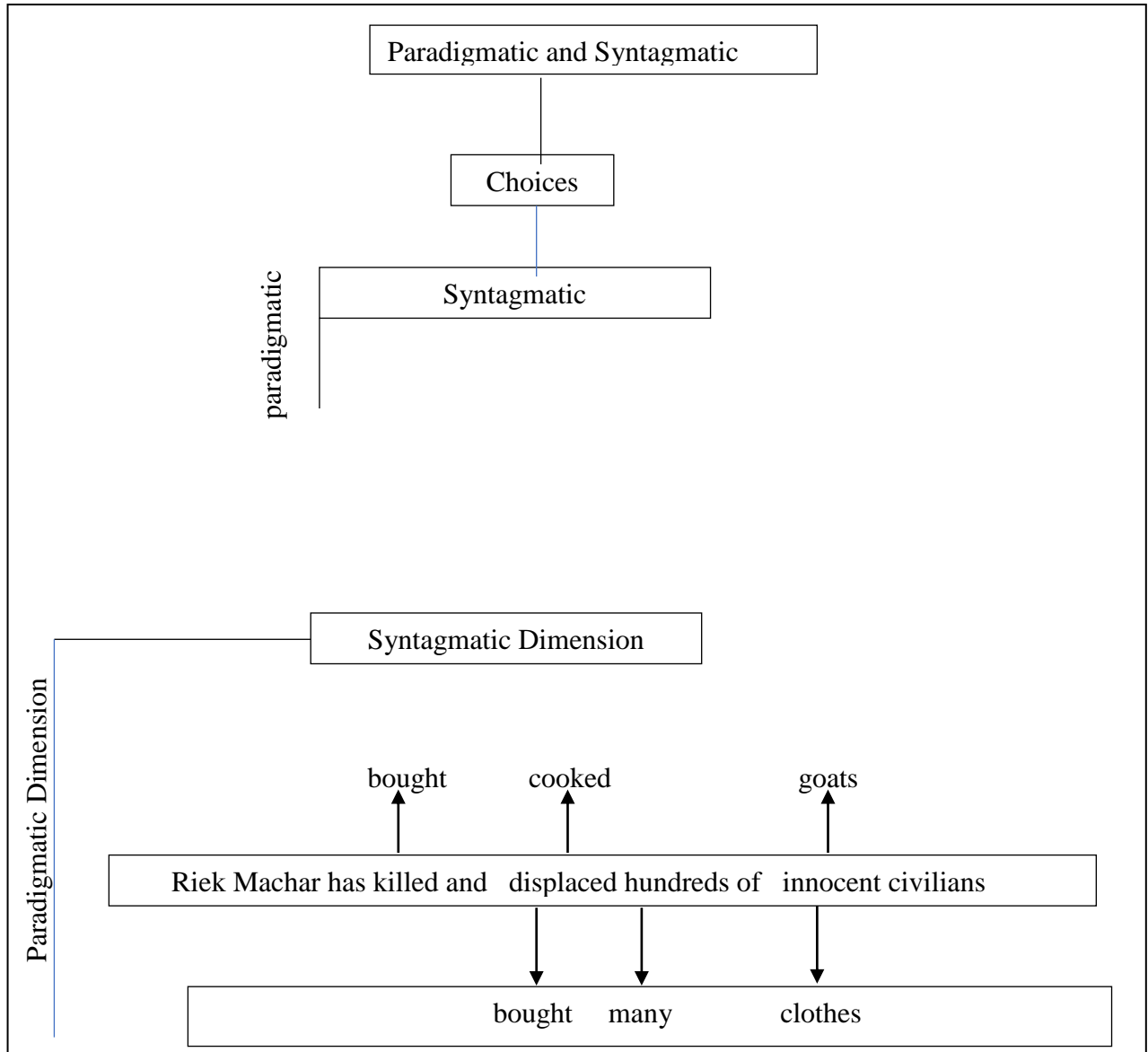
Dr. Riek Machar	has killed	and	displaced hundreds of	innocent civilians
	↓		↓	↓
	bought		cooked	goats

Paradigmatic Dimension: This approach states that meaning is choice which means that users of a language select the words to use from options that came up as a choice

in the environment of other options. Therefore, the strength of language depends on the way it is organized and it ends up being a big network of interested choices.

Both paradigmatic and syntagmatic are related in the sense that one looks at a sentence horizontally and another one vertically as shown below.

Figure 5: Paradigmatic and Syntactic Dimensions



It is clear that the substitution of one syntax of one word does not affect the syntax of the sentence words like bought, many, clothes are related to each other because they all fall under the same semantic group. This is represented as follows.

The country is in the grip of a man-made famine

(Excerpt from Appendix B line 36)

The word THE is chosen amidst other words like her, my, their, his, which would have been used to fill the gap based on the paradigmatic system i.e. the vertical axis of selection. We can also say that the country is chosen instead of a cat, a girl, a pet etc. Sometimes a sentence may contain similar units but different meaning.

The above sentence contains similar units but their meanings differ because the arrangements of units that compose the sentences are arranged differently based on syntagmatic system.

However, in the case of social meanings, words may have less clear relations. This is because of the situated meanings they portray. For example, in a sentence in one of Warah's text might read as follows;

On the contrary, devolution has provided another opportunity for leaders to 'eat'.

(Excerpt from Appendix C line 18)

The word 'eat' has a situated meaning in Kenya. The study is supported by frame in understanding of meaning in Rasna Warah's texts.

Stratification Dimension: From the evolution of language – there was a procedural order of semiotic. Meaning was organized in a specific term purely abstract network of interrelations. This organization is referred to as lexicogrammar which makes language an infinite meaning – making system.

Instantiation Dimension: This is a formal relationship that is found between actual and potential. Any spoken or written language is predicted on the basis of instantiation. This means “the relationship that exist between an instance and the system that is found behind it”. (Systemic Functional Theory). There is an intimate relationship of frequent feedback between instance and system in Systemic functional theory. In order to analyze the texts of Warah effectively, there is need to use the above principles by Halliday on the Systemic Functional Grammars (SFG).

According to James Gee (1996), each word has a cultural model perspective, bits and pieces which are common with different people in a social group that explains the reason for the word to have the different situated meaning and possibilities for those social and cultural groups of people that it does for example, in Kenya currently, in

this wave of political campaign, the words ndani – ndaani – ndaaani (Kiswahili) translated as in-in-in has a situated meaning.

Language reflects and construes the situations or context in which it is used. When situations involve communication interactions, they tend to be connected to components (Hymes 1974 & Ochs, 1996). This study is used to interpret meaning from Warah's texts for effective knowledge which is its core reason.

1.9.2 Standards of Textuality

Texts are communicative occurrences which meets seven standards of textuality (Beaugrade and Dressler (1981:3010). These are:

Cohesion: This is the surface structure of a text which depends on grammatical forms and conventions. They are exact words that people see and hear which are connected in a sequence.

Coherence: These are the deep structures of a text which are the components of the textual world. The configuration of concepts and relations which underlie the surface of a text is accessible and relevant. These relations show the way in which one situation affects the condition for the other one.

Intentionality: This deals with the text producer's attitude. The text producers have a specific intention in their communicative action for example a purposeful action.

Acceptability: This deals with the receiver's attitude towards a text. The text should be cohesive and coherent or relevant for the receiver to accept it. The text type, social and cultural setting is responsible for this attitude.

Informativity: This deals with the way in which the occurrence of a given text is known or unknown. Is the text giving information that everyone knows?. If it has low information it will cause boredom or even rejection.

Situationality: This is the relevance of the text to a situation in which it occurs. Semiotic element gains a meaning in a specific situation; for example, Rasna Warah writes in one of her texts:

This missed opportunity has brought us to a place where hairdressers are awarded government tenders worth billions of shillings.

(Excerpt from Appendix C line 22).

The above statement is understood in the situation in which it occurs.

Intertextuality: This examines the factors where the knowledge of text is determined by the way a previous encountered text is understood. The study adopts the standard of textuality of Beaugrade and Dressier (1981) in examining Rasna Warah's socio-economic commentary texts to achieve communicative effect to her readers.

1.9.3 Critical Discourse Analysis (CDA)

This theory is used to analyze this study. Critical Discourse Analysis (CDA) looks at language as a social practice. It explains how societal power relations are established and reinforced through language. The CDA borrows so much from social theory.

According to Ruth Wadok et al (2001), there is social cognitive interface found in between discourse structures and social structures.

This theory has been used to examine political speech acts, to highlight the rhetorical behind any form of speech that may be used to manipulate the impression given to the audience.

According to Fairclough (1989), there are three-dimension distinctives in research methodology. These are description, interpretation, and explanations whereby at descriptive discourse analysis stage, the focus is on the textuallinguistic features of the material.

Description: This is the level where the researcher picks the categories of participants in his description (contrary to the participant) is expected to make explicit the interpretive framework. Interpretation, therefore, deals with how participants come to understand a discourse based on their ideological, cognitive and social resources.

The **interpretive** level therefore requires a degree of distancing between the participant and the researcher whereby the interpretation is done in a way that participants provide categories and criteria for doing it. Interpretations show ideologies framings participants 'reproduce' elements of social ideology through every day interactionally organized interpretative procedures.

The third level is the **explanation**. This is where the researcher uses social theory so as to get ideological underpinnings found in interpretive procedure. Social theory is known to create the distance needed to move non-critical to critical discourse

analysis. It provides the longer picture whereby individual instances of communication are positioned and from which they get meaning. It provides grounds for transcending the extent of lay consciousness about the ideological dimensions of discourse.

Interpretation is the act of analysis which makes meaning of a text. According to Fairclough (1992) in respect to discourse analysis, interpretation mainly focuses on dimensions of discursive practices: its manifestation in linguistic form which is a text, its instantiation of a social practice (ways of being in the world-political ways of thinking, ideological etc.). Texts are made through dimensions which focus on socially constructed processes of production, distribution and consumption. Their main focus is on how texts operate in the world i.e. how they are disseminated, how they are made and finally how they are read. It also looks at the relationship between individual texts (intertextuality). Fairclough (1989:26) examines the three stages of critical discourse analysis. Critical discourse analysts try to interpret texts on behalf of the readers who usually fail to take up a critical position to show how these readers are manipulated unwillingly by the texts through the social values they own.

Explanation stage (CDA): expounds on the way wider social and cultural context shape the way text is interpreted. This study is used in Rasna Warah's texts in their appropriate contexts for easy interpretation of her texts.

Description stage: this involves systematically describing what linguistic features are in a text (such as news, reports, memory, commentaries, columns adverts etc.) as well as highlighting features which are not.

A text need not be a string of sentences; it could consist of one or even one letter. CDA focuses on the interpretation of a text which Fairclough terms as coherence. The study investigates the cohesive markers in the text and how they are realized within clauses and sentences.

Cohesion according to Smith (2004) deals with the connection made in a text at the surface level. Cohesion relates the sentences of a text by a network of grammatical and lexical ties. There are various cohesive devices of connectivity used which shorten and simplify the surface text. Grammatical and lexical cohesion will be our focus on Rasna Warah's texts which are communicative units geared towards a certain communicative purpose.

Discourse is characterized as systematically organized set of statements that give expression to the meaning and values of an institution (Fourcault, (1991). Discourse analysts have to use the term discourse to refer to discourse practice which is bound to particular reading context and socio-cultural practice which is relevant to the study. Socio-cultural discourse is a Foucaultian discourse that refers to how knowledge is organized, acted upon and talked about in different institutions. This is bound to a particular social context with regard to social cultural practice discourse. Analysis of a discourse is not done in isolation there is usually an intertextuality analysis for clear understanding. This is because discourse influences each other. Critical discourse analysis looks at form, structure and content of a discourse. It also examines the grammar and the words used in creating, perceiving and later interpreting by the audience.

According to Paul Gee (1999:4), Discourse frame theory is concerned with the way in which details of a language are picked “on site” to “pull off” particular social identities and social activities. This is how language is used everywhere. When discussing social languages, conventions and discourse, we cannot leave out social activities and socially situated identities which help bring out productive data analysis. While speaking or writing people usually make up what to say in order to fit the situation at hand for example, the issue of ‘UNGA’ in the newspapers today. The same word did not make sense in the newspapers 3 months ago but now because of the wave of politics in Kenya the word is used as a tool to fit in. Equally, when they write and speak, they create a situation or a context. This means that our language is fitted in situation which it helps create. This may be represented in the following sentence.

I gave up and so could not go to Nigeria.

(Excerpt from Appendix A line 27)

The above sentence can mean that the writer (Rasna) cannot go to Nigeria because she doesn't have the means required to go there. Or she has lost hope of going there even though she has the requirements needed.

Frame theory explains the above clause by placing it to a situated meaning. Here, meaning is tied to the context or situation in which the utterance is done. Naturally, language comprises of clues and cues that help listeners and readers in negotiating

and collaborating with each other while interacting. This helps us in interpreting Rasna Warah's texts.

1.10 Research Methodology

This section consists of introduction, sampling techniques, data collection procedure, methods of data collection, data analysis, and data presentation.

1.10.1 Sampling Technique

The texts used in this research were taken from the Monday *Daily Nation* newspapers in the months of February, March and April 2017. The sampling technique used is purposive sampling. Out of the twelve selected, only three were further sampled to bring out those themes relevant to the study. These are leadership, power, justice, truth, poverty and inequality.

1.10.2 Data Collection Procedure

The data was collected from one sources.

- a) Primary source: This is the printed texts from newspapers and Nation websites.

1.10.3 Data Analysis

After data collection, it was subjected to Systematic Functional Grammar Dimensions such as metafunctional (which was key), paradigmatic, syntagmatic, stratification, and instantiation dimensions. The process of analyzing was done using the core concepts of Discourse Frame theory tenets such as identity, relationship, connections, knowledge, value, political and socio-cultural.

Textuality standards such as cohesion, coherence, acceptability and informativity was analyzed, interpreted and described to determine how Rasna Warah's texts are discursively constructed to achieve communicative effectiveness to the reader.

1.10.4 Data Presentation

The data was presented using descriptive, interpretations, and explanations.

Descriptions: The textual linguistic features in Rasna Warah's texts was described by choosing sentences purposively according to their suitability in illustrating textual features and how they complement each other to give meaning to the text.

Interpretations: The texts were interpreted based on their communicativeness to establish coherence by making meaning after critical analysis of the texts.

Explanations: At this stage, the theories were applied to move from the level of context grammar to contextual discourse analysis to derive the communicative meaning of the texts based on socio-economic contexts in which the texts belong. The other dimensions of explanations are also involved. These are frame, background knowledge from where the text is picked from.

Summary

This chapter captured the topic of study, giving the background of the study, statement of the problem, objectives of the study, the hypotheses, justification of the study, scope and limitations, literature review, theoretical framework, operational definitions of terms, and the research methodology was used to facilitate this research.

The statement of the problem covers what this study is all about especially the issue of communicative strategies used by Rasna Warah in her socio-economic issues discussed in the opinion columns.

The objectives of the study are clearly stated reflecting the topic of study. The hypotheses which are generated from the objectives guide us in our study. The justification of the study explains the need of conducting this research. The scope and limitation gives the concepts to be used in the study and the texts to be analyzed. The study is a discursive one and therefore the theoretical framework explains how Systemic Functional Theory and Discourse Frame Theory was used to establish the linguistic strategies used by Rasna Warah to communicate effectively to her readers in the Monday *Daily Nation* newspaper. The significance of the study highlights the importance of conducting the study and the ways in which its knowledge would benefit the field of discourse analysis.

CHAPTER TWO

BASIC CONCEPTS RELATED TO TEXT ANALYSIS

2.0 Introduction

This chapter examines some of the key concepts used by Rasna Warah for effective communication. The research offers an explanation of the linguistic tools used by Rasna for social constructions to help communicate meaning in her texts. The aim of our study is to examine how some linguists have shifted from Chomsky's universal grammar which is context free and rule oriented to analyzing meaning by use of frame and context. The researcher examines how meaning in a text is tied to frame, context and cultural background to give a picture of what language is all about. Below are concepts that guides the study to achieve these objectives

2.1 Text

As stated in the operational definition, a text is a semantic unit. A text can be of any length that can be in form of written or spoken Fairclough (1995). A text has certain features that are characteristic of a text and are not found in non-texts. Halliday and Hasan (1973:10). A text is known to meet the seven standards of textuality, which are: cohesion, coherence, intentionality, acceptability, informativity, intertextuality, and situationality (Beaugrade and Dressier, 1981:3). It is only a text such as the one below that meets the standard that is known to be communicative.

Several people I have spoken with say that they will not bother to vote this year because of one or more of the following reasons. They are not convinced that the elections will be free and fair. (Excerpt from Appendix C, line 1 – 2)

The above sentence is an example of a text. This is because it is a semantic unit. It contains morphemes, words and sentences that contribute to the meaning of the text. A text is a semantic unit that can bring out the relationships of meanings in sentences.

They are not convinced that the elections will be free and fair. (line 2)

- (a) The above sentence is about the perception of the writer 'they' meaning people.
- (b) The sentence is about elections which the reader is aware of.
- (c) 'Not convinced' is a feeling of doubt about something.

(d) The sentence doesn't say that all people in the country are not convinced. The sentence involved people who are eligible to vote.

The above sentence gives us the understanding that meaning of a sentence is not about an unordered heap of meanings of its words. The meaning of a text goes beyond the construction to the situated meaning and the 'frame'.

The meaning of a text can also be analyzed in terms of the arrangements that can help bring out relationships of the meanings in sentences.

[Not [convinced] [free [fair]]] (2a)

The above units responses to the issue of election. These small units are tied to – They (pronoun) to make larger units responding to the state of being convinced-that-the-elections-will-be-fair-and-free. This combines with the thought of the writer who uses the word they excluding herself from them. We then combine with the word Not and we arrive at the denial of that thought. The perception of the writer is brought out here by the perspectivization that she uses to exclude herself and this is the view point she would like the reader to adopt in the interpretation of the passage.

The meaning of a sentence does not only depend on words it contains but also the situation in which it was uttered and the 'frame'. This is because meaning is flexible, multiple, and tied to culture.

They are not convinced that the elections will be free and fair. (2b)

This sentence can be understood better by the help of 'frame'. According to Fillmore (1986), words are understood in relation to the other knowledge that relates to them. To understand the above sentence:

- a) We must have prior knowledge of what 'elections' are.
- b) What the elections are for.
- c) Who are being elected.
- d) The implications of the elections.
- e) Historical background of Kenyan elections.

All the above enhances a perspective of approach using cues to assemble situated meanings about what identities and relationships are relevant to the interaction alongside their attitudes, values and ways of feeling about the subject at hand which is

elections. The above sentence gives a particular perspective on what the society is like. Rasna's text gives cues on what is normal and what is abnormal in the society, what is acceptable and what is not, what is right and what is not. What a society believes in gives the view point of how to view the text and deduce meaning. This happens to a writer, because he/she has a 'frame' in which she writes which could be on the nature of social goods. Thus, meanings are a social system. This is because the perspective the writer uses to write a text is largely determined by the social systems in present environment. Text is controlled by evolving cultural context.

The above text (line 2) borrows its meaning from the evolving cultural context in which the writer wrote. Rasna perceives foul play during the elections. The people too appear cognizant of the fact that there may be cheating in the whole exercise. What is perceived socially activates what the writer writes about.

A text is a semantic concept which has a string of sentences that realize it. As argued by (Halliday, 2002:45), "a text is to a semantic system what a clause is to lexicogrammatical system and a syllable to the phonological system."

Semantic system

The elections will not be free and
fair (text)

Meaningful sentence

Lexicogrammatical system

they are not convinced (1)
not free and fair (2)

The clause is divided into two
lexicogrammatical section

Phonological system

The election will not be free and fair
(the unit that negate it is not)

The stress will be on the negation

For a researcher to fully analyze a text, they need to look at its semantic system, lexicogrammatical system and its phonological system. This is because the above systems qualify a 'text.'

A text is interactive in nature thus Rasna uses a text to exchange meanings. For the meanings which constitute the social system to be exchanged between members they

must first be represented in some exchange symbolic form whereby language is the most accessible form. This means that meanings are encoded in the semantic system and then are given the form of 'text'.

They think that by endorsing candidates who are known crooks or who have been implicated in major scandals both the government and the opposition are vomiting on Kenyan shoes.

(Excerpt from Appendix C line 4-5)

The above qualifies to be a text that portrays the view point of Rasna towards the leaders which is brought out by her semantic choice which accompanied by 'frame' enables the reader to interpret meaning. The above sentence contains a semantic system, a lexicogrammatical system, and phonological system that are crucial in interpreting meanings in texts.

The words used by Rasna in the above text enhance effective communication. The words; endorsing, known crooks, implicated, scandals, and vomiting, gives the reader a clue of the viewpoint of Rasna towards the issue of elections. The above words give a picture of negative attitude of the writer towards the topic of discussion. Rasna uses these words to convince the readers to take her perception and her opinion towards the leaders. This is a way of persuading the readers to believe in her opinion. In order for a researcher to fully analyze a text, he/she should examine the attitude and opinion of the writer which is situationally relevant. The above sentence is also coherent. This is because the words are connected through non-textual knowledge. The words 'vomiting on Kenyan shoes' is symbolic. The words fit very well in the above sentence. Their meanings are not deduced by their lexicographical entries but by inference and deeper meaning. This has a cultural bearing especially on how people in Kenya view vomit and shoes. The perception of the writer is enhanced by these words hence effective communication. The above words are also cohesive because they have lexicogrammatical connection through dependency of one textual element on another. This also enhances meaning of the text.

The words vomit and shoes carry a negative connotation among the people of Kenya. Thus, Rasna uses the words that are semantically unrelated to enhance deeper meaning. Rasna is able to convince the reader, through her choice of words to believe in her opinion.

2.2 Context

For any comprehensive analysis to take place we need to consider how messages are communicated in context. This is true especially when our objective is to analyze the discourse of social constructions. Messages are created through an interaction between text and context. To achieve this meaning, texts of conversation discourse is important.

Linguistically context is the condition in which something exists. It is the part of a discourse that surrounds a language unit and helps determine its interpretation. The situation people are in determines how they interpret what is said to them.

On the contrary devolution has provided another opportunity for leaders to ‘eat’. (Excerpt from Appendix C line 18).

The above sentence is interpreted on the basis of the situation in Kenya and the notion people have on devolution. Devolution has increased the degree of corruption which has been there in the Kenyan public offices especially among the leaders. Different context creates different meaning and understanding. Meaning is encoded through phonological system where stress is placed on the word ‘eat’ which negates the sentence. This enhances effective communication.

....plucking and eating raw berries ostensibly because their crops had failed. (Excerpt from Appendix A line 4)

The word ‘eat’ in the above sentence has a different meaning from the word ‘eat’ in the previous text.

The word ‘eat’ means misusing public funds. This can be done through stealing from public offices by the leaders who are mandated to protect those funds. This word is very common among the Kenyans. In the situation in which it is used, the reader is able to interpret it appropriately because they (readers) are aware of the corruption in public offices where the word is commonly used.

In the second Excerpt from Appendix A.

The writer talks about the famine that has hit the people of Kilifi County and they are now eating raw berries because they have nothing to eat. This is due to the environmental factor that has brought about lack of rains that made their crops to fail.

In both instances, context plays a role on how each discourse is interpreted and analyzed. It is therefore clear that, context influences how language is used. Language is used to communicate information and context enables a reader to interpret what has been communicated.

Text and context are interdependent combination to meaning and to discourse coherence in both written and spoken discourse. Schifrin (1994:364). Context sets a framework in which communication takes place by defining aspects such as time-place, writer-reader, field of discourse and text mode. The socio-economic situations that Rasna writes about are part of the context of her texts.

According to Jinadu (2006), context is fundamental in discourse analysis. He argues that discourse analyses emphasize that complete meanings of a discourse are validated from the context and not from the sentence alone. This means that context helps a reader in understanding how language functions and the understanding of what is said and what is understood in spoken and written discourse. This research is basically centered on examining the paradigm shift in understanding meaning in a text. The knowledge about language beyond the words, clause, phrase, and sentence is important for effective communication. The way a writer organizes words in a text and the relationship between language and the social and cultural context in which it is used for effective communication.

They believed that the elections will be rigged in favour of the incumbent.
(Excerpt from Appendix C line 2)

The above sentence is best understood in the context of Kenyan politics. Context plays an important role in discourse analysis. In the above sentence, a researcher considers the relationship between language and the context in which it is used. In Kenya, the above sentence is understood in relation to Kenyan history of previous elections and corruption that is evident in government institutions. To fully understand what the writer says, a reader has to put into account the world at large and Kenyan politics in particular.

Rasna, in the above sentence, is trying to bring to the attention of her readers, her point of view about the elections. It also means that the election could be rigged and therefore suggesting that the leaders in office may want to remain in power through unlawful means. This statement, coming at a time, when Kenya is going to elect their

leaders gives a clear context and its appropriateness. The context of situation of what Rasna says is vital to the understanding and interpreting the meaning of what she writes about.

They are disappointed with the opposition, which doesn't seem to have its act together and whose leaders appear to want power for powers sake.

(Excerpt from Appendix C line 3)

The above sentence fits well in the situation the country is in. Rasna argue that the opposition is not any better than the incumbent since they only seem to want power for powers sake. According to Rasna's perspective, the opposition will not offer much to the people of Kenya. Due to this the reader takes into account the physical environment of the discourse which enables him/her to interpret the meaning of the sentence. Through the cognitive context of the writer and the reader about the Kenyan elections and the leaders, the reader is able to understand what the writer is communicating. Therefore, it is important to note that meaning of a message is taken out of context because contextual meaning contributes to the overall meaning of a text.

According to Van Dijk (2001) contexts are individually variable interpretations of the ongoing social situations, which is the case in Kenya today.

They are not convinced that the elections will be free and fair.

(Excerpt from Appendix C line 2.)

The above sentence fits well in the social situations at hand. Kenyans are in the wave of politics, trying to vote in their leaders who will lead them for the next five years. It is therefore clear that people are participants in discourse and they represent context of situation which controls the language use in the discourse. For example, it will be inappropriate for Rasna to write such a statement in December 2017. This is because the statement will be irrelevant then. It is important then to note that context is fundamental in discourse analysis.

Context also influences what kind of language and how language is used. This takes us back to the semantic system, lexicogrammatical system, and the phonological system of a text.

According to Ivanić and Clark (1997:12) people do not make meaning in a vacuum. Language use is embedded in social context. To define Rasna's context, an understanding of the socio-economic situation in Kenya which includes: immediate setting and behaviour, broader surrounding culture, norms of discourse choices, political situations, and socio-cultural process involved by the text is vital. The other key element is knowledge which is the general background information of text recipients that is the specific knowledge of the actual social circumstances in which the text is produced. These enable us to identify what counts as context and about what parts of context we find important for our study.

They think that by endorsing candidates who are known crooks or who have been implicated in major scandals, both the government and the opposition are “vomiting on Kenyan shoes.”

(Excerpt from Appendix C line 4 – 5).

Rasna chooses to use a text to communicate to her readers. It is important to note the conception of the communicative event by a context model, which is important because without it participants are not able to contribute adequately to the discourse above. The above sentence has sensitive discourse which the writer communicates using vulgar words like vomit and shoes (with regards to how Kenyans perceive the two words). By the use of the model of communication by Rasna, she is able to communicate contextually sensitive discourse like corruption, tribalism, and mediocrity which have become a way of life in Kenya. Rasna, is able to give her disappointment on those issues through her model of communication.

In the above sentence, context has influenced the choice of words Rasna uses in her text. Each person is born in a culture and this culture contributes to the way we perceive and interprets meaning of a text. According to Halliday (1981) the structures of discourse are defined in terms of the main dimensions of the context of situation which is called field. In the above sentence, the field of the discourse is that of ‘political elections in Kenya’, the tenor being the ‘Kenyan people’ and the mood being the ‘role played by the political election campaigns.’ Therefore, to interpret the meaning of the above sentence, there is need to make predictions about the semantic properties of discourse based on an adequate specification of semiotic properties of the context which means that context and discourse analysis rely on each other.

As stated in the statement of the problem, meaning is multiple, flexible and tied to culture. This is the base of our research argument that meaning is based on situation and culture. The function of language is purely on demand of what that language serves. The above argument from Excerpt C line 5 shows clearly that words have ever changing meaning, created for and adapted to specific contexts of use.

In the above sentence, the words vomiting and shoes carry a different meaning. The context in which these words are used is appropriate, but, the same words used in their lexicographical entries would still give a different meaning. It is also clear that context controls aspects of text that are relevant to the participants. Through context, the researcher is able to understand how language functions and what is understood in written and spoken discourse.

According to Van Dijk, T. A. (2008) context controls the language use and ensures that discourses are appropriate in the communicative situation and that they are the basics of pragmatics. Thus, it is clear that context and discourse analysis are highly correlated with each other.

We can therefore suggest that the world that surrounds the text under analysis provides resources for its interpretation. The Kenyan socio-economic environment surrounds what Rasna writes on, and an understanding of this environment helps us to interpret Rasna's texts.

2.3 Frame

Discourse frame is concerned with the way in which details of a language are picked 'on site' to 'pull off' particular social identities and social activities. This means how language is used (Paul Gee, 1999:4). When people talk or write, they make up what to say in order to fit the situation at hand.

Several people I have spoken with say that they will not vote this year because of one or more of the following reasons.

(Excerpt from Appendix C line 1).

The above text has been made up by Rasna to fit in the situation at hand. That is the election time. This means that when discussing social languages, conventions and discourse, we cannot leave out social activities and socially situated identities. A text contains cues or clues that enable a reader to move back and forth between language

and context situation which guides a reader to interpret the scene at hand. (Gumpaz, 1982). To understand the word they, the reader has to refer back to (several people) Kenyans.

According to Fillmore (1999), frame semantics means that meaning is best studied in terms of the mental concept and participants in the mind of the writer/speaker and addressee and that words are described in terms of the frames they evoke.

Several people I have spoken to say that they will not bother to vote this year...

(Excerpt from Appendix C line 1)

In the above sentence, a reader may not understand the verb 'vote' without knowing anything about leadership, who to be voted, why voting is taking place, positions to be occupied by the people who are being voted in, other people who are competing for the same position, when to vote etc. All the above ideas have been evoked by the word vote. This is because a word evokes a frame of semantic knowledge to the specific concept it refers to.

According to Fillmore (1992), 'words' in each of their senses are linked to 'frames' which are schematic cognitive structures that represent a speaker/writer's knowledge of the described situation or state of affair. The word vote above is well known to Rasna. That is why she is writing about it. Rasna gives reasons for not voting and one of them is that, people are not convinced that the election will be free and fair as illustrated below.

People are not convinced that the elections will be free and fair...

(Excerpt from Appendix C line 2).

The words elections, free, fair are words the writer and the reader has knowledge of and that is why she uses them to describe the situation at hand. Rasna chooses these words because they assist her describe her perception regarding elections in Kenya.

2.3.1 Prototype

Fillmore (1985) describes 'frame' as any system of linguistic choices associated with prototypical instances of scenes. He argues further that the concept of framing is that of prototype or paradigm case. This means that to understand meaning we should have in mind the collection of things of the prototype where one object is seen as an

instance of one another of these prototypes. Therefore, words are best understood not as they are used in real world but according to the surrounding culture. The sentence below illustrates prototype.

On the contrary devolution has provided another opportunity for leader to ‘eat’ a sad reality that makes many want to vomit on our own shoes.

(Excerpt from Appendix C line 18).

The words eat and vomit may have a different meaning from the one given by lexicographers. The word eat means to chew and swallow food. In the Kenyan culture eat has another meaning which is corruption which means dishonest way of amass wealth through unethical means like bribery. This gives the text a different meaning from the one the lexical item eat would have given. The above word vomit means to throw up but in the text by Rasna, the meaning is different. The word vomit implies that the people of Kenya are nauseated by what the leaders are doing. That is being corrupt and the society is irritated by this behaviour. This is the perception in which Rasna describes the situation in Kenya. The word eat has a connotative meaning which carries a negative perception. The understanding of the above words give the reader a clear picture of what Rasna is communicating in her text. Therefore, the frame has assisted the reader to understand what Rasna has written. This enhances effective communication.

2.3.2 Relativized Scenes

Fillmore (1977a) has a slogan that “meanings are relativised to scenes” This means that for one to understand the meaning, you have to understand the background frame or scene. The basic idea here is that one cannot understand the meaning of a single word without access to all the essential knowledge related to that word.

The example below illustrates background knowledge.

These “acres of cynicism” were sown at independence and nurtured by successive government that entrenched tribalism and corruption.

(Excerpt from Appendix C line 19).

In understanding the above sentence, one must have background knowledge of the kind of governments which were there before. The atrocities practiced by the leaders then, in order to understand the reason why Rasna uses words like “acres of

cynicism”. The background information and experience play a role in perceiving the meaning of the text. The above sentence expresses the writer’s point of view about the Kenyan leaders. According to Rasna, atrocities were planted at independence and the government that followed did nothing about it but to nurture them. This gives a clear picture that corruption and tribalism is rooted in our society. This background information enables the reader to understand why Rasna uses the words “acres of cynicism”. The frame has enabled the reader to interpret the text appropriately.

2.3.3 Meaning as Encyclopaedic

According to Fillmore (1982) frames are described as “a system of concept related in such a way that to understand any one of them you have to understand the whole structure in which it fits. When one structure is introduced into a text or into a conversation all the others are automatically made available”. This means that for us to understand the meaning of a word or linguistic expression we should have access to encyclopedic knowledge related to the words.

A word like ‘government’- a system of rule of a group of people.

(Excerpt from Appendix B line 22).

The word government carries an encyclopaedic meaning that includes concepts based on the background knowledge which includes, examples of government, people in governments, hierarchy of governance, and benefits of government.

Fillmore (1982) further suggests that meaning of words in context is shaped by encyclopaedic knowledge. Humans are able to infer absent information through background knowledge and contextual cues and therefore are able to uncover implicit information.

On the contrary devolution has provided another opportunity for leaders to eat.

(Excerpt from Appendix C line 18).

The word eat brings about characteristics such as putting inside the mouth, chewing, something which can be seen and touched, like food and swallowing it. This helps the reader to uncover the real meaning of the expression thus enabling them to get relevant interpretation of the word. (Corruption which means leaders stealing from the government).

It is clear that to understand a word we should understand the concept and the knowledge of these concepts which are interconnected in our minds. The cognitive knowledge advocates for encyclopaedic knowledge that is excluded from description of lexical items eat – putting in the mouth chewing and swallowing whereas corruption means – taking from the government and putting in the pocket. The understanding of those related concepts enables the readers to interpret the text effectively.

2.3.4 Frame Elements(Fe)

According to Fillmore et al (2010) “Frame element stand for entities, processes or whatever that can or must be present in any instance of a given frame.” He further argues that it not always obvious what they should or how many the output should be.

Frame elements are divided into core elements and peripheral elements

Core elements are the central syntactic constituents that are necessary in a sentence. A sentence from Rasna’s text might read like this;

They believed that the elections will be rigged in favour of the incumbent.

(Excerpt from appendix C line 2).

They in the above sentence is a core element because it is the central syntactic constituents that are necessary in a sentence. The sentence talks about the people who are represented by the plural pronoun they. The words elections, rigged and incumbent are all core elements.

According to Rasna, corruption and tribalism in Kenya goes back to the time before independence. Her knowledge about the history of tribalism and corruption makes her use the expression she uses in the above text to pass her message to her readers. She chooses her words carefully in order to communicate effectively. A word like sown and nurtured (in Appendix C, line 19) can be substituted for planted and taken care of but their communicative effect will be diluted. Rasna’s ‘frame’ enables her to communicate effectively to her readers.

Words are used to mean different things. The above words sown in this case is not associated with plants and seeds but is used in a different perspective to enhance meaning in the text. Today, there is paradigm shift from context free grammar to contextual grammar which is our concern as stated in our statement of the problem.

Another example of core elements are the prepositions which are selected by the lexical unit.

They believed that the elections will be rigged in favour of the incumbent.

(Excerpt from Appendix C line 2).

The preposition of is also a core-element since it has been selected by the lexical unit favour to give meaning which is the elections will be rigged on the side of the leaders who are in office. This enhances the interpretation and understanding of the text. It also makes the sentence cohesive.

Other examples from the same text include blame for, change for, spoke with characteristics of, struggle for, sacrificing for, nurtured by, from the above examples we can deduce that preposition and frames element make the meaning of a sentence clear. This enhances cohesion in sentences that facilitates effective communication.

2.3.5 Peripheral Elements

The peripheral elements are the ones whose meanings are independent of the frames they accompany. These are seen when a lexical unit evokes a frame that shows intentions, attitude, time, place and manner. Sometimes these semantics types can be core elements depending on some lexical contexts.

On May 29, 2015, five Kenyans all employees of a company “called click technologies” that is owned by Mr. John Agou a relative of south Sudanese president Salva Kiir were arrested and detained in Military camp in Juba.

(Excerpt from Appendix B line 1-2).

In the above sentence arrested and detained can be used without the word Juba – which is locative and makes the sentence have complete meaning. The word Juba is locative which is a peripheral element but when it is used like in the example above

.... In Juba in this case carries a core status because of the lexical context. It is worth noting that peripheral elements are optional. In the above sentence Rasna can write

....Mr. John Agou a relative of South Sudanese President Salva Kiir was arrested and detained.

The above sentence is still meaningful without the location. Core elements are obligatory while the peripheral are optional. There are a few incidences where the core entities can be omitted especially in imperative sentences like stand-up.

In this case the subject is omitted. This is because the frame element unmentioned is contextually given or it has anaphoric interpretation. The researcher tries to analyze the core elements in text and the peripheral elements for communicative effects.

.....unbelievable and absolutely ridiculous.

(Excerpt from Appendix B line 19).

This refers back to the judgement which was made regarding the five Kenyans who were arrested and detained in Juba.

To fully understand the above statement the reader has to refer back for anaphoric interpretation. This interpretation makes the text cohesive for effective communication.

2.3.6 Extrathematic Frame Elements

These are the frames that bring new information that was not initially part of the central frame. In many cases it will introduce a new frame which is connected to the rest of the sentence.

The current conflict between president Kiir and his former deputy Reik Machar has killed and displaced hundreds of innocent civilians.

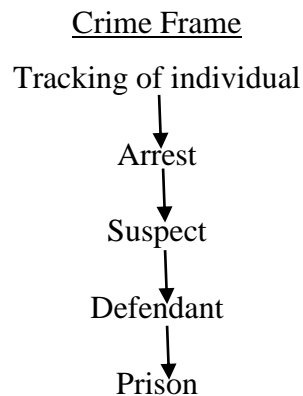
(Excerpt from Appendix B line 35).

The action of killing and displacing is not part of the conflict. It is the hatred the two people have that has brought the fight among the civilians and it is due to this fight that civilians have died. Therefore, the word fight is an extra thematic frame element and also a non-core element. This analysis helps the readers to understand and interpret the meaning in the text

2.3.7 Frame -to-Frame Relations

Fillmore et al., (2010) argue that “frames are not simply a collection of separate entities but they are networks or hierarchies of frame that are, some instances of others, some are components of others”. An example to show frame element to frame relation is seen in the case of the five Kenyans jailed in South Sudan. We can call this

frame a 'crime frame' because the South Sudan government claimed so. When a reader comes across a word like 'jailed' the frame that comes in their mind is the 'crime frame.'



The five-arrested people in South Sudan were lastly imprisoned. This frame helps a reader relate from texts and hence understand meaning. Rasna's texts are communicative since the reader engage frames to understand the meaning. This is the paradigm shift from the context free meaning to situated and context meaning of a text.

We can conclude the use of frame by arguing out that for anyone to understand the meaning of a text there is need to employ frames that enable us to deduce meaning. The study has discussed various ideas of Fillmore's frame theory and we have realized that cognitive frame plays a key role in understanding the linguistic meaning of words and expressions. Frame semantics can be seen as how linguistic forms activate frame knowledge hence that knowledge is used to understand and interpret meaning.

According to our discussion we have realized that frame semantics is one of the domain in cognitive linguistic which view linguistic knowledge as part of cognition and thinking which allow mental processes of perceiving, reasoning, and memory based on experiences and background knowledge.

In summary, linguistic elements should be associated with frames which is the paradigm shift in today's discourse analyze which acts as cognitive structure to determine the meaning of any discourse or any words and expressions.

2.4 Perspectivization

According to Collins English dictionary perspective is a particular way of thinking about something especially one that is influenced by your beliefs or experiences. Perception can be expressed to mean a view point from where a writer writes his/ her texts. (<http://www.collinsdictionary.com>>perspective). This view enables the researcher to examine the dynamics and structures as expressed in linguistic as well as in social interactions and in understanding of a text.

According to Cambridge English Dictionary, perspective is a noun that means a way of considering something. It also means a way of thinking about a situation or problem in a wise and reasonable way. It is also a way of comparing something to other things so that it can be accurately and fairly judged (Dictionary.cambridge.org.dictionary).

Meaning in context does not only rely on the structure of a text but also on the dynamics of setting and the social interactions of texts. For example, they must put into account the role of perception in various types of human interaction.

Text perspective concerns the text producers, attitude, that set of occurrences that should constitute a cohesive and coherence text instrumental in fulfilling the producer's intentions. Basically, language is based on the activity of language use more than on language itself. Researchers view language as a process and not as a product. This makes them focus on interaction. When language is viewed as part of a major processes and activities then, we say that the perception of the writer goes beyond language.

Rasna uses cognitive perspective in her texts. As a researcher, we examine the cognitive phenomena in her discourse.

The botched 2007 elections further reinforced the perception that this leadership is not about 'the people' but about tribal-based politics and personal ambitions.

(Excerpt from Appendix C line 29).

In the above sentence Rasna's perception of leaders is clearly seen by her choice of words. The schemata in terms of language use is mapped in Rasna's mind and enhanced by her choice of communicative acts. Rasna uses inverted commas to

highlight the words ‘the people’. This is because, she perceives the way leaders get into leadership in the name of helping people, but their leadership is more inclined to tribal-based politics and personal ambitions. This is why corruption is rampant in government offices that have signs of “this is a corruption free zone” yet the business of corruption in those offices is business as usual. She goes on to explain the issues of Anglo leasing and other scandals still found in those offices.

Rasna perceives the issue of corruption as the core reason why Kenya is lagging behind in terms of development. It is clear in an example from Appendix C, when Rasna writes that the leaders are not out to work or give good leadership, but their aim of winning elections is purely for personal gain. Thus, the use of inverted commas strengthens Rasna perception of the leaders who occupy these government offices. This makes the text cohesive and the readers are able to interpret meaning.

If president Kibaki had not broken the promise that “corruption will cease to be a way of life in Kenya”, we would not be where we are now.

(Excerpt from Appendix C line 24).

Here Rasna clearly expresses her perception about president Kibaki’s leadership. She again uses inverted commas to highlight the words that describe corruption in Kenya. Rasna perceives corruption as normal in Kenya. She chooses the word carefully “will cease to be a way of life”. This shows Rasna’s perception of corruption in Kenya. She blames President Kibaki for not keeping his promise to the Kenyans. According to Rasna had president Kibaki taken time to fight corruption then it would have been a thing of the past by now.

Rasna uses first person pronoun ‘I’ to bring out her perception in her texts.

I think there might be party instigated violence during elections but little or no violence after election results are announced because even the poor (the main casualties of post-election violence)

(Excerpt from Appendix C line 14).

The use of the pronoun I clearly gives the perception of Rasna in the way she views election and violence in Kenya. According to her, there might be party instigated violence during election but she feels that there will be no violence after the results are announced. Her viewpoint is further heightened by the use of brackets to endorse

her perception of the poor who she feels are the ones used by the leaders to enforce violence. Yet the people they fight for enter public office for personal gain. She goes on to say that the poor have realized that their bodies are not worth sacrificing for leaders who do not help them.

Rasna's perception of leaders is clearly seen by her choice of words and how she arranges them in her text. By so doing she is able to indicate her semantic intentions as well as helping the reader to get her point of view.

Rasna uses narration method of writing to bring out her perception of the issues she discusses.

Last week Al Jazeera showed people...

(Excerpt from Appendix A line 4 – 5).

Rasna narrates a story of how people in Ganze, Kilifi County are experiencing drought and the government is doing nothing about it. She noted with concern that president Kenyatta declared famine as a national disaster which paved way for foreign media and international community to make case for why Kenya is in need of food aid.

Rasna's perception is of a failed government. This is because she argues further that when a government admits that it does not have the capacity to help its citizens to avert hunger, it is basically signing on to admit to failed state dependency status. Her narration of her text gives the reader a clear view of her perception towards the leaders.

To understand the meaning of a text, the reader has to put into account the perception of the writer which assists him/her in the coherence of the text.

Use of symbolism enhances Rasna's perception of socio-economic issues that she discusses in her texts.

On the contrary devolution has provided another opportunity for leaders to 'eat' a sad reality that makes many of us want to vomit on our shoes. These 'acres of cynicism'...

(Excerpt from Appendix C line 18).

In the above text Rasna uses words like eat and acres to symbolize corruption which is rampant in public offices. The word acres stand for the vast notion that people are motivated by self-interest. The choice of these words in her text explains the perception in which she views the leaders. This point of view is done through text which is transferred to the readers. Rasna uses her perception to convince the reader to take her view of looking at leaders.

- (a) they are not...
- (b) they behave that...
- (c) they are disappointed...
- (d) they think that by....
- (e) They believe that no matter...

(Excerpt from Appendix C line 2,3,4.)

Rasna uses point format in her text to emphasis her perception about the issue of discussion which is elections. The format enhances delivery of her point about people's attitude towards elections. By use of point form, she is able to persuade the reader to believe in her. The repetition of the pronoun they enhances the aspect of making readers believe in her point of view. This is also an interactive way of communication, where Rasna incorporates her readers in her texts for effective communication.

2.5 Paradigm Shift

According to Merriam Webster dictionary, paradigm shift is an important change that happens when the usual way of thinking about or doing something is replaced by a new and different way. <https://www.merriam-webster.com/dictionary/paradigm%20>.

According to Noam Chomsky theory of universal grammar, human beings have genetically determined language faculty that distinguish nouns, verbs, functions of words and content words. He argues further that human beings are able to know the rules of a language. According to universal grammar words and their meanings must be learned. It is also clear in universal grammar that language is structured with set of rules.

Currently, there is a paradigm shift on how meaning is derived from a discourse or a text. This is because there are expressions found in a language which violate those restrictions. That is, they may lack those inputs in a text. In our statement of the

problem we cited the issue of universal grammar as an area of concern. As a researcher, we feel that space grammar is of importance in discourse analysis. This is because language of a text gives a true picture of what language is all about. We argued earlier that language does not rely on the structure but on the demand that it has to serve. Language is a true reflection of reality it presents which can be in different form like culture, values, beliefs, national identity, interpretation of the surrounding world, etc. Therefore, situated grammar is the grammar that is used due to the demand of communication. Thus, human beings use language on demand. According to Paul Gee (1999:4), details of a language are picked ‘on site’ depending on the social identities and social activities.

Several people I have spoken with say that they will ‘not’ bother to vote this year because of one or more of the following reasons.

(Excerpt from Appendix C line 1).

The language used in the above sentence is picked from the social activities taking place in Kenya at the moment. The writer has to choose the words to use to describe the situation at hand. It is also clear that the sentence is long with main clauses and dependent clauses which may not be structurally formulated.

For example

Several (adjective) people (noun) I (pronoun) have (verb) spoken (verb) with (preposition) say (verb) that (D-adjective) they (pronoun) will (verb) not (negative) bother to vote (verb) this (D-adjective) year (noun) because(conjunction) of (preposition) one (adjective) or (conjunction) more (adjective) of (preposition) the (article) following (adjective) reasons (noun).

The above text may not follow the rule of grammar of subject-verb-object, but it is communicative and meaningful. This explains the paradigm shift from the structurally formulated texts to give meaning to situated meaning and contextual grammar to analyze discourse. The key interest of a researcher is not based on the structure of a text but the other factors that contribute to meaningful discourse and these are: context, frame, and culture.

In the above sentence, the writer has not included all the information needed to make the text meaningful so the reader has to infer meaning. When Rasna writes in her text that several people.... The reader has to infer who the several people are. These people are Kenyans because they are the ones who are in the election mood. Rasna goes further to say that;

...they will ‘not’ bother to vote...

In the above semantic unit, the word not is stressed for emphasis purpose. This expresses the negation in the sentence. People will not bother to vote. This enhances the perception of the writer which is further transferred to the reader through the choice of words to understand meaning of the text.

Here again she does not explain which voting. The reader has again to infer meaning from the society and situation in the country to deduce meaning. Therefore then, it is clear that a meaning of a text is not basically glued on the structure of a text but explained by the context in which the utterance has been made. It is clear in the above text that meaning is tied to culture. This is illustrated in the sentence below taken from Rasna’s text.

They are not convinced that the elections will be free and fair.

(Excerpt from Appendix C line 2).

To comprehend the meaning of the above sentence, again, the reader has to infer from the culture. In the history of the past elections in Kenya and what has been happening. Thus, the reader has to infer meaning and get to know why Rasna writes her text in this perspective. Her reasons are tied to the Kenyan culture. Therefore, to understand the meaning of the text, the reader has to infer from the historical issues surrounding voting and elections in Kenya. The meaning is not deduced by the structure of the text. Many grammarians feel that meaning of a text is not tied to the structural units of the text but the culture in which the text belongs. It is also clear that meaning is multiple and flexible according to Gee (1996) as argued in our discourse analysis.

Language is ever changing meaning because it is created and adopted for specific use in context.

The “This is corruption free zone” signs at every government office....

(Excerpt from Appendix C Line 26).

The above slogan had to be formulated by people due to demand when president Kibaki came to power, he was out to fight corruption. Therefore, all the government officers had the above sign written and placed strategically in their offices. The formulation of the above slogan was due to demand. Everybody in Kenya understood this slogan because of their background knowledge of the extent at which corruption is rampant in the country and especially in government offices.

Therefore, it is clear that there is a paradigm shift in the way readers deduce meaning from texts. Today meaning is basically interpreted from frame and also the situation from which the utterance has been made.

On the contrary, devolution has provided another opportunity for leaders to ‘eat’.

(Excerpt from Appendix C line 18).

The sentence starts with a connector and the use of the word devolution that is well known to the readers. The readers have a ‘frame’ in their minds about its implication. The word eat has also an implication because it has a different meaning from its lexical entry. Therefore, to understand the above text, the reader has to infer meaning and this is a paradigm shift adopted by researchers in analyzing texts.

2.6 Summary

This chapter covers the basic concepts used by Rasna to communicate effectively. The research paper has offered specific strategies used by Rasna in her texts. Some of the strategies include understanding what a text is. Since our research is entirely based on ‘text’ it was necessary to analyze what a text is. The researchers analyzed a text in three dimensions as a semantic system, lexicogrammatical system, and phonological system. Through this, the researchers are able to analyze the text effectively. ‘Frame’ as a method of interpretation of meaning is also covered in this chapter. The use of context in the text analysis is also discussed. Our study covers the extent at which meaning is deduced from context and how language is interpreted in context. The chapter also looked at the perception of the writer and how it controls the reader’s interpretation of a text. It is clear that the function of language does not depend on the structure but on the demand that the language has to serve. The chapter has examined how language -in-use-is fitted to the context in which it is used.

This is the paradigm shift that has been discussed by the researcher in relation to meaning. The chapter has examined the paradigm shift from interpreting meaning from the way a sentence is structured in relation to deducing meaning from the aspect of the situation in which language has been used. We have tried to examine language and its situated meaning thus, meaning is associated to, context, culture and frame.

CHAPTER THREE

COHESION AND COHERENCE FEATURES IN RASNA WARAH'S TEXTS

3.0 Introduction

Chapter two discussed the key concepts used by Rasna in her texts to communicate effectively. We examined how meaning is interpreted through situated grammars. Also, the paradigm shift from structural grammar to frame and context grammar.

Our concern in this chapter is cohesion and coherence in Rasna's text which is the objective of our research. These discourse concepts are outlined by Halliday and Hasan (1976) and approach of Beaugrade and Dressier (1981:7) as well as the concept of James Paul Gee (1996) to examine how sentences hang together and how individual sentences related to each other to come up with a unified communicative entity.

3.1 Cohesion

This section identifies and explains the cohesive devices that are depicted in the texts and how they cohesive various parts of a text to achieve co-interpretation in the referencing process. There are five forms of cohesion: reference, ellipsis, substitution, conjunction, and lexical cohesion. This chapter concentrates on the cohesive ties used by Rasna Warah in her texts.

The idea of cohesion in a text is related to semantic ties or relations of meanings that exist within the text, and that define it as a text. We can also define cohesion as a "non-structural text forming relations." According to Halliday and Hasan (1979:7) cohesion is a text centered notion designating operations directly at the text material. They go further to argue that cohesion is one of the seven standards of textuality others being coherence, intentionality, acceptability, informativity, situationality, and intertextuality which is also known as a constitute principle of communication which is text centred. Since a text is related to semantic ties as mentioned earlier, these ties are organized in elements which are tied to each other. Due to these ties, sentences have relationship to each other and that is what is referred to as a text. Halliday and Hasan (1976:4) refer to this intertextual link as the 'presupposing' and 'the presupposed'. Cohesion thus, creates interdependency in text by a network of grammatical and lexical ties. Cohesion is expressed partly through the grammar and partly through the vocabulary.

According to Toolan (1998:25) cohesion is a process of examining the linguistic means by which sentences are woven together to make texts. Texts are made up of sentences which are fastened together in a variety of ways. A text is an integrated structure which needs various kinds of fastening devices to hold their parts together. Cohesion, thus refers to all the linguistic ways in which the words of a text, across sentences, cross-refer or link-up. In analyzing Rasna Warah's text, we examine cohesion in cross sentences and within sentences.

Halliday and Hasan (1976:229), note that it is the underlying semantic relation that actually has the cohesive power rather than the particular cohesive marker. The cohesive markers presents constitutes 'textness'. There are five types of cohesive ties. These are reference, substitution, ellipsis, conjunction and lexical organization.

3.1.1 Reference

The main function of reference is to retrieve presupposed information in text which must be identifiable for it to be considered as cohesive. This indicates how the writer introduces participants and keeps track of them throughout the text (Halliday and Hasan, 1976:18).

Reference can also be referred to as a co-reference or cross-reference because it covers all those cases where we use a grammatical word in one sentence in association with a word or phrase in a separate sentence (Toolan, 1998:25).

The types of reference include:

- a) **Homophoric Referencing:** This is the shared information through the context of culture. In homophoric reference, self-specifying reference to an item of which there can only be one or only one that makes sense in the context. For example, the sentence below illustrates homophoric reference.

If political parties took chapter six of the constitution, on leadership and integrity seriously, they would disqualify more than half of all the candidates who want to be MCAs, Governors, MPs or Senators...

(Excerpt from Appendix C line 35).

The above text has words like 'political parties' who are known to the reader. The word 'constitution' is also known to the reader. The words MCAs, Governors, MPs, Senators are all well-known positions to the reader. The above text makes sense to the

reader because it contains shared information by both the writer and the reader. The context of culture in which Rasna writes is familiar with these words. Therefore, the reference is clear and is understood in context.

In chapter two we examined the concepts of situated grammars. We looked at how meaning is understood in context. The above example affirms this argument.

- b) **Exophoric Referencing:** This refers to information from the immediate context of situation and plays no role in textual cohesion. This means that the reader is directed to look elsewhere for their interpretation that is usually outside the text in the context of situation (Halliday and Hasan, 1976:53). Exophoric reference is not cohesive because it does not bind the elements together in a text.
- c) **Endophoric Reference:** This is a general name for reference within a text. Endophoric references can either be anaphoric or cataphoric.
- d) **Anaphoric Reference:** This refers to any reference that points ‘backwards’ to previously mentioned information in the text. The purpose is to avoid unnecessary repetition.

For example, the sentence below illustrates anaphoric reference.

Kamau is in the shamba, he loves digging.

The word he can be recovered from the word Kamau which is explicitly given in the preceding sentence.

- e) **Cataphoric Reference:** This one refers to any reference that “points forward” to information that will be presented later in the text (Halliday and Hasan, 1976:33-35).

He came, he taught, he wrote on the blackboard, the teacher.

The meaning of he can be identified only by looking forward: the reference is to the entire second clause: it extends to the teacher.

Halliday and Hasan (1976:51) argue that cohesion purposes anaphoric referencing as the most relevant as it “provides links with a preceding portion of the text.” The other types of cohesive referencing include the examples given below.

a) Personal pronouns

These are: (it, its, he, she, etc.) others are regular and possessive demonstrative (this, that, those, these, here, there, then) and the subsequent mention definite article (the). By ‘subsequent mention’ definite article is a situation where after initial introduction of an entry via an indefinite article whereby the subsequent mention of the indefinite article involves a switch to the definitive article.

b) Comparative Constructions involving the following items (the) same, similar, such, different, other, more, less, ordinal numbers (firstly, secondly etc) plus adjective, comparative, superlative, and adverbs.

c) Possessive references like mine, yours, his, hers etc. Halliday and Hasan (1976:37- 46) argues that in referential cohesion, certain elements in the linguistic system have the property that they are interpretable only by reference to something other than themselves. These are the personal, demonstratives and comparatives.

In analyzing Rasna Warah’s text we focus on types of reference which refers to information that can be retrieved from the text.

References are the items in language which instead of being interpreted semantically in their own right, make reference to something else for their interpretation Halliday and Hasan (1976:31).

Endophoric References

It can be divided into three types:

a) Anaphoric reference refers to any reference that ‘points backwards’ to previously mentioned information in text. The purpose is to avoid unnecessary repetition in anaphoric reference, pronouns and pronominals are used. For example the sentence below illustrates anaphoric reference.

Several people I have spoken with say that they will not bother to vote this year because of one or more reasons.

a) They are not convinced that the elections will be free and fair;

b) They believe that the elections will be rigged in favour of the incumbent.

(Excerpt from Appendix C line 1 – 2).

Rasna Warah uses anaphoric references, like the personal reference they. In the first sentence, she uses noun phrase several people in the following sentences she uses they to refer back to the several people. This is anaphoric references. The pronoun replaces the noun phrases to avoid repetition.

- c) ...they are disappointed with the opposition, which doesn't seem to have its act together and whose leaders appear to want power for powers sake and not because they want to make this country a better place.

(Excerpt from Appendix C line 3).

The personal reference they refer back to several people. Its refers back to the opposition.

Whose is a possessive pronoun – which refer back to the opposition and also they refer to the opposition which is assigned the 'third role'.

Several people I have spoken with say they will not bother to vote this year.

The personal reference I refer to Rasna Warah (the writer). It is assigned the 'first person' Personal reference they refer to several people.

...those who will bother to go and cast their ballots this years will have personal or political motivations for doing so, none of which will have anything to do with patriotism or civic responsibility.

(Excerpt from Appendix C line 11).

The demonstrative pronoun those are used to refer to some people from the several people. This referent is retrieved from a previous sentence.

The possessive pronoun their refer to the voters several people mentioned earlier in the text. The referent is retrieved from the previous sentence.

It has become evident to a lot of people that the ideals set out in the 2010 constitution are being trampled upon by those who swore to protect it.

(Excerpt from appendix C line 34).

In the above discourse Rasna uses personal reference those to refer to the leaders. It on the other hand refers back to the constitution. Again, this enables Rasna to pass her message without repeating the word constitution.

By the use of these cohesive devices, Rasna's is able to communicate effectively to her readers.

You know you live in a failed state when images of starving people from your country are aired on international television.

(Excerpt from Appendix A line 1).

The use of second person pronoun you refers to the reader (Kenyan). This enables the writer (Rasna) to incorporate the reader by using second person pronoun to emphasize the point by incorporating the reader to be part of the situation under discussion. The Kenyans are made to see the starving situation clearly and the situation is presented within themselves.

Rasna uses second person pronoun three times in the example below for emphasis.

....at that time Kenyans contributed generously to the relief effort without begging for aid from foreign donors. It seems we have sunk pretty low since then. It is shameful and disturbing to see that our so called 'digital government' could not see this national crisis coming....

(Excerpt from Appendix A line 21 – 22).

The first personal plural we refers to the people of Kenya including Rasna Warah who have sunk low and have not helped the starving colleagues at Kilifi who have nothing to eat due to famine.

Our – which is a possessive pronoun is used to refer to digital government which could not see the famine coming. Rasna is being ironical. By use of digital government, she is satirizing the so called developing country which could not see famine coming.

The third person pronoun it does not refer to any particular entity.

The story was a public relations disaster for the government, but when the government has only itself to blame.

Once a government admits that it does not have the capacity to help its citizens to avert hunger, it is basically signing on to failed state dependency status.

(Excerpt from Appendix A line 9 and 12).

The third person pronoun it has been repeated three times. It refers to the government of Kenya – which is not able to feed its citizens. Rasna repeats the word it to emphasize on the failed government.

The use of reflexive pronoun ‘itself’ refers back to the government which has got itself to blame for not being able to feed its citizens.

In this discourse Rasna uses first person pronoun to illustrate endophoric reference.

I have always wanted to go to West Africa, but for one reason or another I have lost the chance to do so. A couple of years ago I was invited to a conference in Abuja, but the online visa application form was so hard to navigate, I gave up and so could not go to Nigeria, then a couple of weeks ago, I got an unexpected invitation to attend a meeting in Dakar.

(Excerpt from Appendix A line 25 – 26).

The use of the first-person pronoun referring to the writer (Rasna) is repeated five times for emphasis. The use of I which refers to the writer gives her authority over the text. This is also a shared experience that makes the reader have confidence in the text. The first-person pronoun creates cohesion which makes the text communicative.

3.1.2 Demonstrative Reference in Rasna’s Texts

Demonstrative reference is a form of verbal pointing. The writer identifies the referent by locating it on a scale of proximity as follows: this, these, that, those, here, there, now then, and the (Halliday and Hasan, 1976:57).

The circumstantial (adverbial) demonstrative here, there, now, and then refer to the location of a process in space and time, and they normally do so directly, not vital the location of some person or object that is participating in the process.

The demonstratives regularly refer exophorically to something within the context of situation. This is the primary form of verbal pointing. For example, the sentence bellow illustrates demonstrative reference.

.....voter apathy has become the defining characteristic of the August 8 elections.

(Excerpt from Appendix C line 24).

The August 8 election has been mentioned earlier. Therefore, the indicate a second mention.

In general demonstrative adverbs this, these and here implies proximity to the speaker, that, those and there imply distance from the speaker which may or may not involve proximity to the addressee.

The demonstrative this is more specific than that. That has no particular referent point. It is simply interpreted as not this this explains why the neutral forms the and it are derived from that and not from this (Halliday and Hasan, 1976:57-58).

The is the least specific of the demonstratives. It merely indicates that the item indicated is identifiable and specific; when used as an anaphor, the rarely indicates the ‘second mention’ of a noun.

Use of demonstrative article the

It is clear that the August 8 election points out to the only one in Kenya. When readers come across such a statement, due to the frame they already have in their mind, they will know which elections are being referred to. Therefore, the reference the is appropriate and it communicates effectively. It can also be used with some other items by which its connotations provide a target for the anaphora.

.... In the 2010 constitution....

The 2010 constitution (in this sense) is one item only in a country like Kenya. In a country with many constitutions, the word constitution might be ambiguous. This means that the context of the particular speech is an important factor in the interpretation of meaning in the above sentence. It is therefore important to note the importance of frame and context in interpretation of meaning.

The demonstrative article the points out to the only.

Several people I have spoken with say that they will not bother to vote this year because of one of the following reasons

(Excerpt from Appendix C line 1).

The word the has been used to point out the reasons. Here the article the is not used to point out to the only but to list down reasons for not voting.

3.2 Conjunctions

This is a 'cohesive tie' between clause or a section of a text in such a way as to demonstrate a meaningful pattern between them (Halliday and Hasan, 1976:227). Conjunction acts as semantic cohesive tie within text in five categories. Cohesive conjunction has a semantic sign posting function. The semantic or logical connections may implicit between the forgoing and the following text, but the use of the conjunction makes that connection explicit. Some conjunction which sign post a cause, result or purpose connect between the prior text and the following text. Such conjunctions form a cluster called causal conjunction which is one of the five main clusters of cohesive conjunctions (Toolan, 1998:25).

- i. Additive (however, because, such as, and, nor, or, furthermore, similarly, in other words etc)
- ii. Adversative (yet, but, all the same, conversely, on the contrary, rather etc)
- iii. Causal (so, then, therefore, consequently, as a result, to this end, in that case, otherwise etc)
- iv. Temporal (then, next, first, main while, hitherto, finally, in conclusion, to come up, etc)
- v. Continuative (now, of course, well, anyway, surely, after all, etc)

Toolan (1998:25) argues that there is a very simple way of feeling the cohesive function of these words and phrases (that is to say, their connection to some previous text to which the material that immediately follows the conjunction should be additive or adversatively linked). A conjunction is a cohesion between clause or sections of text in such a way as to demonstrate a meaningful pattern between them (Halliday and Hasan, 1976:227).

3.2.1 Additive Conjunctions

Conjunction refers to the use of certain words and phrases, usually at the beginning of a sentence, with a total effect of clarifying the semantic or logical relationship of the information that follows with the information that has come before Halliday and Hasan (1976: 242). Conjunctions are grouped into five by Toolan (1998:26), Halliday and Hasan (1976:146) and Yule and Brown (1983:191) as stated above.

Rasna uses a number of conjunctions in her texts. According to Halliday and Hasan conjunctive elements are not directly cohesive in themselves but indirectly by virtue of their specific meaning;

- a) They are not primarily devices for reaching out the preceding or following text, but they express certain meanings, which presuppose the presence of other components in the discourse.

Conjunctions, just like reference is a semantic relating holding meaning between sentences rather than between linguistic forms. Conjunction is a different type of semantic relation, one which is no longer any kind of search instruction, but a specification of the way in which what is to follow is systematically connected to what has gone before (Halliday and Hasan, 1976:227). Therefore, in describing conjunction as a cohesive device, we focus not on the semantic relation as such but on one particular aspect of them namely the function they have of relating to each other, linguistic elements that occur in succession but are not related by other structural means. They are types of conjunctions which coordinate by adding or negating to the presupposed item. The text below illustrates Rasna's use of conjunctions.

However, agriculture is not the only means to enhance food security, many rich countries such as the United Arab Emirates, import almost all their food. Their people don't starve because they have the capacity to buy imported food.

(Excerpt from Appendix A line 18).

The word however signals how the reader is to relate the second sentence to the first. It signals that there is adversative relation between the two sentences. The words such as are used to link the second sentence to the first.

The word because is a causal conjunction which is used to give reasons why the United Arab Emirate people do not starve is because they have the capacity to buy imported food. Rasna uses these conjunctions to bring out cohesion in her texts.

... leaders appear to want power for power's sake and not because they want to make this country a better place.

(Excerpt from Appendix C line 4).

The word because is an additive conjunction that gives an additional information about leaders. The writer gives additional information that the leaders do not want leadership to better the country.

Additive conjunctions are used to denote addition. These conjunctions indicate that the second word, phrase, clause or sentence contains an additional fact that is related to the earlier word, phrase, clause, or sentence. An example of these conjunctions are; and, also, further, besides, in addition, not only – but also, and moreover. These devices bring about cohesion in texts and this makes them meaningful.

...both the government and the opposition are...

(Excerpt from Appendix C line 5).

Conjunctions both and and are used to link two ideas that are considered to be similar. In this case the government and the opposition. Rasna has used these conjunctions to make her ideas cohesive hence create meaning to her readers.

...those who will bother to go and cast their...

(Excerpt from Appendix C line 10).

The word and gives an additional information in the phrase. The word and in itself is not cohesive. However, it is indirectly cohesive by holding meaning in sentences together to bring out meaning. In the above example, the action of going is linked to the action of casting their vote by use of the word and this brings out meaning in the sentence.

3.2.2 Adversative Conjunctions

They are used to express comparison or contrast. The elements introduced by the adversative conjunctions usually qualifies or expresses a caveat with regards to the main clause of the sentence. A sentence from Rasna's might read like this;

Although the sample of people I spoke with is extremely small and is therefore, not representation...

(Excerpt from Appendix C line 9).

The word although is an adversative conjunction which introduces information in contrast to the main clause. The word and is an additive conjunction that denotes addition therefore is a final conjunction that draws conclusion from the first sentence.

Another example from Rasna's text might be read as follows;

On the contrary, devolution has provided another opportunity for...

(Excerpt from Appendix C line 18).

The words on the contrary is another example of an adversative conjunction. Rasna's point of view is portrayed here. Her attitude towards devolution is negative and is clearly perceived in her choice of words above.

3.2.3 Casual Conjunctions

These are the conjunctions that introduce statements about the reasons or the cause of something.

...it was business as usual at the top, despite, the Kibaki administration....

Another example may read as follows;

.... Election results are announced because even the poor (the main casualties of post-election violence)

(Excerpt from Appendix C line 28 and 15).

The words despite and because are conjunctions that introduce statements about the reasons or the cause of something. For example, in a sentence like ... it was business as usual despite the Kibaki administrations having been saturated by scandals about corruption in senior government offices.

In the second sentence Rasna is trying to bring her perception about her opinion on what is likely to happen after the elections. She explains that the poor will not engage in violence since they have also realized that they are being used by the leaders for their own personal gain.

Rasna has managed to persuade her readers to believe in her perception through her choice of words. This brings about effective communication.

3.2.4 Temporal Conjunction

They are used to express a positional or a durational meaning e.g. as soon, at first, meanwhile, until, when, since, now etc. These conjunctions assist in the clarity of meaning as seen in the example below.

....we would not be where we are now

(Excerpt from Appendix C line 25).

The word now is used by Rasna to indicate where the country is at the moment in terms of corruption. Her perception is that President Kibaki did not do much to fight corruption as he had promised. Otherwise, the country would not be where it is now. This enhances effective communication.

3.3 Ellipsis

This is a kind of cohesion where a point in the flow of text is made sense of by making a mental connection to some adjacent text called the (co-text), but here what characterized the point in the flow of texts is the ellipsis of understood material that is left out since its repetition or near-repetition is felt to be unnecessary (Toolan, 1998:24). Full ellipsis is where there is ‘full’ omission of a second mention of items which can be understood as implicit because they are retrievable in the given context. What gets ellipsed can be either nominal, verbal or clausal in the given context, and are items that mark the site of ellipsed sequences; with full nominal ellipses you find some, one, non, any, neither, each, a few, a lot, many, much, most and all adjacent to the ‘gaps’. With full verbal ellipsis, you find that various parts of verbal construction are omitted. Ellipsis of a full clause is reflected in the use of the polar rejoinders yes and no. Clausal ellipsis happens when there is omission of a whole clause where it would otherwise occur after a verb of communication (Toolan, 1998:25).

“... and now expects the international community to pick up the pieces...”

(Excerpt from Appendix A line 24).

This is substitution by zero. Instead of one of the lexical items mentioned for substitution no item is used and the reader is left to fill in the gap where the substitute item should have appeared. Substitution and ellipsis are limited to the immediate preceding clause.

References and substitutions are different in that references have a typical meaning of co-reference. That is both items typically refer to the same thing. While, in substitution and ellipsis there is always some difference between the second instance and the first. This means that if a writer wants to refer to the same thing they use reference. But if they want to refer to a different thing they use ellipsis and substitution (Halliday, 1985).

Thus, Rasna uses substitution and ellipsis to make her texts cohesive and to communicate effectively to her readers.

3.4 Substitution

Substitution is a relation between linguistic items such as words or phrases. Halliday and Hasan (1976:89) argue further that substitution is a relation within the text. A substitute is a sort of counter which is used in place of repetition of a particular item. Substitution comes in three flavors for example: nominal, verbal and causal, depending on the item being substituted.

One or more are the terms commonly used for nominal substitution in English. Others are auxiliary verb do, be and have. There is also the substitute term such as so, to mean the same as illustrated below.

Those who will bother to go and cast their ballots this year will have personal or political motivations for doing so.

(Excerpt from Appendix C line 10).

The word so is a substitute of cast. It is clear that the general rule is that the substitute item has the same structural function as that for which it substitutes. In the above sentence, the word cast is the head in the verbal group and the so is the replacing of the verbal group.

The substitute so stands for cast their ballot.

...sent their condolences to the families that lost their loves ones in the violence.

(Excerpt from Appendix C line 32).

The word ones is used to replace the words family members. The use of the word ones avoids repetition in the sentence. Rasna uses substitution for cohesion in her text.

Substitution is limited to the immediate preceding clause. Substitution uses condensed structure to stand in for full sequence. It is also known as partial ellipsis (Toolon, 1998:26). It can be related to nominals and nominal phrases. In this case the following items appear: one/ones, the same or it can relate to verb and verb phrases, in these cases the following items are common: do, be, have the same meaning as do so, be so, do it/that, or there. This can be partial ellipsis of an entire clause, in this case the item

so for positive clauses and not for (negative clauses) are used. This enhances effective communication through cohesion.

3.5 Lexical Cohesion

According to Halliday and Hasan (1976:274), lexical cohesion differs from the other elements in text in that it is non-grammatical. It is the recurrent uses of the same content words or of related words, conveying a sense of the interestedness of a text (Toolan, 1998:27). It can also be referred to as the “cohesive effect achieved by the selection of vocabulary.” The two basic categories of lexical cohesion are reiteration and collocation. Reiteration pertains to repetition of a lexical item, either directly or through the use of a synonym, a superordinate or a generally related word. Collocation pertains to lexical items that are likely to be found together within the same text. Collocation occurs when a pair of words is not necessarily dependent upon the same semantic relationship but rather they tend to occur within the same lexical environment.

The cluster lexical items are close to each other between sentences this brings about a stronger cohesive effect. The major kinds of lexical cohesion are as follows:

- a) Simple repetition of a given word.
- b) Use of a synonym or near synonym.
- c) Use of subordinate, super ordinate or general term to denote a particular entity or later occasion.
- d) Collocation; these are words that usually go together for example; heavy breakfast, strong evidence, big mistakes etc.
- e) Stylistic choices and use of special pronunciation marks like colons and semi colons.

3.6 Topic as an Aspect of Coherence in Rasna’s Texts

Coherence is important in portraying meaning that is conveyed by expression occurring in a text. The meaning of a linguistic message lies on the basis of words and structure of the sentences used to convey that message. For any particular interpretation, we rely on syntactic structure and lexical item use in a text.

This section focuses on what Rasna talks about. The study uses the approach of characterizing topic as a mere title or proposition but rather as a broad entity constituting elements that related in a specific way. Each text has a thesis as topic framework topic. Frame helps define some elements relevant or not relevant in a text. It is generally assumed in this approach that topics belong to individual writers since they are the ones who build them from stage to another. The expressions used in a text bring out sense in that text and also enhance the flow and continuity of sense among the knowledge activated. Sometimes a text can be senseless or non-sensical, in such a case we can say that the readers or receivers of the text have discovered no such continuity simply because there is a mismatch between the configuration of concepts and relations expressed and receiver's prior knowledge of the world. We define continuity of sense as the foundation of coherence (Beaugrade and Dressier, (1981:4).

Comprehension in a text is facilitated by the correct title against a correct text. This means that texts are understood in relation to the titles which accompany them.

An analysis of various texts by Rasna reveals that each context has many sub-topics which eventually merge into making the text communicative. Rasna as a column writer basis her arguments in her texts on particular issues surrounding the society. These includes socio-economic issues and political injustice.

She uses sub-topics to bring out clarity in her text.

Sharing Shame of Countries That Cannot Feed Their People

Appendix A

The sub topic on food security which appears in *Sharing shame of countries that cannot feed their people*, Rasna attributes famine to a failed governance or failed policies. Kilifi is a county with so much agricultural potential and both the county government and the national government have failed the people of Kilifi because they have failed to unleash this potential.

Ransa criticizes the “digital government” which could not see the issue of famine coming. Digital government is a sign of ‘development.’ Rasna satirizes this kind of developed country that cannot see famine coming nor solve the problem of famine when it strikes. Thus, the government is looking up to the international community to pick up the pieces. Yet, it is the same international community the government has

been verifying since it took over office in 2013. Rasna's argument over a failed government is clear especially her concerns on food security. Both the title and the sub-title have been used appropriately by the writer. The title expresses concern by the writer over the issues related to food shortage in Kenya. The same concerns are expressed in the article. This is a clear indication that Rasna is able to bring out her point of view using this text. The use of sub-topic also enhances flow of content in a text. This enhances effective communication in a text.

Exert Pressure on South Sudan to Release Kenyans Jailed for Life

Appendix B

In this topic Rasna reports an incident of injustice of five employees of a company called Click Technologies that is owned by Mr. John Agou, a relative to South Sudanese president Salva Kiir, who were arrested and detained in Juba on the grounds that they had stolen huge amounts of money from the government. One of them was released and the other four were retained and later sentenced to life imprisonment. Their lawyers have been intimidated and threatened. The jailed Kenyans believe that charges against them are trumped – up and motivated by personal rivalry between president Kiir and Magou.

Rasna goes on to explain the efforts made by these relatives to have their kins released. She says that during the inter-governmental authority on development summit in Nairobi, these relatives held vigil outside the hotel where president Kiir was booked to no avail.

Rasna goes on to argue that South Sudanese government officials own property in Kenya and that their children go to school here. Yet, still, they channel their money through the Kenyan banks. Rasna goes on to write that the Kenya human rights commission is suing the government for abdicating its duty to protect Kenyans abroad. Through the use of the sub-topic Bargaining chips, a report released by “Enough Project” describes South Sudan as a “den of thieves” and a “greed fueled kleptocracy” where profiteers fight over power and the corrupt spoils of war including an “oil-fueled gravy train”. Rasna argues that South Sudan has received so much good will and support from international community (Kenya included) has been unable to form a credible government and independent institutions.

Rasna uses a theoretical question as she ends her argument by asking the Kenya government if they are willing to adopt the measures of freezing all the assets of those who have committed mass atrocities back in South Sudan and have bank accounts here in Kenya or if they are held hostage by the same forces that have condemned four innocent Kenyans to life imprisonment in South Sudanese prison. By this excerpt Rasna is able to give coherent information about what is going on between Kenya and South Sudan.

Broken Promises to Blame for Kenyans Becoming Cynical Lot

Appendix C

In this topic Rasna expresses her concern about why several people are not eager to vote this year because of the five reasons she has listed in her text. She explains that people are not convinced that the elections will be free and fair. She goes further to say that people believe that the elections will be rigged in favour of the incumbent. She has also a feeling that the opposition which according to her, doesn't seem to have its act together and whose leaders appear to want power for power's sake and not because they are out to make this country a better place. In the same text Rasna explains that the other reason is that leaders are endorsing candidates who are known crooks or who have been implicated in major scandals which she says is like "vomiting on Kenyans shoes". People also believe as Rasna writes that whoever wins the elections, Kenya will not change for the better. This is because, tribalism, corruption and mediocrity have become a way of life especially to the national leaders. This is a perception of disillusionment that Rasna shows through her choice of words.

In her text, Rasna divides her text into sub-topics; a) **A sad reality** b) **Leadership and integrity**. Rasna argues that, the people who will vote this year will not be motivated by patriotism at all but by personal or political motivations. Rasna has a feeling that there will be no violence during or after the election results are announced because the main causalities of post-election violence have realized that their bodies are not worth sacrificing for leaders who enter public office for personal gain. In the same text Rasna explains that devolution has provided another opportunity for leaders to 'eat'. She argues further that Kenyans have been disillusioned and thus don't care about the elections any more. In her article, she points out that in 2002 when president

Mwai Kibaki was declared the president of the republic of Kenya, people were optimistic that corruption and tribalism would be a thing of the past. This was seen when ordinary Kenyans started arresting any police officer who demanded bribes. This was not to last for long and President Mwai Kibaki broke the promise within a short time so corruption and tribalism resumed its state. It is this missed opportunity that has brought us to a situation where ‘hair dressers’ are awarded government tenders, worth billions. Rasna argues that President Kibaki’s government had transformative economic policies that combined sound economic strategies with targeted infrastructure development.

Rasna argues out finally that the ideals set in the 2010 constitution are being trampled upon by those who swore to protect it. She concludes that many Kenyans have endured more than 50 years of broken promises and that is why many Kenyans don’t care about elections anymore. This discussion is interactive and informative. The reader is able to learn more about what is happening in the country. Rasna has exposed the issue of corruption and how the leaders are not concerned about their subjects. Their concern is to get to the government offices and steal from the people by mismanaging government resources. This has actually made many people feel that even if they vote things are not going to change in any way. This clearly states that the chapter six of constitution on leadership and integrity is not taken seriously by leader. Through this information, readers are well informed and this is made possible by Rasnah’s coherence aspect in her texts.

3.7 Clauses and Participants

Speakers and writers use grammatical devices to design or shape their sentences and texts for effective communication.

A clause is one of the most crucial units for language process. Clauses mediate between lower order unit (word and phrases) and higher – order ones (sentences). A clause is made up of a verb and a set of what is called “participants”.

‘Participants’ means the nouns and noun phrases that name people and things playing roles in action, event, process or state of affairs named by a verb. When analyzing the verb and participants our concern is on the content of the clause. For example, what it is all about and how it represents the world outside language itself. Halliday (1994)

refers to this as the experimental function of language that is its function to represent experience.

The following are examples of sentences broken down into their component clauses. Each clause will be placed in brackets and underline the verb in the clause. It is important to note that some clause will appear inside others.

[[The government is in the grip of a man-made famine,] but the government doesn't seem to care]].

Excerpt from Appendix B line 36.

Through the use of participants and clauses in a text the reader is able to understand a text. This enhances effective communication. Speakers and writers use grammatical devices to design or shape their sentence and texts for effective communication.

Last week Al Jazeera showed people in Ganze, Kilifi County” plucking and eating raw wild berries.

(Excerpt from Appendix A line 4).

A clause can contain ‘satellites’ that give general information about the action, event or state of affairs. The words Last week and Ganze, Kilifi county name the general time and place when and where the event of being shown took place. The words last week can be placed at the front or back of the sentence and sometimes in between the other phrases in the sentence.

Al Jazeera, last week showed people in Ganze, Kilifi county, plucking and eating raw wild berries.

In the above sentence, the words last week has appeared in the middle of the sentence. It can also appear at the end of the sentence like in the example below.

Al Jazeera, showed people in Ganze, Kilifi county, plucking and eating raw wild berries last week.

In the above sentence the people of Ganze, Kilifi County is taken seriously because it is the noun phrase which plays the role of the ‘actor’. This makes communicative effective when we are made aware of the role of the actor and what the participants are doing in the sentence (role of participants) that is plucking and eating.

The above discourse analysis enhances effective communication. This is because a reader of a text is able to identify the participants included in a clause and those that are excluded in a text.

At that time, ordinary Kenyans contributed generously to the relief effort without begging for aid from donors.

(Excerpt from Appendix A line 21).

At that time is a ‘satellite’ that gives general information about the event.

‘ordinary Kenyans’ is a noun phrase (actor)

‘contributed’ (verb)

‘begging’ (verb)

‘donors are’ (participants)

[[At that time, ordinary Kenyans contributed without begging for aid] from foreign donors]]

The above sentence has two clauses and each has its own verb. The first clause has ordinary Kenyans who are the main actors in the sentence. By the help of this analysis a reader is able to identify the main participants included in a clause. This enhances effective communication.

Both the national and the country government have failed the people of Kilifi county.

(Excerpt from Appendix A line 16).

The above clause has a verb that deals with what things symbolizes or mean. For example, both the national and country government (noun clause) represents the senior government officials who are supposed to see to it that the potential of the area is unleashed. This enhances effective communication.

3.7.1 Grammatical Relations

In every text, a writer /speaker has to design an utterance that they plan to use clause by clause. In any clause as discussed earlier in clauses and participants, there is a verb and the participants in the action, event, process or state of affairs named by the verb.

Verb: 'kill'

(Excerpt from Appendix B line 36).

The action this verb names requires a participant that will name the actor (hitter) and a patient (something or someone being hit). If a writer picks the noun phrase; Dr. Riek Machar to name the actor and noun phrase innocent civilians to name the patient. The verb killed allows but does not required a participant that names an instrument (a thing used to hit someone or something with) if a writer wishes to include their instrument in their clause they can pick the noun phrase famine.

This therefore means that the writer has to choose how to assign the participant's in the action, process, event, or state of affairs the verb names to grammatical relations (subject, object, prepositional complement).

The writer can do this in various ways. For example, they can decide to leave out one or more participant if they assume they can be identified from the conversation or if they do not want to mention them.

Grammatical relations like subjects and objects are part of what Halliday (1994) calls the interpersonal function of language. The interpersonal function deals with designing sentences so as to shape how hearers or readers interact and negotiate meaning with the writer/speaker.

For example, the sentences shown below illustrate grammatical relations.

- a) Dr. Riek Machar (subject) has killed innocent civilians (object) with man-made famine.
- b) The innocent civilian (subject) were killed by Dr. Riek Machar (leave out the instrument man made famine).
- c) The innocent civilian (subject) were killed (leave out the actor "Dr. Riek Machar").
- d) The innocent civilian (subject) were killed (leave out the actor Dr. Riek Machar: and the instrument man-made famine).
- e) The man-made famine (subject) killed the innocent civilian (object). (Leave out the actor the Dr. Riek Machar).

(Excerpt from appendix B line 36.)

Clause is the topic of that clause. This means that if a reader/hearer want to negotiate over a context of any utterance, they can only do by claiming or counter claiming things about the subject the writer or speaker has chosen.

If a hearer or reader wants to argue with a) above they have to ask questions about or make counter claims in relation to Riek Machar. On the same note, if they want to argue with (b) they have to ask questions about 'the innocent civilians', because they are the ones who are directly involved and affected by the killing and Dr. Riek Machar is less affected. This is because the direct object a writer chooses is viewed as more directly involved in the action, process, or state named by the verb than are prepositional complements.

For example, as illustrated in a sentence bellow.

‘the Dr. Riek Machar killed innocent civilian with man-made famine’.

‘innocent civilian’ is directly involved and affected by the killing and the man-made famine less affected.

On the contrary, if a writer says,

The Dr. Riek Machar pushed a stone into the small container.

In this case the writer is viewing stone as more centrally involved with the action of the verb (pushing) and the small container as less so. Here the small container is viewed as the location where the stone ends up. In English verbs come into two basic forms; the Finite and Non-finite which is the carrier of a marker of tense present or past. This means that the state of affairs named by the verb is either co-present with or exist at the same time as the act of speaking or in the past of the act of speaking/writing. This might be illustrated in the example bellow.

The Dr. Riek Machar kills the innocent civilian.

-s on kills marks the present tense. Or in the Dr. Riek Machar killed the innocent civilian -ed on killed marks the past tense. Sometimes finite verbs lack a marker of tense but instead they are accompanied by a modal helping verb as in the example bellow.

The Dr. Riek Machar might kill the innocent civilians.

Modal helping verbs include may/might, will/would, shall/should, can/could must. They usually express possibility, probability, obligation, intention, the future ability and so forth. Tense can sometimes be marked on a helping verb rather than the main verb as in the example below.

Dr. Riek Machar does/did kill the innocent civilians.

Dr. Riek Machar is/was killing the innocent civilians or

Dr. Riek Machar has/had killed the innocent civilians.

Rasna says

When president Uhuru Kenyatta Declared ed famine a national disaster, he paved the way for the foreign media and international community to make a case for why Kenya is in need of food aid. Once a government admits s that it does not have the capacity to help its citizens s to avert hunger, it is signing to failed ed state dependency status.

(Excerpt from Appendix A line 10).

In the above clause Rasna writes in the past tense using a tense marker. The use of ed and s. This shows that the event took place in the past for ed and s present tense respectively. Another example is shown below.

Last week Al Jazeera showed people in Ganze, Kilifi Country, plucking and eating raw berries ostensibly because their crops had failed.

(Excerpt from Appendix A line 4).

The use of ed show that Rasna is using past tense. Sometimes the writer can also use Non-finite verbs. Non-finite verbs lack tense or any accompanying model helping verb. They are usually accompanied by the word to as in the example below.

The Dr. Riek Machar intended ‘to kill’ the innocent civilians.

The words to kill is a non-finite form of the verb kill. This enhances effective communication. Another example from Rasna’s text is shown below.

I got an unexpected invitation to attend a meeting in Dakar and got really excited because the Senegalese embassy’s website showed that Kenya was among those countries whose nationals do not need a visa to go to Senegal.

(Excerpt from Appendix A line 27).

In the above statement Rasna uses non-finite verbs otherwise called to infinitive. Rasna uses the to infinitive to express her disappointment after failing to go to West Africa. To go is the direct object that receives the action of the verb wanted a desire to do something. In the sentence lost the chance to do, to modifies the verb do. This helps the reader to negotiate over an utterance by analyzing the degree and type of validity a speaker takes his/her claim to have. The to infinitive express the fact that the event took place in the past. This also enables a reader to understand the text therefore enhances effective communication.

I have always wanted to go to West Africa, but for one reason or another I have lost the chance to do so.

(Excerpt from Appendix B line 25).

Rasna uses the non-finite to + verb which alongside with verbs ed, s, modal verbs, are part of the interpersonal function of language that determine how a reader negotiate over an utterance made. This facilitates effective communication in a text or speech.

3.7.2 Ordering in Clauses

In a text, there are several clauses that make up sentences. A writer has to choose what to put first in a clause. First, here means anything that comes before the subject of clause or if nothing comes before the subject, the subject itself.

Readers view a sentence or a clause by what comes first that creates perception. This sets the context in which readers view the information in the rest of the clause or sentence.

Halliday (1994) calls what comes before the subject of a clause, or the subject itself, if nothing comes before it, the theme of the clause or sentence. The remainder of the clause that is everything after the theme, he calls it the rheme. Halliday goes further to say that the function served by picking a theme and rheme is called “textual function”. This is illustrated in a sentence below.

Regrettably, the Dr. Riek Machar killed the innocent civilians.

This means that the writer is viewing the claim that the Dr. Riek Machar hit the innocent civilians through the lens of his regret about the matter.

In another sentence like the one below.

The Dr. Riek Machar, regrettably, killed the innocent civilians.

In the above sentence the writer views both the action of killing and the writer's feeling of regret about the matter through what the reader think or feel or have said or will say about the Dr. Riek Machar. There can be more than one clause in a sentence. This is done by conjoining two clauses whereby both clauses are 'main clauses'. This is illustrated in the example below.

Dr. Riek Machar thinks that the innocent civilians like him.

In the above sentence one clause can be embedded as a participant inside another clause. Thus, the above sentence is considered a 'main clause' for example like in the example below.

Dr. Riek Machar thinks that the innocent civilians like him because they are nice.

The same sentence can also have one clause as a subordinate to the other one by use of grammatical words like as, while, because, so, etc. whereby the clause to which the subordinated clause is attached is said to be the 'main clause' like in the example below.

Dr. Riek Machar like the civilian is the main clause.

In the above sentence

Dr. Riek Machar like the civilian is the main clause.

because they are nice is the subordinate clause.

Each of the clauses has its own theme. When a clause is subordinate the clause that comes first is considered the 'theme' of the whole sentence. This enhances effective communication and coherence. A sentence from Rasna's text might read like this;

Kenya was not reduced to a starving nation even during the devastating famine that ravaged the country and the Horn of Africa region in 2011.

(Excerpt from Appendix A line 20).

The above sentence is made up of more than two clauses.

‘Kenya was not reduced to a starving nation’

In the first sentence which is the main clause the subordinate clause is joined to the main clause by use of the word even.

‘during the devastating famine that ravaged the country’.

‘and the Horn of Africa region in 2011’.

The thematic clause is

‘Kenya was not reduced to a starving nation’

According to Halliday (1995:37), theme is the element in a sentence that comes first in a clause and the rest is called a rheme. This is where the writer makes a comment on the topic. It is the semantic point of departure of a clause from where information is provided. For example, in a sentence like, ‘Kenya was not reduced to a starving nation.’ This is what the clause is about. It gives the special status to a chosen part of a clause. It helps the reader to understand a text. A reader is able to extend the analysis of a text beyond the grammatical structure to the unit of a text.

The subordinate clause is the rheme.

Rheme is the rest of the message after the element that comes first. It can be expressed as anything else which is not theme, is called a rheme. It explains what is being said about the topic. This is where the presentation or discussion moves after the departure this means the rest part of the message. This brings about cohesion in a text. For example, like in the sentence illustrated below.

‘during the devastating famine that ravaged the country.’

‘and the Horn of Africa region in 2011’.

In the above examples, we are able to see how Rasna chooses themes and rhemes for her clauses. This brings about coherence in the text and enhances effective communication.

....For many years, decades even, Somalia has dominated international coverage of people facing famine, but now it seems that Kenya has joined the ignominious group of countries whose governments have failed to feed their people.

(Excerpt from Appendix A line 2).

The above sentence has several clauses. Rasna manages to communicate effectively by using theme and rheme in her sentence. The many clauses have the main clause and subordinate clauses as in the example below.

‘Somalia has dominated International coverage of people facing famine’

is the main clause which is the theme while.

‘for many year, decades even’ in a subordinate clause, (Rheme)

and

‘now it seems that Kenya has joined the ignominious group of countries’.

(Theme)

‘whose government have failed to feed their people’. (Rheme)

The readers are able to understand Rasna’s choice of words and sentences and this brings about coherence and effective communication in her texts. Through the use of the theme, the writer is able to introduce the topic or the departure point of the discussion. Rasna then moves to the rheme which expounds on the topic by giving detailed information. This brings about cohesion which enhances effective communication.

3.7.3 Relating Clauses

When there is more than one clause in a sentence, there is need to choose how to relate them to each other. One way to relate clause to each other is by subordinating one to another whereby the main clause is foregrounded and the subordinate clause is the background. This is to say that the main clause is asserted information while the background is assumed information. For example, the sentence below illustrates relating clauses.

As clever as he was, the Dr. Riek Machar none the less failed to feed the innocent civilian.

Here, the subordinate clause, as clever as he was is treated as background information that is taken-for-granted information.

The main -clause ‘The Dr. Riek Machar is clever even though he failed to feed the innocent civilian’ is reversing the matter. In the above sentence, it is clear that the main clause is being foregrounded. The claim that the Dr. Riek Machar is clever and thus treating the fact that he failed to feed the innocent civilian as taken-for-granted background information.

We can also say that if we subordinate one clause to another, we can use small grammatical words to indicate the logical connection between the information in the two clauses like in the example below.

‘The Dr. Riek Machar failed to feed the innocent civilian because it was difficult’.

In the above sentence, the use of because indicate that Dr. Riek Machar’s action of failing to feed the civilian was caused by its property of being difficult.

Rasna’s text might read as follows.

Several people I have spoken with say that they will not bother to vote this year because of the following reasons: they are not convinced that the elections will be free and fair.

(Excerpt from Appendix C line 1-2).

In the above clause, the use of because indicates that the decision of the people not to vote this year is caused by the property of the voting not being free and fair. Possibly if they are convinced that the voting will be free and fair then they can go ahead and vote. This clause relation brings about coherence and effective communication.

3.8 Summary

In this chapter, we analyzed the concepts of cohesion and coherence in Rasna’s texts. We paid close attention to the way they interact to achieve communicative effectiveness. We identified and explained various cohesive devices which we found prominent in Rasna Warah’s texts. We also went through the process of introducing and tracking participants in Rasna’s texts. Some of the cohesive devices that we looked at is the endophoria references, with its constituents like anaphoric. We also looked at the use of pronouns and noun phrases in the referencing process. We were able to make an interpretation regarding their applications.

The study also identified types of personal references used by Rasna. We identified the first and second person pronouns which designate the writer and the reader of the language use. Demonstrative reference helped us to track information through location using proximity reference.

The study examines the conjunctive elements at various points of sentences to clarify semantic or logical relationships of information that follows and that comes before in Rasna's texts. Rasna has also used non-grammatical elements of communication e.g. the use of special punctuation marks like inverted commas and question marks. She uses the above to enhance lexical cohesion.

Rasna uses grammatical relations in clauses, as well as ordering in clauses and how clauses relate. This has been our area of concern too.

To analyze coherence, we examined how topics are related to representation of discourse content in a text. What Rasna writes about was the point of focus in our analysis of coherence. We looked at discourse topic assignment as a preposition, topics and sub topics as they emerged in Rasna's text. This enhances the communicative effectiveness which was a major concern in our analysis. The analysis of local and international socio-economic issues was of great help.

We can therefore conclude that Rasna's texts are communicative units since they are cohesive and coherent which has been achieved from the interaction they have between cohesion and coherence.

CHAPTER FOUR

INFORMATIVITY AND ACCEPTABILITY IN RASNA'S TEXT

4.0 Introduction

This chapter analyses how informative Rasna's texts are to her readers. Rasna has used language in a manipulative way in order to effectively communicate with her readers, thus she does this by persuading, convincing, influencing and shaping her readers opinions on various socio-economic issues as well as political issues. The uniqueness of Rasna's text makes them informative and thus popular. As Ivanc and Clark (1997:108) observe, "in the minds of writers, purposes, inventions and goals exist consciously and subconsciously. These are then positioned by the writer to some various communicative purposes like entertaining, persuading, informing, deceiving, motivating and even touching the inner emotional world of the readers". Thus, we investigate the extent to which Rasna makes her texts informative and acceptable to her target audience readers.

For a text to be capable of utilization, it should embody a certain language configuration which can be accepted by the reader as cohesive and coherent Beaugrade & Dressier (1981:7). Thus, the reader must be in a position to extract operating instructions from the discourse in question in order to achieve optimal relevance from the discourse. Brich (1989:2), argues that the essence in acceptability of any discourse is the order in which sentences are presented which is central to making appropriate judgment by the text receivers (readers). This is because those sentences bring forth mental images which are key to deriving context. Isolated sentences are not essential in discourse but the influence of neighboring sentence is crucial in connected discourse which is a vital element in text. The acceptance of other people's goals on the basis of what they write is the hallmark of successful communication Monghan (1987:12).

Acceptability of a text concerns the text receiver's attitude that the set of occurrences should constitute a cohesive and coherent text having some user relevance for the receiver, like acquisition of knowledge or providing cooperation in a plan. This attitude is responsive to such factors as text type, social or cultural setting and the desirability of goals. The text receiver must accept a language configuration as a cohesive and coherent text capable of utilization. If acceptability is restricted communication can be diverted Beaugrade and Dressier (1981:8).

Readers derive more sense from discourses that express vividly the occurrences that signify the reasons behind their selection, and how they can affect communication. Communication, thus, is the overall relationship between what the occurrences signify, why they have been selected, and how they can be integrated back into the continuity. Birch (1989:2) argues that “it is the reader of a discourse who can construct meaning from it as a communicative unit since meaning interact to create a coherent extended discourse”. Therefore, we can say that it is the reader who has meaning not the discourse.

We shall therefore examine, some discourses used by Rasna in her texts and interpret why and how Ransa uses constructions. Opinion texts, structures reveal informativity. Rasna uses a variety of communicative strategies to make her readers accept her opinion. She uses a number of informative relevant texts.

4.1 Rhetorical Questions in Rasna’s texts

Rhetorical questions are used by writers to incorporate the readers in their line of thinking. Rasna uses rhetorical question which do not required any answer. By so doing the writer is able to engage the reader because rhetorical questions create an effect by making the reader think. They are meant to emphasize a point. They are not geared towards seeking for information but are meant to communicate information in an implicit manner. Rasna uses rhetorical question to challenge the readers.

Rasna writes

Will there be violence during or after the upcoming elections? I think that there might be party instigated violence during the elections but little or no violence after the election results are announced....

(Appendix C line 14 -15).

Rasna uses question answer strategy to justify her opinion in order to be informative and acceptable to her readers. Rasna challenges her readers to whether there will be violence during or after the election. By use of rhetoric question she is engaging her readers in her discussion in her text. This brings about effective communication and her text becomes informative and acceptable by the readers. Rasna answers that there might be instigated violence during elections but little or no violence after elections results are announced and she gives reasons that the poor have realized that their bodies are not worth sacrificing for leaders who enter public office for personal gain.

This makes the text informative. Thus, even the people who would have wanted to cause violence would think twice before engaging in it.

Is the Kenya government willing to adopt such an approach, or is it held hostage by the same forces that have condemned four innocent Kenyans to life in a South Sudanese prison?

(Appendix B line 42- 43).

Here, Rasna uses rhetoric question to make her opinion acceptable that the Kenyan government should adopt the system of combining creative and anti-money laundering measures with targeted sanctions against kleptocratic south Sudanese networks which should include freezing the assets of those who have committed mass atrocities. This is Rasna's opinion which is informative and engages the reader to make them think about the situation of the Kenyans jailed in South Sudan. This makes the text informative and acceptable to the reader.

4.2 Personal Pronoun Used in Rasna's Texts

Rasna uses a variety of personal pronouns to make her opinion informative and acceptable by the readers. The following personal pronouns are used in Rasna's texts. The first person singular reference: I, me, my and first person plural reference we, us, and our, second singular reference like you, and third person plural reference like they, them and their (Halliday and Hassan, 1976:38).

4.2.1 Use of Pronouns

You know you live in a failed state... from your country.

(Excerpt from Appendix A Line 1).

In the above example, Rasna uses the second line singular reference of you. The use of you incorporates the reader in the text. Rasna in this case is addressing the reader directly. This makes the reader feel that he/she is part and parcel of the issues being discussed. The reader is made to believe in Rasna's point of view. Through the choice of pronouns, the writer is able to make the reader to see vividly how Kenyans are suffering due to lack of food. Rasna, makes her point clear when she reminds the reader that initially the issue of famine was far from us, that is in Somalia, she makes her point clear by saying that, the same famine is now here in Kenya. She goes further to make the reader believe in herself/himself by blaming the famine to a failed

government. The use of us portrays the writer as among the people affected including the reader. The use of second singular reference has been used by the writer effectively to communicate her point of view and her message to her readers.

Rasna has also used the first person singular reference I as illustrated below.

I have always wanted to go to West Africa...

(Excerpt from Appendix A line 25).

The use of I refers to the writer who expresses her disappointment through narrating an experience she had when she could not visit West Africa due to issues related to access of visas. She blames this difficult process of getting visa within African states to a failed government. Rasna's use of I gives the reader a view that, she too is affected by effects of a failed government. By her choice of words, she is able to persuade the readers to her point of view that, they are all suffering together as a result of failed government. Her testimony catches the feelings of the readers who are made to believe that they are all sailing in the same boat with the writer. This has persuaded the reader to Rasna's point of view which brings about acceptability of the text as well as informing the readers about their own country.

4.3 Sentence Type in Rasna's Text

Rasna uses simple, compound and complex sentences. A simple sentence contains of only one clause (a main clause). A compound sentence contains two or more clauses and at least one of which is subordinate (Rodney, 1984:378). It is clear that Rasna uses compound and complex sentences more than simple sentences. She uses these sentences across the texts.

Rasna has also used declaratives and interrogative sentences to bring out her model in her texts. She has largely used statements which makes her opinions acceptable by the readers and make the communicative event informative. The interrogative sentences are meant to make the reader to develop his/her point of view regarding what is written and provides a basis for the writer to make her opinion open to the readers. Our study lays emphasis on simple sentence, complex sentences and compound sentences.

4.3.1 Compound Sentences

A compound sentence has at least two independent clauses as illustrated below.

Kenya was not reduced to starving nation even during the devastating famine that ravaged the country in 2011.

(Excerpt from Appendix A line 20).

In the above sentence, Rasna uses compound sentences. That is ‘Kenya was not reduced to starving nation.’ (Independent clause) then during ‘the devastating famine that ravaged the country in 2011’ (independent clauses). By using two independent clauses in one sentence Rasna is able to communicate effectively to her readers. She is also able to persuade her readers to her point of view. She argues that Kenyans did not suffer during the famine of 2011 because fellow Kenyans contributed generously towards the relief food which assisted the affected people so much. The use of compound sentences makes her texts clear and informative. The country is in the grip of a man-made famine, the government doesn’t seem to care.

The country is in the grip of a man-made famine, but the government doesn’t seem to care.

(Excerpt from Appendix B line 37).

The above sentence is a compound sentence which has more than one clause. The first clause is joined to the second by use of conjunction but. Through the use of the two clauses, Rasna has managed to bring her point home about a government that is not concerned with her people although the country is in the grip of a man-made famine.

Rasna chooses these sentences correctly to bring out communicative effects. She is able to make her readers believe in her point of view. Compound sentences provide more details in a text and make the writing more interesting and engaging. Rasna has managed to bring out her message clearly using compound sentences. Compound sentences also make the writing rich and colourful which makes the text unique. Rasna uses compound sentences to make her texts informative and also acceptable to her readers.

4.3.2 Compound – Complex Sentences

These are sentences that contain an independent clause and at least one dependent clause.

He paved a way for the foreign media and international community to make a case for why Kenya is in need of food aid.

(Excerpt from Appendix A line 2).

In the above compound - complex sentence, there are two sentences. One is an independent clause and the other one is a dependent clause. The above sentence is able to give detailed information about the text. Rasna gives her point of view by saying that when president Uhuru Kenyatta declared famine a national disaster, he actually exposed the country (Kenya) to the international media to make a case for why Kenya is in need of food aid.

In the above sentence, she tries to give reasons why Kenya has failed as country and hence famine. She attributes the reasons to government failure to implement its policies.

Through the use of compound complex sentences, Rasna has managed to pass information to her readers and these readers are able to accept her work due to her fluency.

4.3.3 Complex Sentences

A complex sentence has an independent clause and at least one dependent clause.

South Sudan's leaders are more interested in acquiring personal wealth than in developing their country

(Excerpt from Appendix B line 34).

In the above sentence, the writer uses two sentences, whereby one is an independent clause and the other one is a dependent clause. This is illustrated in the example below.

South Sudan's leaders are more interested in acquiring personal wealth
(independent clause)

and

than developing their country (dependent clause)

Rasna uses this type of sentence to pass information to her readers. The use of informative clauses makes the sentence informative and the dependent clause adds more information to the text. This makes the text elaborate and clear. Rasna has managed to make the text informative and acceptable to her readers through the choice of sentences she uses in her texts.

4.3.4 Simple Sentence

A simple sentence has just one independent clause as illustrated below.

A golden opportunity was lost.

(Excerpt from Appendix C Line 22).

The above sentence is a simple sentence. It has one independent clause. This independent clause has a complete thought which the writer uses to communicate to her readers. The message expressed is simple and clear to the point. The simple sentence has a subject and a verb. Rasna uses simple sentences in her text to pass information that is clear and this makes her texts acceptable to her readers.

4.4 Conjunctions

Rasna uses conjunctions to start a sentence. By so doing she makes her sentences stand out. These sentences attract the attention of the reader thus enhancing effective communication.

But I didn't expect to be so difficult for Kenyans to travel within Africa

(Excerpt from Appendix A line 33)

In the above sentence, the reader is attentive to understand the message expressed in the above sentence due to the conjunction 'but'. Rasna explains that she did not expect it to be so difficult for Kenyans to travel within Africa. According to her, she least expected anything like visas while travelling within the same continent. She is surprised that it is as difficult as travelling outside the African continent.

The same sentence also qualifies to be a 'simple sentence'. A simple sentence has a complete thought. It has an independent clause that makes the text informative and acceptable by the readers.

When president Uhuru Kenyatta declared famine a national disaster, he paved the way for the foreign media and the international community to make a case for why Kenya is in need of food aid.

(Excerpt from Appendix A line 10).

I did need a visa

(Excerpt from Appendix A line 30).

In the above sentences Rasna use of simple sentence is a backup of what she has already said earlier. The complex has more details of what she wants to communicate. She persuades the reader to make her point of view by saying that when President Uhuru Kenyatta declared famine a national disaster he exposed us to the international media to make a case for why Kenya is in need of food aid.

In the compound sentence, she tries to give reasons why Kenya has failed as a country and hence famine. The reasons she attributes to government failure to implement its policies.

4.5 Punctuation Marks in Rasna's Text

Rasna uses punctuation marks in a special way to bring out information for effective communication.

4.5.1 Inverted Commas

In her texts, quotation marks or inverted commas are largely used. They are used when referring to a specific word. They are also used when the writer is being sarcastic or ironical about a topic in a text. Quotation marks acts as body language and facial expressions in a written word. In the following texts Rasna uses inverted commas for effective communication.

The words 'vomiting on Kenyan's shoes' has been used by Rasna for deeper meaning. She is ridiculing the leaders for endorsing candidates who are known crooks and who have been implicated in major scandals and they expect the Kenyans to vote them in. This is degrading the citizens and regarding them with contempt. These inverted commas are highlighting the phrase to make the readers think about it. This makes the text informative and acceptable to the readers. The sentence bellow illustrates inverted commas.

On the contrary devolution has provided another opportunity for the leader to ‘eat’...

(Excerpt from Appendix C line 18).

Rasna again uses inverted commas to highlight the issue of corruption in the devolved government. She is ironically criticizing leaders who are out to ‘eat’ instead of bringing development to the people. The word ‘eat’ is used symbolically to imply corruption. This text informs the readers on what their leaders are doing in their county government. An example below illustrates use of inverted commas.

If president Kibaki had not broken the promise that “corruption will cease to be a way of life in Kenya” we would not be where we are now.

(Excerpt from Appendix C line 24).

Rasna explains that had president Kibaki kept his promise of delivering Kenya from corruption, we would be far away in terms of development. Rasna ironically echoes the sentiments of President Kibaki that “corruption will cease to be a way of life.” Had Kibaki kept his promise, we would not be losing so much money on scandals and issues related to corruption. This text is informative and the way Rasna puts it down using inverted commas makes it acceptable to the readers. In another example Rasna writes in her texts as follows.

In the months after his victory ordinary people were “arresting” police officers who demanded a bribe. The “This is a corruption free zone” signs at every government office were taken seriously – but only for a short period.

(Excerpt from Appendix C line 26-27).

Rasna uses inverted commas to highlight the words which she uses ironically or sarcastically because it was not long before people started going back to their usual way of life. That is encouraging police officers to take bribes by giving them (police) bribes themselves, as well as practicing corruption in a “corrupt free zones.” This makes Rasna’s text to be informative and acceptable to her readers.

4.5.2 Use of Brackets

These are punctuation marks that are used within a sentence to include information that is essential to the main point. Information within the brackets is known to be supplementary in that it can be removed without changing the meaning of the text. Sometimes brackets are used for clarification in a text where the original material includes a noun or pronouns.

The brackets can be used for the following purposes; clarification, translation, indicating errors, emphasis and censoring objectionable content.

Rasna has used brackets to clarify her message in texts like in the example bellow.

... no violence after the election results are announced because even the poor (the main casualties of post-election violence) have realized that....

(Excerpt from Appendix C line 15 -16).

In the above excerpt Rasna uses brackets to give an additional information about the poor who are the main casualties of post-election violence. This additional information makes the interpretation of the text clear. A reader is able to understand meaning in relation to the cues and clues given in brackets. This makes the meaning of the text effective. In the case the reader belongs to the 'poor class' he/she will think twice before engaging in any violence. Rasna perceives this statement in a satirical manner. This is because she satirizes the poor who fight for the leaders (the rich). Yet their leaders do not improve the poor people's lives once in leadership. This makes the text informative and acceptable by the readers. This is because the reader is able to take Rasna's point of view due to this added information in the text.

4.5.3 Use of Colons and Semi-Colons

Colons are used in a sentence to introduce or to alert the reader that something follows like a quotation, example or a list. Semi-colon on the other hand is used to join two independent clauses, to separate main clauses joined by a conjunctive adverb or to separate items in a list that already uses commas.

Rasna has used colons in her texts to draw attention to the reader about certain issues she writes about as illustrated in the example bellow.

...because of one or more of the following reasons:

- a) They are not;
- b) They behave ...;
- c) They think ...;

(Excerpt from Appendix C line 1 -7)

The writer uses colons to highlight the introduction of the reasons behind people not participating in the voting exercise. The use of colons gives a series of reasons for explanations. After the colons have introduced the lists, each reason is separated from the other one by use of a semi-colon. The semi-colons are used here to help separate reasons in the list when these items already contain commas. Rasna is able to create more separation between thought by use of semi-colons than commas do. The use of semi-colons to separate items gives the reader many visual cues about which words should be grouped together. This enables the reader to identify the many items in the list. Through the use of these colons and semi-colons, Rasna is able to emphasize the relationship between the main clause (several people I have spoken with...) with the reasons given for not voting. The writer is able to convince and persuade the readers to believe in her point of view towards the voting exercises. This makes Rasna's texts informative, acceptable and popular among the readers.

Rasna has also introduced her list of reasons using the same style. For example; They...they...they. This makes the list parallel. It also makes the text clear and easy to understand. She uses point form format to list her reasons (a); (b), (c), (d), (e). this enhances flow of thought for effective communication making her text to be informative and acceptable to her readers.

4.5.4 Use of Dashes

Rasna uses dashes in her texts. The em dashes are used when a writer wants to generate strong emotion or casual tone in their texts. Dashes are used to separate groups of words. This is illustrated in the example below.

I now realize that the pan-Africanist dream of a borderless continent was just-that a dream.

(Excerpt from Appendix A line 34).

Rasna uses the dash to create strong emotion about that 'dream'. Rasna discuss the issue of visa in order for a person to travel from one African country to another. She

claims that she had wished to travel to West Africa and other African countries. Rasna claims in her text that, it was not possible and it is not easy even today to travel from one African country to another because of the visa issues. The dream of pan-africanist is the day the African continent will be borderless for her people. She claims that it is only in Ghana and Gambia where Kenyans do not need visas to travel.

Rasna's use of dashes enhance her strong emotion towards this dream which she hopes that one day it will come to pass. This makes the text informative and acceptable to her readers.

4.6 Summary

In this chapter, we have discussed how Rasna's texts are informative and acceptable to her readers. Rasna uses language in a manipulative way to bring out her message to her readers. She uses semantic systems, lexicogrammatic systems and phonological systems to bring out meaning in her texts. She has managed to persuade her readers to her point of view, hence becoming informative and acceptable to her readers. Rasna uses communication strategies to achieve this. She does so by use of rhetoric questions whereby the reader is fully engaged in the text. She also uses personal pronouns that impacts on the texts informativity and acceptability. This makes the reader feel part and parcel of the effects of the socio-economic issues raised in the text. The chapter also examines Rasna's use of types of sentences. Her choice of sentences especially the compound and complex sentences make her text informative and acceptable to her readers. There is also the use of inverted commas that offer extra information on the texts. The quotation marks also act as an expression of body language and facial expression in a text. Brackets are also used to enhance information and make the text acceptable to the readers. Use of colons and semi-colons is examined to enhance informativity and acceptability.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

We set out to test four hypothesis in this study. The hypothesis were as follows;

- Rasna Warah uses frame, context and background knowledge in the construction of her texts.
- There are varieties of cohesive devices used by Rasna Warah in her texts.
- Various coherence strategies are used by Rasna Warah in her opinion commentary texts.
- Rasna Warah's texts are informative and acceptable to her readers.

The study was anchored on three texts written by opinion columnist Rasna Warah. The three texts were purposively sampled from texts collected within two months the month of March and April 2017. These texts were purposively sampled to reflect socio-economic issues depicted in Rasna's texts. They also reflected local, national and international issues. The three texts were also purposively sampled due to their richness in linguistic concepts which we were studying like cohesion, coherence, informativity and acceptability. These texts also use social constructions in a linguistic manner to bring out meaning in Rasna's texts. This was achieved through the use of context, frame, and culture as the base for discourse analysis.

This study aimed at analyzing how cohesion and coherence standards of textuality interact to produce effective communication in Rasna Warah's texts in the *Monday Daily Nation* newspaper. The focus of this study was to analyze grammatical and lexical cohesion in Rasna's texts. The idea of perspectivization as well as the assigning of discourse strategies were also analyzed to enhance effective communication.

The text-centred concepts of cohesion and coherence and user centred concept of informativity are analyzed to find out the communicative effectiveness of Rasna's texts. As such, we used Systemic Functional Theory and Discourse Analysis Approach as well as Application of Standards of Textuality as a tool of analysis.

5.1 Summary

In this study, we analyzed socio-economic texts where we employed a variety of communicative strategies to convince the readers to accept Rasna's point of view in her opinion texts.

In chapter two, we looked at the basic concepts used by Rasna to communicate effectively. We discussed the strategy of understanding what a text is since our study was based on 'text'. We examined a text in three dimensions namely as a semantic system, lexicogrammatical system and as a phonological system. We discussed how meaning of words and how they are linked to frames which are schematic cognitive structures that represent a writers/speaker's knowledge of the described situations. We examined various types of frames. These include prototype where the concept of framing is that of paradigm case. This is where words are understood not as they are used but according to the surrounding culture. We discussed the relativized scenes as a frame where meaning of a text is understood in relation to the background frame. We compared the meaning of words as Encyclopaedic where we examined how meaning of a word is deduced in a systematic way. This means that the whole structure in which it fits. We also examined the relativized scenes where meaning of a word is related to the background frame or scene. We discussed frame elements and how frames relate with other frames. All this aimed at understanding Rasna's texts.

In the same chapter, we examined perspectivization through which we were able to look at the dynamics of settings and social interactions of texts. We examined Rasna's attitude and interactions in her texts and how they contribute to understanding of her text. We were able to examine the strategies she uses to make the reader believe in her point of view. We examined the writer's attitude towards specific issues and how she chooses words to make the readers believes in her point of view to convince the readers to believe in her perception in her texts. She uses interactive methods like use of pronoun(s) to narrate her experiences.

We also examined the paradigm shift on how we derive meaning from a discourse. We examined how researchers are shifting from deducing meanings using universal grammars which is context free to understanding meaning of language in relation to the demand it has to serve. Meaning is deduced from the aspect of the situation in which language is used.

It is in chapter two that we discussed the concept of the context in relation to discourse analyses. We examined how messages are created through an interaction between text and context. Context is the part of a discourse that surrounds a language unit and helps to determine its interpretation.

From the above discussion, we concluded that there is a paradigm shift in the way we deduce meaning in a text, thus meaning is associated to context, culture and frame. This is because language-in-use is fitted to the context in which it is used.

Chapter three analyzes cohesion and coherence in Rasna's texts. These are discourse notions which explain how texts hang together and how individual sentences relate with one another to come up with communicative unit. Cohesion facilitates co-interpretation in referencing process of cohesion expressed through grammar and vocabulary. Rasna uses the five types of cohesive ties: reference, conjunction, substitution, ellipsis and lexical organization in texts. She also uses endophoric and anaphoric reference. Rasna also uses personal reference and demonstrative reference. She repeats these references severally to create cohesion in her texts.

Rasna uses four types of conjunctions: temporal, additive, casual and adversative which were also analyzed. These are grammatical cohesive devices which are usually placed at the beginning of a sentence to clarify the logical or semantic relationship of the information that follows with the information that comes before. The conjunctive elements signaled cause results and purposes.

In coherence, we focused on discourse topic coherence. This is where a set of sentences come to be seen as related because they are contributing to one topic. Most of Rasna's texts are based on socio-economic issues which includes; injustice, politics, peace and poverty which are both national and international. The sentences in Rasna's texts were viewed as a composite of elements constituting what she writes about. Therefore, topic sentence makes paragraphs and sentences hang together to produce coherent paragraphs and sentences which consist of information that has been mentioned before and new information in a smooth flow without unnecessary inconsistencies which may yield incoherence.

From our analysis, we concluded that Rasna's texts are communicative units since they are cohesive and coherent. They thus achieve effective communicative from the interaction between cohesion and coherence.

Chapter four analyzes informative and acceptability in Rasna's texts. In our study, we set out to identify and describe how Rasna in trying to make her texts informative, makes her presentation of ideas and meaning by expressing vividly what occurrences signify, why they were selected and how they can achieve effective communication. Rasna writes on socio-economic issues where she elaborates on socio-injustice, poverty, poor governance, peace, and politics. She is able to enlighten the naïve society on issues around them which they actually do not know. Due to her cohesiveness and coherence she is able to achieve acceptability and as such effective communication.

Rasna uses various linguistic strategies to communicate her point of view to her readers and this makes her opinions acceptable to the readers. Rasna anticipates her readers to participate in the written discourse willingly and share the opinions brought forward by the writer. She does this by use of quotation marks which act like body language and facial expressions in a written text. By so doing, readers are able to get her opinion thus bringing out acceptability in her text.

Rasna makes her opinion acceptable and informative to the general readership. She draws authority from various sources: from our finding, the three texts draw from general literary texts. Rasna uses discursive strategies. These are strategies like metaphors and synecdoche. She also used strategies of prediction which appear to evaluate attributes of positive or negative traits. In her text, she has largely used strategies of perspectivization, framing or discourse representation like description, narration and quotation of events and utterances to make her texts informative and acceptable to her readers.

Rasna also borrows from Appendix A. She describes her personal experience related to the pan-Africanist dream where she explains the difficulties she went through in an attempt to visit a west African country because she did not have a visa. By so doing she is able to have her opinion accepted by her readers as she tries to inform the society on the issues affecting them. Rasna has also borrowed from historical events. In Appendix A she explains how Kenyans contributed generously in 2011 when there was famine in Kenya and in most part of Africa. She explains that Kenyans did not beg for any aid from foreign donors. But today the story is different because president Uhuru Kenyatta declared famine a national disaster. This is an attempt to make her

texts informative as well as acceptable to her readers. All these stories depict the socio-economic issues related to humanity.

Rasna's choice of words, phrases and sentence type reveal that she uses words laden with negative connotations to negatively depict the leaders. The phrases are structured in a way that Rasna's perception is seen. She also uses simple declarative compound to complex sentences which combine to build the opinions by creating coherence and relevance. These sentences support the thesis sentence by providing explanations, examples, facts, and the anecdotes which help to make Rasna's opinion informative and acceptable to her readers.

5.2 Conclusion

Rasna uses various cohesive devices of connectivity like co-referencing, use of pronouns which function in the place of nouns or noun phrase which they co-refer. These references are anaphoric and cataphoric. She has also used demonstrative deictic referencing to achieve connectivity.

The most outstanding form of lexical cohesion in Rasna's text is the use of inverted commas which express deeper meaning, colons and semi-colons as special punctuation marks.

Rasna uses four types of conjunctive elements such as: temporal, additive, casual, and adversative to achieve cohesion in her texts. These devices are usually placed at the beginning of a sentence to clarify the logical or semantic relationship of the information that follows with the information that comes before the conjunctive element that signals cause, results and purposes.

Cohesion and coherence are constitutive principles of communication that are essential to achieving effective communication in Rasna's texts

Coherence is achieved by Rasna through her interaction between the main topic and sub topics which emerge in the main discourse.

Rasna draws authority from various sources to enable her write on local, national and international socio-economic issues. These include, general literary texts, politics and history. These are given in form of narration of personal experience.

Rasna uses variety of sentences. These range from simple, compound and complex declarative sentences to interrogative sentence to signal modality. Thesis sentences are also used to foreground her opinions and topics in the main texts.

Text analysis incorporates the analysis of discourse by scrutinizing the semantic systems, lexicogrammatical systems and phonological systems.

Context and frame are key in validating meaning of a text through which the perspectivization of the writer is made clear which is diffused to the reader through the choice of language use.

There is a paradigm shift from relying on structure to deducing meaning through context. This is because details of language are picked on site depending on the social identities and social activities.

Rasna's opinion texts are cohesive and coherent therefore communicative entities which are informative and acceptable to the readers. Frame, context, and background knowledge dimensions in discourse analysis play a key role in the interpretation of meaning of a text.

The phenomenon of interpretation of words with multiple meanings is solved by the use of frame, context and background knowledge of a text. This is because the parameters involved in the interpretation of a meaning of a word largely depends on the frame, context and background knowledge of a text.

5.3 Recommendations for Further Research

From this study, we recommend a number of issues for future research.

- a) Style is key to any work of art and it is a manner of expression in writing and unique to a particular writer. Therefore, Rasna's opinion texts should be subjected to a stylistic analysis in any future research. This is because our research was on discourse analysis and not stylistics.
- b) Our study focused on written texts using CDA and SFG. We recommend in future a focus on spoken texts of opinionists on political or socio-economic issues to investigate power and ideology.
- c) We recommend in future a comparative study of opinion columns in dailies especially the *Daily Nation* and *The Standard* newspapers to investigate word and sentence typology. Our present study was not a comparative study and the

need to investigate word and sentence typology using CDA and SFG theory is important in any future work.

- d) We recommend analysis of other opinion columnists like Macharia Gaitho, Jaindi Kisiero, Magesha Ngwiru, Murithi Mutiga so that more can be known about their approach of texts.
- e) Finally, we suggest use of other theories in the future research relevance theory on Rasna's texts. This is because in our study we used SFG, Discourse Analysis and Standards of Textuality.

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APPENDICES

Appendix A: Sharing Shame of Countries That Cannot Feed Their People

Daily Nation Newspaper – 6th March 2017

You know you live in a failed state when images of starving people from your country are aired on international ...line 1 television for many years, decade seen. Somalia has dominated international coverage of people facing famine,line 2 but not it seems that Kenya has joined the ignominious group of countries whose governments have failed to feed..line 3 their people.

Last week Al Jazeera showed people in Ganze, Kilifi Country, plucking and eating raw wild berries ostensibly....line 4 because their crops had failed. The report did not state what the government was doing to help these people.....line 5 Instead an individual from a cement company in Mombasa was delivering water in tankers to the people in Ganze.line 6

This famine relief effort thus appeared to be a purely private sector initiative. What's worse the reporter statedline 7 that the government's direct cash transfer scheme to the poorest and most vulnerable people in Kilifi Country.....line 8 was going to be discontinued, but did not explain why.

The story was a public relations disaster for the government, but then the government, but then the government ...line 9 has only itself to blame. When President Uhuru Kenyatta declared famine a national disaster, he paved the way....line 10 for the foreign media and the international community to make a case for why Kenya is in need of food aid.line 11 Once a government admits that it does not have the capacity to help its citizens to avert hunger, it is basically....line 12 signing on to failed state dependency status.

It is a well-known fact that famine is usually not the result of drought or poor rainfall, but the consequences line 13 of poor governance or failed policies, Famines occur because governments fail to institute policies or programmes .line 14 that enhance food security.

As I have stated in this column before, there is no reason Kilifi, which has so much agricultural potential, should..line 15 be on a famine watch list. Both the national and the country governments have failed the people of Kilifi line 16 because they failed to unleash this potential.

Food Security

However, agriculture is not the only means to enhance food security, many rich arid countries, such as the Line 18 United Arab Emirates, import almost all their food. Their people don't starve because they have the capacity.....line 19 to buy imported food.

Kenya was not reduced to a starving nation even during the devastating famine that ravaged the country and the ..line 20 Horn of Africa region in 2011. At that time, ordinary Kenyans contributed generously to the relief effort without ..line 21 begging for aid from foreign donors. It seems we have sunk pretty low since then. It is shameful and disturbing...line 22 to see that or so called "digital government" could not see this national crisis coming, and ow expects the..... line 23 international community to pick up the pieces. And it is the same international community the governmentline 24 has been vilifying since it took office in 2013.

I have always wanted to go to West Africa, but for one reason or another I have lost the chance to do so. A Line 25 couple of years ago I was invited to a conference in Abuja, but the online visa application form was so hard to .. line 26 navigate. I gave up and so could not go to Nigeria. Then a couple of weeks ago. I got an unexpected invitation ... line 27 to attend a meeting in Dakar and got really excited because the Senegalese embassy's website showed that line 28 Kenya was among those countries whose nationals do not need a visa to go to Senegal. Just to make sure, Iline 29 wrote to the embassy and was told that, in fact, I did need a visa, which could take up to 14 days to process,line 30 so I was forced to decline the invitation. I expect to go through lengthy cumbersome and humiliating visa Line 31 processed when going to Europe or North America, which is why I have been declining invitations from thoseline 32 regions in recent years.

Pan-Africanist dream

But I didn't expect it to be so difficult for Kenyans to travel within Africa. I now realise that the Pan-Africanist ..line 33 dream of a borderless continent was just that -a dream. Ghana and the Gambia are the only countries in West ..line 34 Africa for which Kenyans do not need visas. The other countries in Africa for which Kenyans do not need toline 35 apply for a visa are Botswana, Burundi, Eritrea, Ethiopia, Lesotho, Malawi, Mauritius, Naimibia, Rwanda,36 Swaziland, Tanzania, Uganda, Zambia and Zimbabwe. These now top my list of countries to visit in theline 37 coming. years.

Appendix B: Exert Pressure on South Sudan to Release Kenyans Jailed for Life

Daily Nation Newspaper- 10th April 2017

On May 29, 2015, five Kenyans, all employees of a company called Click Technologies that is owned byline 1
Mr John Agou, a relative of South Sudanese President Salva Kiir, were arrested and detained in a military facility..line 2
in Juba on the grounds that they had stolen huge amounts of money from the government... ..line 3
Since then, only one of the five Kenyans, Mr Peter Nkonge, has been released. The other four, namely,line 4
Anthony Muniolo, Chuma Muriuiki, Ravi Ghaghda and Anthony Wazombe, continue to be held in Juba,line 5
thanks to a kangaroo court system that has denied them access to legal representation and a fair trial. Inline 6
February last year, a judge set their bail at a ridiculous \$14 million each, which none of them could realistically ..line 7
raise. They were subsequently sentenced to life in prison. Meanwhile, their lawyers have been intimidated and ...line 8
threatened; one of them was even held at gunpoint in front of a judge and forced to drop the case... ..line 9
The jailed Kenyans believe the charges against them are trumped-up and motivated by a personal rivalry...line 10
between President Kiir and Mr Agou. Ravi Ghaghda's sister Tejal, along with the relatives of the other three ...line 11
Kenyans, have in the last two years been campaigning for their release, to no avail. They have written to President..line12
Uhuru Kenyatta, the Kenyan Ministry of Foreign Affairs, Parliament, the South Sudan Human Rightsline 13
Commission and the Office of the United Nations High Commissioner for Human Rights. They have held hunger..line14
strikes and vigils..... line 15
During the Inter-governmental Authority on Development summit in Nairobi, they even held a vigil outside the ..line 16
hotel where President Kiir was staying but were turned away by security personnel. In July last year, there was ...line 17
a glimmer of hope for the Kenyans when Foreign Affairs Cabinet Secretary Amina Mohamed stronglyline 18
condemned the "unbelievable and absolutely ridiculous" judgment handed out to them and stated thatline 19
"there was no evidence at all adduced in court linking them to the alleged crime". She added then that she had...line 20
instructed the Kenyan Ambassador in Juba to convey the government's disappointment on handling of the case....line21

Bargaining chips

The government apparently has not been able to leverage enough clout to have the Kenyans released. South ...line 22
Sudanese government officials own property in Kenya, channel their ill-gotten money through Kenyan banks...line 23
and even send their children to school here. Tejal Ghaghda believes that her brother and the three otherline 24
Kenyans are being held as bargaining chips by the South Sudanese government and that "the case leaves more ...line 25
questions than answers".... line 26
Now the Kenya Human Rights Commission say the detention of the four is unlawful under the Constitution,line 27
international laws and the laws of South Sudan. Not that laws mean much in strife-torn South Sudan. A new ..line 28
report released last month by the Enough Project describes South Sudan as "a den of thieves" and aline 29
"greed- fuelled kleptocracy" where profiteers fight over power and the corrupt spoils of war, including anline 30
"oil-fuelled gravy train". This particular case highlights the disappointing fact that South Sudan, which achieved ..line31
a hard-fought independence through the goodwill and support of the international community, including Kenya,...line32
has been unable to form a credible government and independent institutions... line 33
South Sudan's leaders are more interested in acquiring personal wealth than in developing their country,line 34
restoring peace and preventing senseless bloodshed. The current conflict between President Kiir and his former...line 35
deputy, Dr Riek Machar, has killed and displaced hundreds of innocent civilians. The country is in the grip of...line 36
a man-made famine, but the government doesn't seem to care. Nor it seems, does the international community, ...line 37
which has not pushed for South Sudan's leaders to be charged with crimes against humanity... ..line 38
The Enough Project's report says that the most promising policy approach to deal with this the situationline 39
would be to combine creative anti-money laundering measures with targeted sanctions against kleptocraticline 40
South Sudanese networks. This would include freezing the assets of those who have committed mass atrocities....line 41
Is the Kenya Government willing to adopt such an approach, or is it held hostage by the same forces that have ...line 42
condemned four innocent Kenyans to life in a South Sudanese prison?... ..line 43

Appendix C: Broken Promises to Blame for Kenya Becoming Cynical Lot

Daily Nation Newspaper- 17th April 2017

Several people I have spoken with say that they will not bother to vote this year because of one or more of the following reasons... line 1
a) they are not convinced that the elections will be free and air; b) they believe that the elections will be rigged in favour of the...line 2
incumbent; c) they are disappointed with the opposition, which doesn't seem to have its act together and whose leaders appear...line 3
to line want power for power's sake and not because they want to make this country a better place; d) they think that by.....line 4
endorsing candidates who are known crooks or who have been implicated in major scandals, both the government and the line 5
opposition are 'vomiting on Kenyans' shoes"; r e) they believe that no matter who wins the elections, Kenya will not change....line 6
for the better because corruption, tribalism and mediocrity have become a way or life in the public service, especially among the...line 7
national leadership... .. line 8

Although the sample of the people I spoke with is extremely small, and is, therefore, not representative of the entire country,.....line 9
I am beginning to believe that vote apathy has become the defining characteristics of the August 8 elections. Those who willline 10
bother to go and cast their ballots this year will have personal or political motivations or doing so, none of which will have .line 11
anything to do with patriotism or civic responsibility. It seems that after a long struggle for political pluralism, the Kenyan line 12
electorate has decided that the more things change, the more they remain the same. line 13

Will there will be violence during or after the upcoming elections? I think that there might be party-instigated violence during...line 14
the elections but little or no violence after the election results are announced because even the poor (the main casualties of.....line 15
post-election violence) have realized that their bodies are not worth sacrificing for leaders who enter public office for personalline 16
gain.

A sad reality

It seems the last four years have numbered us into a kind of self-included coma and bred a cynicism that even a newline 17
constitution and devolution could not diminish. On the contrary, devolution has provided another opportunity for leaders to 'eat'.line 18
a sad reality that makes many of us want to vomit on our own shoes. These "acres of cynicism" were sown at independence and .line 19
nurtured by successive governments that entrenched tribalism and corruption. Even the optimism that swept President Mwai ...line 20
Kibaki to power in 2002 died when it became apparent that this government was not serious about tackling both tribalism and ...line 21
corruption. A golden opportunity was lost then to steer Kenya on the right path. This missed opportunity has brought us to a...line 22
place where hairdressers are awarded government tenders worth billions of shillings while petty thieves are shoes dead by...line 23
police or lynched by a mob in broad daylight. If president Kibaki had not broken the promise that "corruption will cease to be...line 24
a way of life in Kenya", we would not be where we are now... ..line 25

In the months after his victory, ordinary people were "arresting, police officers who demanded a bribe. The "This isline 26
corruption- free zone" signs at every government office were taken seriously-but only for a short period. The Aglo leasingline 27
and other scandals made it clear that it was business as usual at the top, despite the Kibaki administration's transformativeline 28
economic strategies with targeted infrastructure development. The botched 2007 elections further reinforced the perceptionline 29
that this leadership is not about " the people" but about tribe-based politics and personal ambitions. It is worth noting thatline 30
neither Mr. Kibaki nor Raila Odinga, his co-principal I the Grand Coalition government, ever visited a camp for internally ...line 31
displaced people or sent their condolences to the families that lost their loves ones in the violence that followed the 2007line 32
elections. line 33

Leadership and integrity

It has become evident to a lot of people that the ideals set out in the 2010 constitution are being trampled upon by those wholine 34
swore to protect it. If the political parties took chapter six of the constitution on leadership and integrity seriously, they would ...line 35
disqualify more than half of all the candidate who want to be MCA's governors, MPs or senators or who want to holdline 36
public office. Kenyans have endures more than 50 years of broken promises; no wonder so many of us don't care about...line 37
elections anymore. line 38