

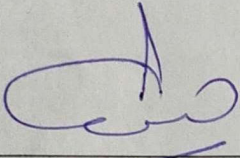
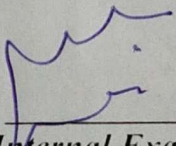
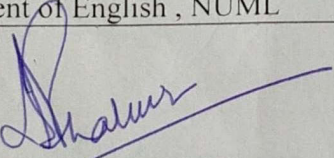
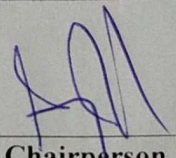
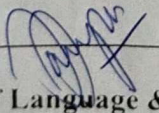
ACCEPTANCE BY THE VIVA VOCE COMMITTEE

Name of the Student: Ms. Rashna Khan

Title of the Thesis: "Ext-Linguistics and Reading Skills: Enhancing Reading Skills and Strategies at Bachelor's Level"

Registration No: 652-FLL/MSENG/F21

Accepted by the Department of English, Faculty of Languages & Literature, International Islamic University, Islamabad, in partial fulfillment of the requirements for the MS degree in English.

<u>VIVA VOCE COMMITTEE</u>	
 External Examiner: Dr. Ejaz Mirza Assistant Professor Department of English, NUML	 Internal Examiner: Dr. Arshad Mehmood Raja Assistant Professor Department of English, IIUI
 Supervisor: Dr. Nighat Shakur Assistant Professor Department of English IIU Islamabad	 Chairperson Dr. Saiyma Aslam Associate Professor Department of English, IIUI, Female Campus
 Dean Faculty of Language & Literature	

Dean
Faculty of Languages & Literature
International Islamic University
Islamabad

**Text-linguistics and Reading Skills: Enhancing Reading Skills and
Strategies at Bachelor's level**

Supervisor: Dr. Nighat Shakur

Submitted by: Rashna Khan

MS English Linguistics

Registration No: 652-FLL/MSENG/F21



Department of English

Faculty of Languages and Literature

INTERNATIONAL ISLAMIC UNIVERSITY ISLAMABAD

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Strategies at Bachelor's level**



Submitted by:

Rashna Khan

MS English Linguistics

Reg No: 652-FLL/MSENG/F21

Supervisor:

Dr. Nighat Shakur

Department of English,

IIUI.

A THESIS SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENT FOR
THE DEGREE OF M.S IN ENGLISH (LINGUISTICS)

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Faculty of Languages and Literature

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2025

Declaration of Authorship

I, Rashna Khan, registered under the number 652/FLL/MSENG/F21, thus attest that this thesis is entirely original with all critical and other sources properly and clearly cited where they appear in the text.

Date: _____

Signature: _____

Dedication

My mentor, whose advice and constant support have been vital throughout my journey, is the person to whom I dedicate this thesis. Your confidence in my skills, astute criticism, and support have not only influenced this work but also motivated me to advance as a scholar.

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Abstract

This research investigates the application of De Beaugrande and Dressler's (1981) seven principles of textuality—cohesion, coherence, intentionality, acceptability, informativity, contextuality, and intertextuality—to enhance academic reading comprehension and interpretive skills in undergraduate language learners. Bridging existing research gaps that have predominantly centered on cohesion and coherence, this qualitative investigation includes underresearched principles of contextuality and intertextuality. Responses of four prose texts—The Black Cat and Ligeia by Edgar Allan Poe, and Meatless Days and The Property of Women by Sara Suleri—were examined using textual analysis and a systematic questionnaire, with Systemic Functional Grammar and cognitive linguistics as the guiding frameworks. Results indicate that text-linguistic instruction improves students' capacity to follow arguments, understand nonliteral messages, respond to authorial intent, and place texts in larger cultural and intertextual contexts. The research suggests an integrated framework of textuality principles for reading instruction, equipping students to read critically and analytically, with curriculum development, literacy education, and interdisciplinary learning implications.

Keywords: Text-Linguistics, Reading Comprehension, Interpretative Strategies, Contextuality, Intertextuality, Systemic Functional Grammar.

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Chapter 1: Introduction

1.1 Introduction:

The most critical teaching materials in languages seem to be texts. Texts have been subjected to different textual analyses besides structural, productive, and narratological analyses (Aydın, 2007, p.120-121). Another title for the direct language teaching methodology is the oral or natural method. Its base is the student's active role in speaking and listening in lifelike conditions in either mother tongue or new language they would like to master. Grammar and vocabulary are learned incrementally as the base of the process. The process has also greatly benefited from the application, inspection, and evaluation of text studies. Unlike N. Chomsky's understanding of structuralist linguistics and generative transformative grammar, which considered the sentence to be the largest linguistic unit, text-linguistics researchers stressed the inadequacy of starting with the sentence and declared that it is necessary to start from the text. In other words, text-linguistic theorists suggest that it is the text and not the sentence that is the linguistic unit. (Şenöz, 2005, p.21). Text-linguistics is a section of linguistics that examines the criteria for textuality and the classification of texts (Ozkan, 2004). There will be a meaningful whole in a book if the notion of text is defined in the theme of the text-linguistics (Günay, 2003, p.46). The text according to the definition of text-linguistics is everything; it appears as the ultimate form as well as a product of finished language production. It may be interpreted as an accomplishment of creation related to readers' comprehension capabilities (Rifat, 2007). Briefly, the text can be described as a closed structure, consisting of meaningful linguistic facts (Gunay, 2003:35). The most important task of text-linguistics is to illustrate the text structures-that is, the grammatical and contextual constructions of texts and their functions in communication by appropriate examples (Yılmaz & Topal, 2010).

At a classroom level, especially when the textbooks are available, students read a broad literature. Through such texts, they learn how to approach texts both in the literary and mass media domains at various levels. Students should pay great attention to the way ideas, facts, and events are put together in an orderly, semantically meaningful, and logical form as well as the way that links and relations between words come across while reading the texts.

An understanding of text types and construction is fundamental to the process of long-lasting and effective interpretation and understanding of communications. This is the point at which text linguistics-oriented text analysis is important (Senoz, 2005). In addition to its form, text linguistics considers a text's setting, or its placement within an interactive, communicative context. As part of this context, both the author or speaker and the intended reader are viewed in their roles for each in the particular communication situation (Trappes-Lomax, 2004: 133–64; Betti, 2002e: 2; Betti, and Al-Jubouri, 2015c: 91). That is, realizing the underlying significance of text form analysis, historical and cultural commentary, psychological research, and the text's grammatical structure can be involved in a comprehensive uncovering of information pertinent to drawing conclusions by the reader. Readers need to have strong interpretive abilities in order to link up different sections of the text rationally and derive legitimate conclusions. From the above discussion, it has been clear that text is the most effective tool to aid language learners to understand the structures of linguistics. However, readers can never understand and interpret a whole document by using only text structures alone because they let readers find the way through which ideas are added in various sections. As a result, readers have to interpret texts in various ways to draw any relevant inferences and this can be achieved through text's surrounding by the means of text-linguistics (Trappes-Lomax, 2004: 133–64; Betti, 2002e: 2; Betti, and Al-Jubouri, 2015c: 91). Understanding text structures and their association with interpretations is essential to understanding a text's entire meaning. Therefore, the text-linguistics branch of applied linguistics can assist readers in the better capture of information they seek by formulating interpretative strategies.

Referring to the discourse from the passage, for answering the question based on the standpoint of text-linguistics i.e., apart from merely giving a glimpse into the way of interpretation of meaning of different text structures, language learners are also powerful enough to build up the means of their interpretation with the help of knowledge regarding the structures. Therefore, by outlining the principles for effective text interpretation, text-linguistic may contribute to improvement in textual understanding, which, subsequently, may lead to enhancements of reading abilities among language learners, their critical thinking skills, and, consequently, to the creation of better readers. The present study has an ideology of empowering and applying text-linguistic methods as one of the strategies toward enhancing reading as well as interpretation. It is through this work that the ability to analyze and understand text as well as techniques of knowledge acquisition from manifold text in

language class will be improved hence the overall reading facility. This current study will focus on the extent of language learners comprehending the text interpretations in language class. How did they go about it in the different texts? Text generation and understanding were considered as important for applied linguistic studies. Many theories and philosophies can be identified to support gaining new knowledge among learners of the subjects of interest.

According to the author and linguist, Michael Halliday, text analysis is the study of a particular text by looking at its participants' features. Hence, the present study is conducted to explore the understanding of various types of text among graduate learners in relation to Pakistan, limiting the area, the present study will only gather data from Girl Campus of International Islamic University Islamabad. The major research question therefore will be, how do language learners perceive the author intend as part of the overall communication. Now, however, the question of the understanding of the text by the learners is more important since the latter bears the framework of text production. The primary aim of the present study is, therefore, to enhance the level of interpretation skills among graduate language learners. That is, progressing their technique to effectively 'capture' oblique discourses under the auspices of text and the practices they use in decoding texts and comprehending them. This research study will only look into the prose writing genre, and therefore the current research will compare samples from two different authors' short stories from two different backgrounds. Poe is the first writer, represented by a short story "*The Black Cat*" (1843) and the Gothic romance "*Ligeia*" (1838); Suleri is the second writer, whose works embrace the volume of essays "*property of women*" and "*Meatless days*." The theory to be employed in this study is the Robert de Beaugrande & Dressler (1995) principles of textuality (texture). The present effort will give the language learners different approaches to reading and reading cues that can be of a facilitative nature for interpretation of the given meaning of the text. Thus, it will provide the new research with the way to work out ways of inducing reading culture in areas that support reading difficulties.

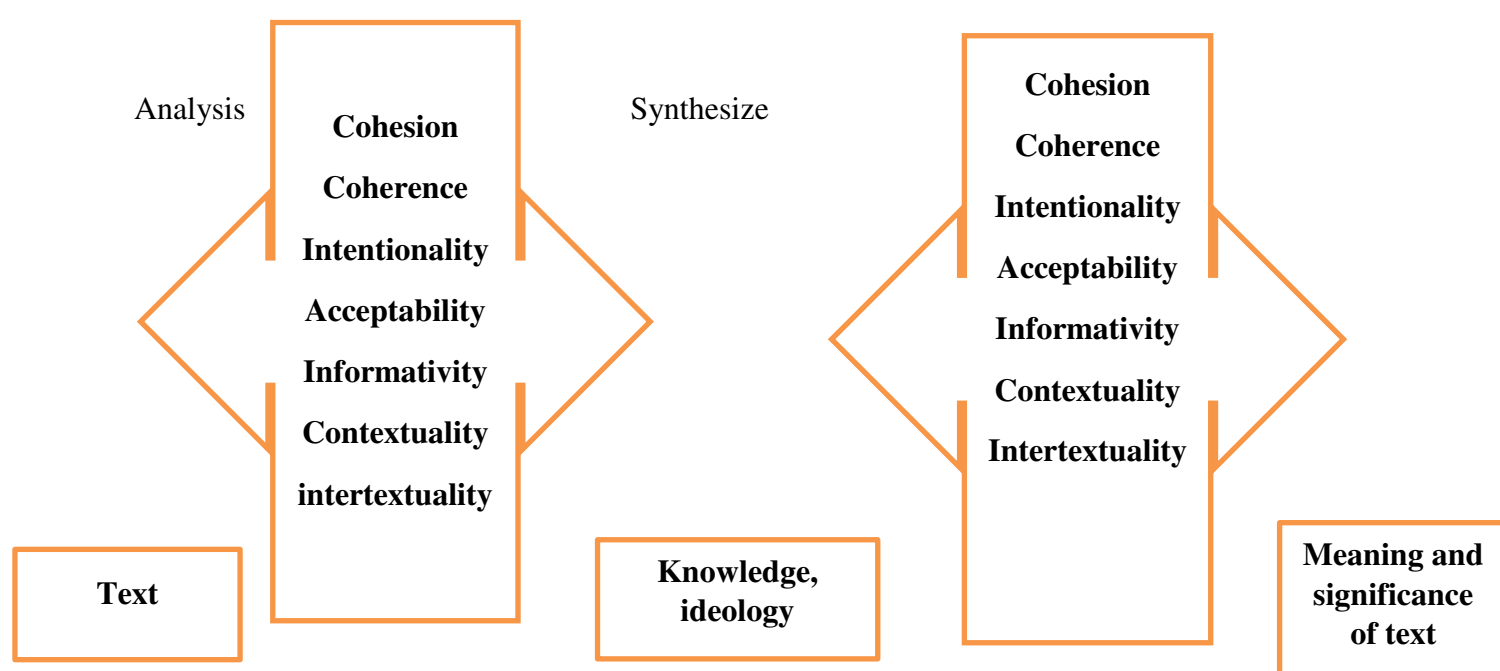
1.2 Theoretical framework:

The theoretical structure of the present research will be based upon Robert de Beaugrande (1995) & Dressler's principles of textuality (texture). The concept of textuality was developed by Robert de Beaugrande & Dressler, in 1981, and they published seven generally accepted textuality principles in this regard. Nowadays, those principles are widely used in text and discourse analysis. The qualities that make a coherent and meaningful book are easier to identify and understand when using ``these concepts. These principles are namely; cohesion,

coherence, intentionality, acceptability, informativity, contextuality and intertextuality". With the help of these concepts, researchers and linguists can gain an in-depth knowledge of the formation, meaning, and effectiveness of oral and written communication. These ideas also give a foundation upon which teachers and language learners can build their ability to create and understand texts that are meaningful and coherent. Thus, by offering a framework for textual analysis, these seven principles are very significant.

Figure 1

ST standards of textuality



(Textual model)

Textuality is a term coined to refer to a collection of qualities that add to the structure of a text and aid in its easy understanding, as well as to the dynamic life of text production and usage (Sliverman,1986; Ciula 2017). Neubert & Shreve (1992) in their work states that textuality is beyond the linguistic surface or conceptual relations of a text. It is a combination of textual patterns and linguistics (Niya,2015). This is, however developed further by De Beaugrande and Dressler (1981) that leads to the development of seven standards of textuality. Any written text must, therefore, comply with the seven standards of textuality in order to fully discharge its communication function. This concept prevents us from measuring both the linguistic choice of a writer and reading comprehension that seems to

cover the linguistic and textual patterns (Niya, 2015). In other words, it considers both the viewpoint of the reader and the viewpoint of the writer (Rahma et.al, 2022).

The first standard is called cohesion which explains how the surface text's constituent parts that is, the words we actually hear or see are related to one another in a sequential fashion. Cohesion depends on grammatical dependencies between the surface components, which depend on one another according to grammatical forms and conventions. The second standard is known as coherence, and it concerns how the elements of the textual world that is, the arrangement of concepts and relationships that form the basis of the surface text is mutually understandable and pertinent. According to de Beaugrande and Dressler (1981), coherence relates to how the elements of the textual world, that is, the configuration of concepts and relations that focus attention on the surface text are each other's meaningful access. While considering the cohesion and coherence of the information developed in the text, we may imagine the coherency of the text based on the constituents (cohesive devices) (Martinková, 2013).

The third and fourth standard is known as intentionality and acceptability. The author's intention when crafting the content for the reader is referred to intentionality. In other words, intentionality and acceptability are closely related standards since the author intends for the readers to accept and find satisfaction in the content. The degree to which readers accept the text's meaning is referred to as acceptability. Naturally, intention cannot exist if the reader is not satisfied with their understanding of the text's content. According to Neubert and Shreve (1992), a text must therefore process specific textual properties, such as normal grammatical and lexical patterning, in order to be deemed acceptable.

The fifth and sixth standard of textuality is known as informativity and contextuality or situationality. The degree to which events in the text are expected versus unexpected or known versus unknown/certain is known as informativity. According to Al-Azzawi (2017), informativity is a measure of a text's contextual bounds. Situationality is the study of the elements that contribute to a text's relevance to a certain context. According to Kadhim and Mohammed (2020), situationality refers to any written work that the author creates and should be pertinent to communicative occurrences within a certain social practice environment. It speaks of the element that lends a book its relevance to a given circumstance, or to the context and environment in which it is found. The last standard of textuality is called as intertextuality. The relationship that exists between the target text and the audience's prior

knowledge of a text that is put into it is known as intertextuality. It makes a connection between the inserted knowledge and the prior knowledge that the target audience remembers. It addresses the elements that render the application of a given text contingent upon familiarity with one or more prior texts.

1.3 Statement of problem:

Against the backdrop of reading's pivotal place in academic achievement, the gap continues to persist between higher education requirements and the real reading comprehension capacity of most language learners. In the Pakistani context, such a gap is noticeable among university students, where reduced contact with reading—both in terms of frequency and depth—undermines their capacity to process, interpret, and critically analyze complex texts. The problem is not so much a matter of vocabulary or grammar, but rather an underlying inability to handle the structural, contextual, and intertextual characteristics that lend academic and literary texts meaning. This shortcoming constitutes a significant challenge for students in understanding sophisticated arguments, linking ideas logically, and placing texts within larger scholarly debates, ultimately constraining their academic performance and intellectual development.

Reading is a multifaceted ability that is essential for learning, communication, and cognitive growth. Considering the importance of reading abilities in our lives, they are seen as essential (Küçüköğlu, H., 2013). In order to learn new information and make sense of the text, the reader employs both cognitive and metacognitive reading techniques (Kalayci, 2012; Hellyer, Robinson, & Sherwood, 2001). The current study will concentrate on the solution of language learners' reading inabilities across Pakistan in general and IIUI at specific. It has been analyzed/assessed that IIUI's language learner's weak reading habit is the main reason behind their weak reading comprehension skills. Therefore introducing text-linguistic techniques to improve reading comprehension and interpretation of text among learners is the main focus of present research.

Learners' ability to interpret information can be greatly impacted by inadequate comprehension abilities. Thus, interpreting different types of literature in order to understand their relevance and meaning becomes challenging due to low reading comprehension skills.

For interpretation it is essential to entails comprehension, evaluation and making sense and connection. To draw validated conclusions of text, reader needs effective interpretative skills so that they can connect different parts of text logically. Therefore, the discussion of this conundrum in the context of Pakistan is important to address. The current research will add to the body of knowledge on SLA and open up new avenues for the promotion of reading culture in Pakistan, all while helping to improve reading skills among SLA learners in the context of Pakistan by providing effective interpretative and reading techniques.

1.4 Research Objectives:

This research aims at:

- Enhance reading and cognitive abilities of learners through the use of text-linguistic and interpretative methods in the language classroom.
- Develop interpretative strategies in readers that facilitate close reading and allow them to make reliable inferences, thus improving reading comprehension.

1.5 Research Questions:

1. What is the significance of text-linguistic strategies in enhancing readers' interpretative skills while reading a text?
2. How do interpretative strategies assist readers in developing their reading and comprehension skills?

1.6 Rational:

1. Rational for the selection of the model and its relevance for improving reading skills:

The model of textuality by Robert De Beaugrande & Wolfgang U. Dressler will be used in the current study. It is due of its legitimate, holistic and comprehensive approach that this specific model has been chosen for reading promotion. Reading comprehension has been supported throughout history by a variety of approaches and body of knowledge. According to Widdowson's (1984) model of comprehension, for instance, readers can relate schematic information to discrete language elements through interpretive processes, which are mental operations that enable readers to draw conclusions and link disparate sections of the text (Lahuerta, 2002). The "cartes conceptuelles" concept proposed by Vakilifard and Armand in 2010 indicates that the text's visual arrangement should correspond with the way the

information is organized within it. The idea of teaching reading through background knowledge and enabling students to infer meaning from context signals was developed in Goodman's 2007 "Whole language" model. As above mentioned models for reading comprehension elucidate different elements of reading individually and fail to discuss on holistic notion. Thus, the reading comprehension models listed above clarify certain aspects without going into detail about a comprehensive strategy. Since the textuality model in text linguistics integrates a number of frameworks and viewpoints, including systemic functional linguistics, pragmatics, and sociolinguistics, it may therefore be the most useful instrument for using reading comprehension from an educational standpoint.

Similarly, broad coverage of all textual views from many dimensions is only possible with the aid of the textuality concept in text-linguistics, which has been used over time by several scholars on various subjects. In order to improve discourse comprehension, Rahma, Chelsea, and Agustine (2022) used the concept of textuality in their work by offering discourse analysis techniques. Shakur (2022) employs the concept of textuality to improve the translation studies process in her article "Application of Post-Gricean Pragmatic Approach to the English Translation of The Glorious Quran." In contrast, Mohesni and Razmi's (2020) approach used seven textuality principles to develop the Holy Quran implicationally. Therefore, given the concept of textuality's widespread validation and significance, it is imperative that it should be applied to the field of language learning. The ideology behind current study is to reveal how beneficial text-linguistics strategies are for helping readers to develop and regain their reading abilities by using the seven principles of textuality while improving reading skills at the bachelor's degree. The application of text-linguistic technique can facilitate the acquisition of knowledge and enable readers to get information from the text from multiple perspectives. For textual analysis, the De Beaugrande and Dressler model is valuable because of its thoroughness, systematic framework, adaptability, multidisciplinary significance, pragmatic considerations, and capacity to strike a balance between formal and functional aspects of language use. Its attributes render it a highly esteemed and extensively employed model within the realm of linguistics and associated fields. As a result, this particular model is chosen.

2. Rational for the selection of the text and the authors:

The study in question concentrates on the analysis of the prose genre as it looks into how students read and analyze chosen short stories of two writers with considerably different cultural and literary backgrounds. Chosen texts are *The Black Cat* (1843) and *Ligeia* (1838) by Edgar Allan Poe and *The Property of Women* and *Meatless Days* by Sara Suleri. The preference for prose fiction is intentional in that it introduces the text as a unified message and a formalized form of written communication. Prose permits analysis of grammatical, lexical, and thematic characteristics that are integral to constructing meaning. Properly utilized in the classroom, writing in prose has the ability to advance language learners' interpretive skills, allowing them to organize and link ideas intelligibly and cohesively. In addition, prose provides a readable outlet for building reading ability, since it harmoniously balances surface understanding with more profound analytical activity, building the ability to discern both overt and covert meaning within a constructed narrative.

In addition, these texts are the perfect vehicle for using all seven textuality principles; cohesion, coherence, intentionality, acceptability, informativity, contextuality, and intertextuality—to enable a comprehensive investigation of how readers negotiate meaning. The rich thematic content, symbolic features, and differing stylistic options in these stories offer the potential to study how students use text-linguistic devices to read both the surface structure and the underlying contextual and intertextual links in a text.

The choice of authors from divergent cultural traditions operates to test learners' ability to move across and make sense of meaning in different social, historical, and literary contexts. Edgar Allan Poe, a central author of American literature, is famous for influencing the genre of the short story and initiating gothic and detective fiction. Poe's writing is marked by intricate thematic designs and symbolic motifs that test readers' interpretive abilities. By contrast, Sara Suleri, a well-known South Asian postcolonial author, introduces a completely different cultural perspective, blending autobiographical accounts with social commentary. This cultural and stylistic difference not only challenges students' capacity to read across borders but also probes their proficiency in identifying contextual and intertextual signs—advanced competencies in reading comprehension. Through such varied content, the research

looks to reinforce students' capacity to employ interpretive strategies across genres, contexts, and cultural schemes.

1.7 Significance of the study:

The present exertion will offer a variety of reading strategies to help language learners decipher the text's intended meaning. Thus, this research will open up new avenues for promoting reading culture in environments that support reading inabilities. The goal of the current effort is to promote the use of text-linguistics in the development of language, reading and interpretative skills. Furthermore, by offering text analysis techniques, the study hopes to encourage students to read for the purpose of enhancing their acquisition of a second language, which calls for strong interpretative abilities. Furthermore, to show how cultivating a reading habit can help students analyze texts of all kinds and equip them with knowledge of hidden discourses. Moreover recent research will benefit language learners and teachers alike by giving them interpretive and reading strategies that will enable them to move past the initial phases of second language learning. Thus, the significance of this research extends beyond students to include educators.

Academically, text linguistics is important because it moves the emphasis from individual sentences to complete texts, improving our comprehension of communication in a variety of fields i-e politics, law, and medicine. Academically, it also promotes cross-linguistic studies on literacy development, which is greater in magnitude. In order to better understand both universal and language-specific literacy processes, text-linguistics facilitates comparative examinations of reading processes across many languages and cultures. By elucidating how prior knowledge (schemas) interacts with textual elements to impact understanding, present study will contribute to cognitive reading models. This will aids in improving reading and learning theories.

It facilitates language learning and understanding by concentrating on the full meaning that texts express. Therefore text-linguistics can direct curriculum design and effective reading instruction on the application side. Text-comprehension assessment tools can benefit from its enhancement. It also encourages customized solutions for struggling readers. In addition to this, it can help second language learners become proficient in text flow and structure. In reading education, text-linguistics essentially connects theory with practice. In addition to supporting useful techniques for developing strong, fluent, and reflective readers, it advances our scholarly comprehension of how texts function.

1.8 Delimitation of the study:

Despite its limitations, this study offers intriguing information regarding the role that text-linguistics principles have in lowering reading comprehension challenges. These restrictions concern the short-term character of the analysis, the sample size, and the choice of literary works. Findings would become more applicable and generalizable if future studies addressed these limitations.

1.9 Outline of the study:

This research is divided into five in-depth chapters, each of which makes a progressive contribution to the investigation of how text-linguistics improves reading comprehension. By outlining the theoretical framework, research aims, questions, and justification for choosing the model and texts, **Chapter One** establishes the foundation. This is followed by the study's importance. In addition to discussing the seven principles of textuality, the foundations of text-linguistics, and their applicability to reading skills, **Chapter Two** provides a thorough literature assessment. It also identifies research gaps and places the current work within ongoing scholarly discussions. After discussing each textuality principle and its educational consequences, **Chapter Three** expands on the theoretical framework. It then goes into detail about the research design, including the methodology, sample, and tools employed. In addition to providing interpretive analysis and recommended educational practices, **Chapter Four** summarizes the findings and explores the ways in which different textuality principles—such as cohesion, coherence, intentionality, contextuality, and intertextuality—affect students' interpretive and comprehension abilities. In addition to recognizing the study's limitations, **Chapter Five** wraps up the investigation by summarizing the main conclusions, analyzing their wider ramifications, and offering suggestions for further research, practice, and instruction.

Chapter 2: Literature Review

- **Overview of chapter**

This chapter discusses the theoretical basis and empirical application of Text-Linguistics to promote scholarly reading understanding. It starts by tracking text-linguistic theory development and outlining the seven fundamental principles of textuality—cohesion, coherence, intentionality, acceptability, informativity, contextuality, and intertextuality—as conceived by De Beaugrande and Dressler (1981). These principles constitute an overarching model for analyzing and interpreting scholarly texts. The chapter then links these linguistic expectations to major academic reading competencies, both for the cognitive and contextual aspects of reading proficiency. It critically evaluates recent research and finds the shortfalls in existing models of reading, particularly in lacking contextuality and intertextuality, which are particularly represented. In contrast, the chapter presents the Textuality model, which combines all seven principles to facilitate a deeper, analytical reading of complex academic texts. Not only does this model improve reading comprehension but it also sets the stage for subsequent research and pedagogical approaches towards enhancing students' interpretive and critical reading skills across the board.

2.1 Introduction to Text-Linguistics

Text linguistics is an interdisciplinary field of study dedicated to examining texts as unified communicative units, as such, they focus the text beyond individual linguistic components such as words, phrases, or sentences. Text-Linguistics bridges the gap between multiple academic disciplines and offers a fundamentally important tool to understand how texts can function linguistically and socially at the same time. Based on the integration of cognitive science, linguistics, and pragmatics, it is a holistic tool for analyzing texts. It is this multidisciplinary approach that helps us understand and interpret the complexities in academic texts: we do not just derive meaning out of the text, reflecting upon the relations between the text and the reader's prior knowledge, culture, and cognitive processes. However, instead of merely focusing on the internal structure of a text, Text-Linguistics goes beyond to show how texts are perceived, understood, and processed within an overarching social and cognitive setting. Text-Linguistics does not isolate linguistic elements but rather investigates how different aspects of a text (structure, cohesion, coherence, and context) contribute to meaning. Text Linguistics sets out to understand how a text works as a unitary medium of

communication in several settings, in the sense of how such textual constituents act together to make up the overall text (Giuffrè, 2017).

The social, cognitive, and contextual factors which form how readers perceive texts are the distinct feature of Text Linguistics (Dvalidze, 2017). The relevance of Text Linguistics has rapidly increased in the light of modern academic reading, where texts are dense, complex, and need more than mere top level interpretation. However, readers must dig deeper as academic writing gets more and more specialized, requiring them to interact with texts that deal less with the how of people's lives and more with the why of concepts, abstract language and dense argument. Text-Linguistics provides cohesion, coherence and contextuality principles which can provide structure to decoding the logical progression of ideas and intertextuality, which constructs the content. When applied to these principles, scholars and students can more accurately understand the author's intent, break down the text's structure, and locate it in context with the larger discourse of which it is a part (Dvalidze, 2017).

De Beaugrande and Dressler (1981) suggest that it is not sufficient just to parse the structure of a text, and that understanding a text's relationship to form (its grammar) and to meaning requires understanding the communicative intent of the author, the cultural and historical contexts that frame the text, and the cognitive processes for understanding the text itself. Such an approach leads to a more dynamic sense of texts in which meaning is not 'fixed' in words but results from the interaction of different factors taking place within the textual context. De Beaugrande and Dressler (1981) formulate a set of criteria of textuality in their foundational work on Text linguistics. According to them, a text should be communicative, coherent, and effective and they presented these standards for a text to be considered communicative, coherent and effective. Cohesion, coherence, intentionality, acceptability, informativity, contextuality, and intertextuality are the criteria included here. In terms of interpretations and comprehension of academic texts, each of these principles is important and have contributed considerably to the model, which is relevant to studies in reading comprehension.

This method redresses noted shortcomings in current academic reading models, notably the lack of contextual and intertextual emphasis, as shall be discussed in subsequent chapters.

2.2 Historical Context and Development

Text-Linguistics advanced through structuralism, formal linguistics, and systemic functional linguistics which impacted its development. These fundamental theories have formed the basis for how researchers now study how texts work at higher levels beyond single sentences. The field of cognitive linguistics started recently to provide scientists with new details about how readers process written content in their minds. This part explains what drives Text-Linguistics developments by studying its linguistic roots including structuralism, formal linguistics, and systemic functional linguistics.

Structuralism and Formal Linguistics: The Early Foundations

In the 20th century Ferdinand de Saussure established the foundations of Text-Linguistics through his structuralist theories. Saussure (1916) explained that language functions like a sign system containing both the visual form of words and the abstract ideas they stand for. His approach showed that words do not create meaning on their own but work together through the connections between language components. Saussure established sentence-level principles that later developed into methods for understanding how connected textual units create meaning beyond their basic linguistic parts.

Formal linguistics took shape after Ferdinand de Saussure's work through mid-20th century studies especially Noam Chomsky's work. In 1957 Noam Chomsky established generative grammar to explain the basic rules that control language. The research behind generative grammar started with sentence-level syntax but advanced into examining text structure and how multiple sentences work together to create meaningful documents. The field of Text-Linguistics emerged as its own discipline thanks to this move away from text rules and toward a deeper examination of language use.

Text-Linguistics expands on Saussure's structuralist principles by examining language patterns both within language systems and across connected text sentences. Text-Linguistics replaces traditional sentence-focused analysis by examining full discourse connections through context, reader meaning, and message delivery purposes.

Systemic Functional Grammar (SFG) and Its Role in Text-Linguistics

The development of Text-Linguistics reached a significant milestone when M.A.K. Halliday created Systemic Functional Grammar (SFG). Chomsky emphasized syntactical rules in his grammar but Halliday (1978) developed SFG which shows how language serves specific social functions during communication. According to SFG, meaning is built through different

sense-making elements which operate at three dimensions: content & meaning, interaction & tone, and structure & organization. The text analysis methods promote cohesion and coherence principles as defined by Text-Linguistics.

The work of Halliday and Hasan (1976) showed how texts develop unity through regular patterns of verbalization and grammatical connections. Through his research he found that texts come together using devices like reference words (pronouns and demonstratives) substitution of words, word overlapping, connections between sentences and repeated words. These elements create logical connections between ideas to help readers understand how different parts relate and work together as an understandable message.

For example, consider the following two passages:

1. *The experiment was conducted in three phases. The first phase involved baseline data collection, and the second phase tested the hypothesis.*
2. *An experiment was done. Some data were collected. Later, a test was run.*

The first text section stands out for its better coherence through easy storytelling patterns and numbered stages. SFG's focus on text structure patterns shows its connection to Text-Linguistics when evaluating text meaning as coherent units. Text-Linguistics enhanced its analysis through Halliday's functional approach and now examines texts for patterns of discourse, narrative progression and typical genre elements.

Cognitive Linguistics and the Mental Processing of Texts

The field of cognitive linguistics brought mental processing theory to textual analysis by shifting focus from grammatical patterns to what readers actually do with text in their minds. According to researchers Ronald Langacker (1987) and George Lakoff (1980), meaning does not remain locked within language since readers understand texts through cognitive functions plus mental templates and figurative relationships. Cognitive linguistics adds value to Text-Linguistics through the study of mental models combined with conceptual blending. Readers build mental pictures of texts by using their background knowledge plus context clues found inside text organization. This approach matches Text-Linguistics principles about clear text flow because readers need both text signals and their mental processing to understand arguments.

For instance, consider the difference between these two statements:

1. *Climate change is accelerating due to increased carbon emissions. Scientists warn that urgent action is needed to prevent catastrophic effects.*
2. *Climate change and carbon emissions are topics of debate. Some people think urgent action is necessary, while others do not.*

According to cognitive linguistic analysis the first statement works better because it shows how things happen and lets people follow the argument's path. The second statement does not explain relationships clearly which makes understanding more difficult for readers. As suggested by Fauconnier and Turner's (2002) conceptual blending theory readers combine data from multiple sources to create fresh understandings. Interpreting new texts through prior knowledge helps readers understand how references to external materials connect to a specific text. The cognitive perspective shows us why readers need contextual and previous knowledge to comprehend academic materials.

The Convergence of Linguistic Theories in Text-Linguistics

Text-Linguistics evolved through different language schools that delivered separate insights into how texts function as systems of meaning. Text-Linguistics develops foundational knowledge about language structure by studying how texts connect words while remaining organized at a larger scale compared to previous formal approaches. The introduction of Systemic Functional Grammar showed how texts create meaningful unity by linking sentences with context and functional relationships. Cognitive linguistics study how readers understand texts by explaining their mental processing activities such as analyzing texts using their existing knowledge. Through combined analysis of language elements Text-Linguistics builds a complete system to study how texts meaningfully connect ideas and concepts above sentence level. Modern academic research studies rely on Text-Linguistics findings in reading, translation and discourse analysis to validate their work today.

2.3 Relevance to Academic Reading

Notably, the **Text-Linguistics** model is useful when it comes to academic reading because it provides a structured view of cohesion and coherence in academic texts. Complex sentence structures and detailed vocabulary is often used in academic texts, making it confusing to read for others. Nonetheless, effective readers using the principles of Text-Linguistics can make better sense of relationships between the various parts of the text and the development of the overall argument. This includes, for example, the principle of cohesion based on the

grammatical and lexical devices that link other parts of a text, such as pronouns, conjunctions and substitution. Such cohesive devices aid continuity between what has been written and what will soon be, and also aid the reader in understanding the logical progression of an argument (Dvalidze, 2017).

On the other hand, coherence makes sure that the ideas found in this piece of text are lined up in a logical order and that the reader can perceive the overall structure of this argument. Because scholarly writing deals with abstract concepts and complex arguments, coherence is especially important for academic texts. Understanding how coherence is achieved across texts (strategic argumentation patterns and thematic development) can better enable students to respond to the author's message and improve their own writing skills while reading in the academic context. By understanding the author's purpose (to argue, inform, or persuade), the reader can analyze the text in the manner the authors intend when reading the text. Also, by looking at the cultural and historical context in which academic texts are written, students can avoid misinterpreting and appreciate the text's deeper meanings (Taboada, 2004).

Intertextuality, the relation of texts to one another, is important also in academic reading, finally. Ideally, many academic texts are part of a larger discourse, referring or elaborating on previous works. Studying these references and connections also helps a student to become more engaged with academic material, and thus become more able to understand the text. Finally, the Text-Linguistics model provides the tools to approach and analyse academic texts more efficiently. Suppose students focus on the structure, context, and purpose of a text, then they will have a more substantial understanding of the material they are reading and as a result, this should enhance their reading comprehension skills (Kuzmina, 2015).

Students gain better academic results through text-Linguistics by learning how to analyze texts in a defined system. Students in regular academic settings must study texts that explore abstract topics through detailed arguments using specialized terms. Understanding Text-Linguistics elements like connectedness of thoughts and references to other works enhances both text understanding and writing abilities. When studying science students face texts with professional terms and step-by-step reasoning whereas students in the humanities study texts centered on arguments with various viewpoints and connected themes. By

understanding text structures students learn to move between different reading types which improves their information interpretation (Taboada, 2004).

By using Text-Linguistics methods in academic reading students develop better understanding of their own thinking processes. Students better understand texts when they learn to examine their own reading habits through metacognition. Using methods like taking notes, writing abstracts and asking queries helps students better understand Text-Linguistics principles. Identifying language connections through text analysis helps readers understand how different parts of a text relate to each other. By summarizing a text students can analyze how different parts support the main argument and connect well with each other. Students discover the author's purpose by analyzing how the text is structured and argued according to the Text-Linguistics principle of intentionality (Hinkel, 2002). When readers use these strategies thoughtfully their reading transforms from passive to active making them better at understanding and learning from what they read.

Text-Linguistics remains important during our digital era since more students now study online rather than from printed sources. Digital texts provide unique ways to demonstrate intertextuality because they let users explore multimedia content and connect to other documents through hyperlinks. Through hyperlinks readers can seamlessly move between different sources while reading which challenges them to adjust their thinking process. Studies indicate online readers see texts differently from print readers because digital spaces favor scanning techniques above substantial text absorption (Carr, 2010). Students must develop critical reading skills even though hyperlinked digital platform challenges their ability to analyze written content. Text-Linguistics acts as a tool for teaching students to find connections in digital texts and critically explore how information links through hypertext. Through Text-Linguistics students become better at recognizing how different fields structure their written materials and this knowledge helps them succeed at school. Scientific writers employ specific connectors like nominalization, passive construction and specialized terms to create clear and specific messages. Literary analysis develops unique arguments by connecting texts through simultaneous reference points and thematic connections. When students understand how different academic fields organize their texts they learn better ways to read different types of academic materials. Research shows that students who learn about text patterns perform better when writing for their academic fields because they follow common scholarly methods (Weideman, 2017). Text-Linguistics instruction in reading helps

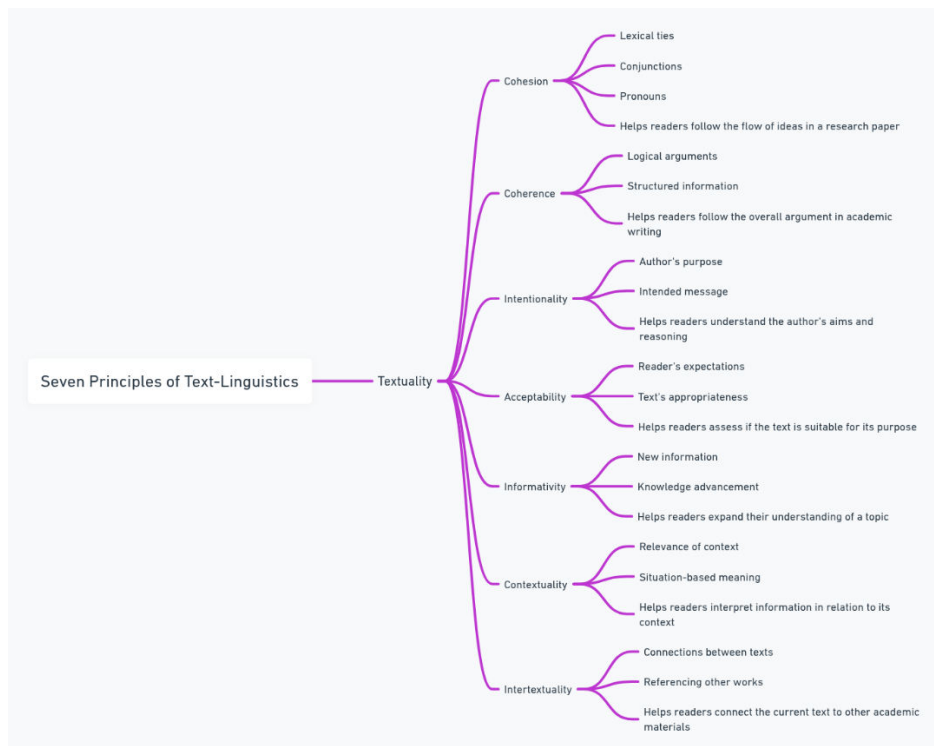
students better connect what they understand from texts to their academic schoolwork. When students learn to detect the building blocks of written information their schoolwork improves because they become better at reading academic materials. The study of Text-Linguistics remains critical for students to understand and succeed in higher-level academic work.

2.4 Seven Principles of Textuality

The core of Text-Linguistics is based on the seven principles of Textuality by De Beaugrande and Dressler (1981). Cohesion, coherence, intentionality, acceptability, informativity, contextuality, and intertextuality are among these principles that we use to explain how texts work, especially in the reading context of the academic. When applied, the readers will be able to interpret, analyze, and critically engage with complicated academic materials, not only understanding the content, but also the structure. In this section, each principle is elaborated on and how they are implemented in the reading of academic text (De Beaugrande & Dressler, 1981).

Figure 2

Seven principles of text linguistics



- **Cohesion**

The cohesion of a text refers to the grammatical and lexical links in the text between sentences and paragraphs to make the text flow and so be coherent. Pronouns, conjunctions, substitution, ellipsis, and lexical repetition are the cohesive devices of the key. With these devices, writer is able to avoid redundancy and remain in a natural flow (Taboada, 2004). For example, since pronouns (like "he," "she," "they," "it") allow us to denote or reference onto nouns we introduced earlier in the text, we don't have to repeat the same noun. Conjunctions like “however”, “therefore” and “because” link ideas in a logical way creating links of cause, effect or contrast. **Shreve (2017)** deals with cohesion in a scholarly article which analyzes how cohesive devices are used to maintain continuity in the translated academic texts. According to Shreve it is important to recognize and use cohesive ties in original and translated texts correctly for understanding. With cohesive links in the source text, in order to maintain the clarity and integrity of the argument, translators should preserve or restructure them for the target audience. The application of cohesion in academic texts, even those which are translated or in which complex ideas are expressed, is crucial. For example, *“The experiment was conducted in three phases. The first phase involved collecting baseline data, and the second phase tested the hypothesis.”* The cohesive link between two ideas with no redundancy is here – ‘the first phase’ and ‘the second phase’, a device within ‘the first phase’ and ‘the second phase’ itself. Such cohesion enables the reader to visualize the logical flow in the argument.

- **Coherence**

Cohesion relates to surface textual connection while coherence relates to sense of text ideas. Coherence is when a text makes a coherent, logical argument and the reader can follow the progression of ideas from one section to another. This means coherence—ideas of the most complex or abstract concepts are organized so that the reader can understand what they’re reading (Taboada, 2004). For instance, in an academic text, we may have something like a research question, and some literature review, methodology, and findings. These sections should be a logical progression to guide the reader’s way through the argument. According to **Lyons (2021)**, coherence is vital in any text, but especially important in texts that contain complicated theological arguments. He says that even grammar correct sentences will become inarticulate, if they lack coherence. 'The first premise is the argument that morality is universal.' *The second premise is building on this second premise posits that moral laws are universal.* In this case, the logical relation between the two premises aids in the coherency of the whole argument.

- **Intentionality**

Intentionality refers to the **author's purpose** behind writing a text. This principle asserts that every text is written with a specific aim, whether it is to inform, persuade, argue, or entertain. Understanding the author's **intent** helps the reader interpret the message accurately. In academic texts, recognizing the **intentionality** allows readers to engage critically with the material, identifying the underlying arguments and motivations behind the content (Hinkel, 2002). For example, **Orlovska (2020)** discusses how **intentionality** plays a critical role in the **translation** of academic texts. Translators must understand the author's purpose to maintain the text's original meaning while adapting it to a new context. The principle of **intentionality** is also essential in academic writing, as it guides the writer in structuring the text to achieve the desired effect on the audience. An example from an academic **medical article** might read: *"This study seeks to demonstrate the benefits of early intervention in chronic disease management."* Here, the phrase "seeks to demonstrate" clearly indicates the **intent** of the author to provide evidence in support of a specific claim.

- **Acceptability**

Acceptability is an acceptability of a text – i.e. the acceptability means a text is accepted as being a coherent and acceptable text in terms of content and form with respect to the background and cultural context of the reader and to a certain degree his or her own. It processes the text readers have to interact with, namely, the letters they can read and add to it what they already know and expect. A text may be acceptable to one reader because of its subject matter, cultural references, or disciplinary conventions strictly adhered to by the reader but unacceptable to another because of the latter's familiarity with such disciplinary conventions (Maaß, 2020). For instance, **Thep-Ackrapong (2019)** employs the case in academic translation to show how the receipt by a target audience depends on the acceptability of using translated texts. While a translated text is accurate, a reader remains skeptical of it, especially if they don't know the linguistic and cultural norms of the language in which the sentence was translated. One academic example: *'This study showed lower access to healthcare in rural areas.'* *"Health outcome is significantly affected by lack of access."* This claim has the potential to be apprehended as relevant by a reader from urban background because this claim is not easy to accept without knowledge of rural health issues.

- **Informativity**

Informativity has to do with the amount of newness or novelty that a text brings. In academic reading, informativity is important as academic texts are also used to offer new knowledge or

insights that will help enrich the field. The more informed the text is, the more the reader gains knowledge about a topic (Tsakona & Chovanec, 2020). For example, looking at an academic article from an environmental science field could be: ***"This research indicates a significant link between urbanization and increased air pollution that was not previously studied."*** The new information in this sentence helps the reader learn about the connection between environmental problems and urbanization.

- **Contextuality**

The term 'contextuality' relates to the social, cultural and historical contexts in which a text is created and read. The context in which the text was produced cannot be ignored in understanding a text in its fullness. Contextuality gives the reader a hold on the item of a text, especially in the case of a particular information, cultural references, or historical happenings. As one example, in historical research it is absolutely crucial to understand the context in which the text was written in order to understand its meaning (Burke, 2022). An academic example: ***"In the 15th century, the printing press changed the access of information to the point that knowledge could spread across Europe."*** This statement is rendered significant only within the historical context of the 15th century.

- **Intertextuality**

Intertextuality refers to the relationship between a text and other texts. Texts do not exist in isolation but are part of a larger network of meanings, influences, and references. Intertextuality encourages readers to consider how a text is connected to and influenced by other works within a given field or discourse. For example, in academic writing, scholars often refer to previous studies to position their own research within the existing body of knowledge. Recognizing intertextuality helps the reader see these connections and better understand the arguments being presented (Kuzmina, 2015). An example from an academic philosophy paper might be: ***"In his critique of Kant, Hegel argues that the transcendental self cannot be understood without considering its social context."*** This sentence directly references Kant's and Hegel's philosophical arguments, highlighting how the text is intertextually connected to previous works in philosophy.

The theoretical explanation used here will feed directly into the methodology of Chapter 3, in which every principle is enacted upon in the analysis of chosen literary texts. This coordination guarantees that the conceptual foundation described here is made practical in subsequent chapters for pedagogical and practical advice.

2.5 Reading Skills and Their Importance in Academic Contexts

2.5.1. Definition of Reading Skills

Academic texts tend to be complex, dense and highly structured, thus making it essential to have reading skills. Reading is more than coding text in an academic sense it is also about comprehending, interpreting and analyzing. The three primary reading skills consist of reading comprehension, interpretation and analytical skills and this section is focused on them (Hall & Robinson, 1945). It will also indicate how the concepts of Text-Linguistics such as cohesion and coherence help develop these skills and help the student's process and perceive academic materials.

Reading Comprehension

The term reading comprehension pertains to the process of understanding and interpreting a written text correctly. This skill is very important in academic context as academic texts are often replete with complicated ideas, conceptual abstractions, and specialized terms which need a more heightened process (Hall & Robinson, 1945). Students need to understand reading comprehension because it helps them understand surface level content and implicit meanings at a deeper level to successfully learn various fields of study. Cohesion and Coherence, two fundamental principles of Text Linguistics, has a significant contribution on promoting reading comprehension. Cohesion refers to the grammatical and lexical connections between different parts of a text and, coherence to the flow of the ideas in the text as a whole so that it is meaningful as a whole. Text linguistics also improves students' understanding of how cohesion and coherence work in academic texts through a structured system that students can use to follow complex arguments more effectively (Taboada, 2004).

Linguistic devices such as pronouns, conjunctions, and repetition of lexical items, among others, achieve cohesion. They make the sentence and the text whole, or at least more whole, by linking sentences to sentences and parts of the text to parts of the text so the readers can see the relationships between those ideas. For instance, in academic texts, pronouns like 'this', 'they', or 'it' are employed to refer to continuous, previously mentioned concept, or entity, to assist the reader in maintaining continuity in understanding. Conjunctions such as "therefore," "because" and "however" tell readers how the different parts of the argument connect with each other and present the logical flow of the text. For example, this is how Smith (2020) uses cohesion in the following passage: *"In the first*

phase of research, significant findings were found." *"Subsequent tests confirmed this."* By using 'This' (meaning the outcomes within the previous passage), it helps the reader keep on with the argument's movement.

However, coherence refers to the fact that ideas in the text should be organized in a logical way making it easier for the reader to comprehend the argument. According to **Halliday (2013)** in his Systemic Functional Grammar (SFG), coherence is realized when ideas in the text are presented in such a way as to result in the logical progression from one to the next, so that the reader feels that the various sections and arguments are related between them. In the work of **Weideman (2017)**, cohesion, coherence, and reading comprehension are shown to be related through her illustration that an understanding of these textual principles contributes to reading comprehension especially in academic texts where logical structure and clarity is important in understanding the complex ideas in its text.

Interpretation

A critical reading skill that involves more than just the surface level of comprehension, interpretation is a skill worth practicing for great results. It refers to the capacity to decipher the deeper meanings in a text upon paying due focus to the actual message of the text, the author's intent, and the situation in which the text was compiled. To read well and interpret effectively, a reader must be willing to work with the text itself, figuring out what it means by itself and what it says about everything around it. The Text-Linguistics model (naming its most important principle of intentionality) is essential for understanding interpretation. The author's purpose in writing the text is referred to as intentionality and it affects the content as well as how the text presents itself. So readers can better perceive underlying messages, arguments, and goals of the text by only understanding the author's intent. For example, a scientific article may want to inform or persuade the reader and a philosophical text may try to open up established assumptions or stimulate thought (Shreve G, 2017).

The context of the text is crucial in how it is interpreted and in academic texts, where it is written also matters. Another principle of Text-Linguistics is the social, historical and cultural factors, which determine how the text is created and read. Reading an academic text in context helps readers understand the special terminology used in an academic text, references to past research and the whole intellectual debate that the text refers to. An historical analysis of World War II, for instance, is taken by the readers to understand not

only the events being described, but also the historical and social context that those events took place within. **Per Barker (2021)**, realized those students who cannot contextualize a text's historical reference would find themselves caught in the labyrinth of complex academic material. In the example below, academic interpretation could mean: *'In the post-Cold War political landscape, 'freedom' has new interpretation which can be seen from the geopolitical shifts'*. Here too, as also in the following case, the meaning of "freedom" can be understood only in terms of the context of historical and political transformation and is dependent on the reader's reading of 'freedom' in the immediate text as well.

Analytical Skills

Analytical skills is the skill of being able to break a text down into its constituent parts and understand how the parts all interact to produce an integrative argument. In the context of academic texts that present challenging arguments in dense language, with complex structures, and layered evidence, analytical reading is the most important component of reading. Through the principles of Text-Linguistics guides students to see the structure of a text, look for patterns, and understand the ways that the text's different parts work together. In this respect, the principle of coherence is particularly important because the text's ideas will follow the logical sequence. If students are analyzing how argument relates different ideas and how the argument unfolds, they are engaging with and critiquing academic texts. An important part of analytical skills lies in recognizing textual structures (Kudinova et al., 2018). With the extensive tools it offers, Halliday's (2013) **Systemic Functional Grammar** encompasses analysis of texts at sentence and text organization levels. Students who understand these structures can deconstruct complex academic arguments better and find what to analyse.

In a linguistics paper students may need to analyze how various syntactic structures are used to increase the clarity and persuasiveness of the argument. A passage such as: *"It came out inconclusive in the experiment, and there is still more work to be done."* A part of the argument is that the reader has to analyze the relationship between the main claim and the limitation mentioned. An additional example of how understanding the structure of the text will sharpen your analytical reading skills is an academic article by **Yule (2016)** of analyzing texts within the SFG framework. Students are better trained to critically analyze texts if we focus on the textual structures and linguistic features rather than the specific ideas or themes that the text develops.

Text-Linguistic principles, namely, cohesion, coherence, intentionality, contextuality, improve reading comprehension, interpretation, and analytical skills in academic reading. Text Linguistics enables us to understand texts in a structured way which equips the students with the necessary tools to interpret, understand deeper meanings, and critically analyse arguments by providing a structured framework. It is shown how each principle is each applicable to certain acoustic aspects of academic reading and how it enhances students' capacity to engage with and scrutinize academic texts (Dvalidze, 2017).

2.5.2. The Need for Improved Reading Skills

Reading skills are not only important to understand the assigned texts, but are key to success in academic subjects. However, students often struggle when reading academic texts, especially when academic texts are lengthy, dense, and filled with jargon. (Weideman, 2017) In this section, we will examine reading difficulties that students experience when reading academic material, why it is important to help students develop their reading comprehension skills for academic success and how Text Linguistics can act as a great way to improve student's reading skills.

Challenges in Academic Reading

Students reading academic texts face difficulties, especially if the text is from an academic discipline that is new to them or if they are new to higher education. In fact, the advanced level of vocabulary, abstract ideas, and non-linear structures of academic writing further complicate these challenges. Because these elements exist in academic texts they make academic texts difficult to engage with and understand.

Complex Vocabulary

Academic texts are often written in a highly specialized language, filled with technical terms and jargon that students are not aware of. Using disciplinary specific vocabulary in a field as diverse as science, law, and literature can become a barrier to comprehension. An example of this kind of jargon is found in scientific papers, where terms like **“epigenetic regulation”** or **“algorithmic complexity”** could make some students uneasy given that they are not familiar with the specific field these terms belong to. The stakes are only higher when the terminology

used is foreign or very specialized to that very context. Confusion occurs when you are unable to decode complex vocabulary because it impedes on comprehension.

Abstract Ideas

Academic texts involve abstract concepts that need to engage in high level of thought. In fields of philosophy, social science, and literary studies, ideas are introduced that are models and theories must be essential for understanding, but they are not observable. Academic reading requires the ability to abstract and generalize information. But students new to abstract thinking often aren't able to understand such texts. Let me give an example from a philosophy text that is abstract, and it would be hard for reader to understand philosophy history and theorists and underlying assumption right away.

Non-linear Structure

Unlike simple writing forms, academic texts commonly also present their information in an incoherent or non-linear manner. While your academic paper may or may not follow a simple chronological order or a clear cause and effect structure, they can introduce concepts and arguments in any order at all. The flow of the argument may be difficult for students to follow, with the text often jumping from theories, counterarguments to some evidence. This is especially true in texts derived from such fields as literary criticism, which are dense with ideas and do not necessarily lend themselves to linear presentation and easy consumption. The lack of clear structure in this case makes students more responsible for paying attention and actively creating the flow of ideas in their own mind to get a clear idea of the way things are being explained. These are challenges, certainly, but not insurmountable ones. For academic success, improving reading comprehension is crucial as it allows students to deeply engage with the material, critically analyze arguments, and synthesize information from several sources.

2.6 Importance of Improvement

For students to succeed academically, it is crucial to improve reading comprehension and it is important to develop these skills. Reading and understanding complex texts are closely related to academic success. In fact, reading is the main way of learning in higher education and students are asked to go through a range of text like textbooks, research papers, journal articles, and case studies. The lack of strong reading comprehension combined with these texts makes it difficult for students to grasp the content of these texts, perform well on assessments, and participate in effective discussions (Doolittle et al., 2006).

Critical Thinking and Argumentation

The foundation of future learning is reading comprehension — the ability to understand arguments and points of view in academic texts. On a deeper level, students are able to identify a text's thesis, supporting evidence, and implications. It improves students' argumentative writing and involved students in active discussions and debates within the academic setting. This means that without the capacity to read academic texts students could struggle to formulate their own academic arguments or critique the work of others.

Academic Performance

Academic performance in all subjects, in humanities, social sciences, or natural sciences, fundamentally depends on reading. Reading and comprehending texts efficiently enables students to perform well in exams, to write detailed reports and to conduct research. Second, in research driven disciplines students not only read academic texts, but also must synthesize a number of sources to create original arguments. Therefore, strong reading comprehension is of utmost importance for the success of academic writing and research projects.

Fostering Lifelong Learning

This means reading skills are not only important for short term academic success but for lifelong learning. Reading critically and deeply gives students the skill for understanding new knowledge throughout their lives. Students with strong reading comprehension skills are better prepared for continuous intellectual and professional growth, whether they are reading academic journals, professional development materials or even nonfiction general texts.

2.7 How the Text-Linguistics Model Enhances Reading Skills

More generally, the seven principles of the Text-Linguistics model (cohesion, coherence, intentionality, acceptability, informativity, contextuality, and intertextuality) can greatly enhance learning how to read as naturally as possible but also can provide fundamental skills for the reading of academic texts, since their nature is mostly formal. By allowing students to overcome the challenges mentioned above, these principles offer a structured approach to texts analysis and understanding (Dvalidze, 2017).

Cohesion and Its Impact on Reading Skills

The linguistic devices which link the various parts of the text together and turn it into a unified whole are known as cohesion. Such devices, including pronouns, conjunctions,

lexical repetition and substitution, make sure that the reader follows the flow of ideas between the sentences and paragraphs. Cohesion is crucial in academic texts where the ideas are frequently complex and layered; they lead to a situation when the reader not only does not get overwhelmed by the complexity and intricacy of the text, but also does not lose track of the main argument (Gutwinski, 2011).

For students to understand cohesion they will recognize how the different parts of a text are connected. Pronouns like ‘this,’ ‘it,’ and ‘they,’ allow for referring to something that’s already been mentioned to add continuity. Logical relations between clauses are signalled by conjunctions such as however, therefore, and because; again, this helps the reader follow the reasoning line. Repetition of key terms or phrases in a text also helps reinforce central ideas and maintain coherence upon academic arguments. Consider example sentence; In a scientific paper of experiment one, sentence, "*The results of experiment one demonstrated a marked improvement in activity.*" *Additional tests also supported this further.*" The use of “This” in a narrative use the cohesive device to make the reader understand the continuity of the argument in the second sentence to the first sentence. In the absence of such cohesive elements, the reader may have a difficult time for following the logical connection of textual parts.

Cohesion helps make academic reading more navigable so that we can understand it and makes comprehension more aided. The Text–Linguistics model not only prepares students for reading complex academic arguments but also trains students to acknowledge and use cohesive devices in reading and improves their overall reading comprehension. According to **Weideman (2017)**, for students to come to grips with the underlying logic and structure of the argument, they need to comprehend cohesion in the academic text.

Coherence and Its Role in Enhancing Reading Skills

Cohesion, which means that the surface structure of a text is held together, and coherence, which can be thought of as the idea in a text developing into a logic coherent meaningful whole. This means that the text should have a proper coherence, that is, each part of the text contributes to the whole argument and the ideas are connected in a way that is understandable to the reader. The structures of academic texts – especially philosophy, science and law – can

be especially daunting because of the abstract or complicated reasoning that's not self evident until you understand how it hangs together independently (Van Wolde, 1998).

Coherence is achieved in academic texts when there is clear and structured progression from one point to the next through logical ideas. In a philosophical paper where such a coherent argument is posited, you would have something like this: firstly, the free will is traditionally defined as the ability to make choices without external coercion. Secondly modern view posits that determinism takes away free will as actions are controlled by it. The logical flow between the first and second statements is important in determining how this author's argument progresses. When you know that coherence exists, you can follow the upcoming ideas and find out how parts of the argument build on other parts (Van Wolde, 1998).

This is the Text-Linguistics model that stresses coherence when reading an academic text, which is reinforced by the importance of logical structures in shaping meaning. This would teach students how to identify argument structures and develop ideas across a text so that they would be better able to engage with complex academic material critically. For example, intentionality *i, e.*, the author's purpose in presenting the text, is usually linked to coherence. By the author realizing how each section of the text is contributing to the overall purpose of the author, the reader can understand the author's argument better. With regard to reading strategy, students can be helped to actively recognize the links between sentences and paragraphs. To help students understand the logical flow of the text, techniques like annotating the texts, pointing out key transitions, and summarizing the main idea of each paragraph can be used. In **Barker (2021)** these strategies help the reader to deconstruct and critique the academic text thus enabling a deeper level of engagement and understanding.

Intentionality and the Author's Purpose in Academic Reading

Intentionality as De Beaugrande and Dressler (1981) describe, is an author's intention when writing a text, and how such intention affects the structure and content of the text. To understand the meaning of an academic text, it is important to understand the Intent behind it, as this helps the reader understand why such ideas are being presented in that way. The ability to recognize the author's purpose allows students to critically engage with the text,

asking questions like: *“What is the author trying to argue?”* as well as *“What assumptions underlie this argument?”*

When it comes to academic reading, being able to understand intentionality for example, will effectively help students to understand complex ideas by aligning the reading strategies to what author is trying to achieve. For instance, in a literature review the author’s objective could be to identify the themes of a novel, and in a scientific paper, the objective could be to communicate results of an experiment. The reader is instructed to understand the author's goal to bring the reader's attention to the parts of text that matter the most and import between evidence and analysis but also give weight to the strength of an argument.

Additionally, students gain the ability to interpret texts through the intentional examination of particular language choices. For example, if someone is writing about climate change, the author may use persuasive language to convince someone to make a specific policy change. Knowing the intentionality of the writing allows readers not just to grasp content but allow them to critically engage with the text, not just the content but the purpose of the language used. When students understand author’s intention, they can perform more active and analytical reading, as stated by Halliday (1994), since they can then assess the text’s effectiveness in reaching its goals.

Acceptability and Contextuality

Acceptability principle calls attention to the fact that when students include their own knowledge and cultural background in the reading and writing of academic texts, they are easier to understand. The contextual elements in which texts are derived determine their shape. By recognizing these factors, students can empathize with the reasons why particular references or terminologies are used and interpret them differently across various disciplines. For instance, a text about medicine might be expected to make use of such prior knowledge. By acknowledging this contextuality, reading for the text becomes more feasible for the readers with the necessary background knowledge.

Informativity and Intertextuality

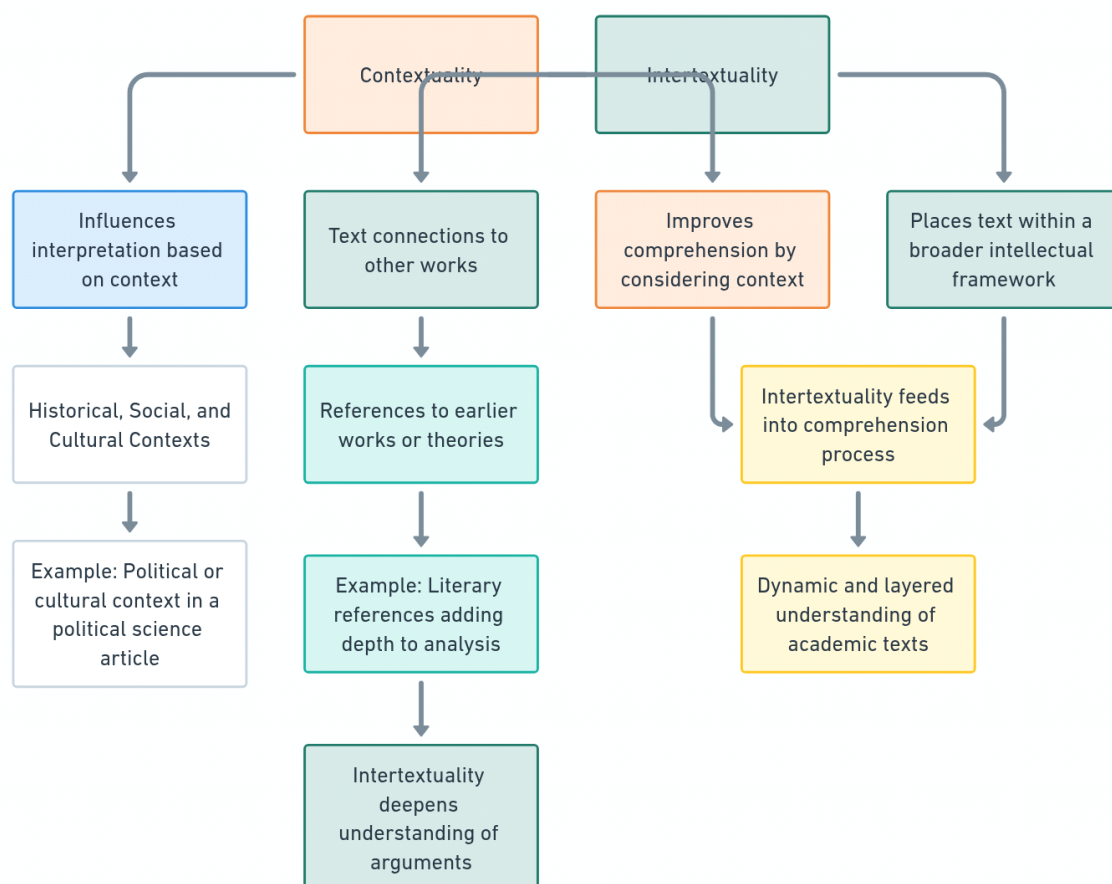
Informativity is the amount of new knowledge in a text. The more informed a text is, the more it will challenge what has been understood so far and the more it will generate new knowledge. The final principle is intertextuality showing connections with what texts precede

or refer to other texts. With these ideas, students will start to see the place of new texts in the broader intellectual landscape and will be able to improve their own understanding of the material by seeing where it fits into a lengthy conversation among the scholarly community.

Explicitly applying these principles, students can improve on how they read, interpret and analyse complex academic texts. However, these strategies help them in using their overall academic skills making them better and better learners.

Figure 3

Informativity and intertextuality



Academic success depends upon reading skills and students need to improve them to read complex academic texts — this is extremely difficult and the improvement should start as early as kindergarten. Text-Linguistics provides a powerful framework to rise over such challenges by helping improve reading comprehension and interpretation analytical skills. Cohesion, coherence, intentionality, acceptability, informativity, contextuality, and intertextuality are some of the very helpful principles which students can use to understand and participate in the academic material. When students undertake the process of developing

this kind of understanding of these principles, they are able to significantly improve their ability to understand, interpret, and analyze academic texts and thereby increase their chances of success on the academic playing field and in life in general.

The structured approach of the model gives students an opportunity not only to follow the surface meaning of the text but to interact with it in a more analytical way. Negative consequences resulting from the increase in the complexity of academic texts necessitate the ability to overcome these challenges to be successful in academic. The use of Text Linguistics principles assist students to effectively engage with academic texts towards building the foundation of lifelong learning and intellectual development.

2.8 Overview of Previous Research

As a framework for understanding complex academic texts, Text-Linguistics has been of great interest to academic research in reading comprehension. As such, the Text-Linguistics model integrating cohesion, coherence and contextual analysis has been an effective strategy in increasing reading comprehension by structuring the process of analyzing how texts are organized and how they convey meaning. Nevertheless, there is much more to be gained in this scientific field, as there are still many gaps between the areas that have progressed and those that have not, especially since key principles such as contextuality and intertextuality are often ignored in the existing research. The purpose of this section is to summarize the existing studies dealing with Text-linguistics for reading comprehension in terms of the previously studied principles and the gaps of this research that need to be filled up.

Existing Studies on Text-Linguistics and Reading Comprehension

De Beaugrande and Dressler (1981) laid the groundwork for a paradigmatic approach to Text-Linguistics focusing on how cohesion and coherence are brought together in the making of academic texts. And these two principles were considered fundamental to understanding how different elements in a text cohere into a whole. In fact, cohesion is associated with the grammatical and lexical devices that help connect the parts of a text. When working with dense, complex academic writing, devices, such as pronouns, conjunctions and lexical repetition, assist in keeping the flow of ideas together for the readers. However, most of the available work fails to discuss how these principles interact to guide the making of

interpretative strategies for literary texts within second-language academic contexts — an issue this study fills.

And Weideman (2017) continued to investigate the impact of cohesion and coherence on reading comprehension. For example, in his study, students who can make sense of how these devices are functioning in a text are ready to make sense of complex academic material because they can follow the flow of ideas in the text and tie those pieces of information back to the key argument. But Sadeghi and Khodadady (2014) also added to this body of work by shedding light on how coherence aids in helping the reader to understand academic texts in a way that the grammatical whole of various ideas is ‘logically connected and easy to follow’. In particular, their research highlighted the importance of coherence in scientific writing, where it is assumed that the wordability of argumentation is necessary in order for understand research findings.

Another area of research undertaken within Text-Linguistics has been connected to the principle of intentionality, that is, about the author’s purpose for writing a text. Barker (2021) studied how an understanding of the author’s intent allows for better reading comprehension. Barker claimed that a key is in knowing the author’s purpose – to inform, to persuade or to argue – and by so doing, students can get a better grasp of the essential messages behind the text. In particular, this understanding of intentionality is useful in argumentative and persuasive academic texts, where the purpose of the author’s argument or claim is an important factor in helping the reader understand the text in their most appropriate way.

Importantly, the core principles of cohesion, coherence, and intentionality are underscored as means of improving reading comprehension. Yet, most of these studies only concentrate on these principles, without giving attention to all the other important aspects of text linguistics like contextuality and intertextuality, which are indispensable for an understanding of academic text as a whole.

The research in Text-Linguistics and its application in academic reading comprehension has recently been broader in its cognitive and discourse perspectives beyond the usual focus of cohesion and coherence. Since 2015, it has been explored in revolutionary dimensions of how textual structures affect reading comprehension and academic literacy.

For instance, Howard (2019) considered how discourse structures in archaeological heritage management discourse constitute sustainability narratives. His work shows that the way in which textual patterns work to shape meaning and argumentation in a specialized field is such that students need to be able to appreciate these patterns when they read academic texts. Van Krieken (2016) also studied the linguistic view of the crime story in the news narratives, which shows how textual forms and functions affect the reader perception and comprehension.

In addition to structural analysis studies have also been concentrating on cognitive processes when reading for academic purposes. Boukreris (2015) claimed that how readers mentally organize information when dealing with complex texts has to do with effective reading strategies and that one of the means that texts offer for their organization is textual cohesion and coherence markers. This also agrees with previous findings that textual structures impact cognitive load in that they affect the amount of information that readers can efficiently process. Additionally, research on digital literacy for academic reading has also been conducted in recent times. Thus, researchers have examined how hyperlink structure and interaction of multimedia influences reader engagement and comprehension in the context of growing use of online learning and digital texts. The change from linear print reading to hyperlinked digital reading presents new problems of textual coherence, which necessitate updated reading strategies that conform to Text Linguistics principles (Carr, 2010).

However, there are still a number of limitations of past research, as much of the work done has taken a primacy over cohesion and coherence, at the expense of contextuality and intertextuality. A substantial amount of literature has tried to understand how lexical and grammatical cohesion contribute to comprehension, but has not recognized the broader socio-historical and disciplinary contexts in which the meaning of texts is being constructed. According to Weideman (2017), academic reading is not only decoding linguistic markers, but also understanding how texts are integrated into academic discourse communities. This indicates that the importance of intertextual connections is to be enhanced in which academic texts are regarded as a part of an ongoing academic conversation as opposed to standalone objects.

The gaps these questionings leave have recently been begun to address from a research perspective by incorporating contextuality and intertextuality into academic models of reading. For example, taking intertextual references in legal discourse as a case study, Kobie van Krieken (2023) looked into how intertextual references figure in judicial reasoning and the argumentation. He found that students who make the intertextual connections across legal texts were more likely to understand the text, and critical thinking skills, than those that did not. This supports the claim that the work of Text Linguistics should not remain on the level of the textual micro features, but must also take into account the macro textual discourse consideration. Another area of research conducted in applied linguistics has been to explore how academic texts are read differently by multilingual readers depending on their prior knowledge and cultural background (Taboada, 2004), and thus focusing on contextualized reading approaches.

Future research should further couple these readings into a reading comprehension framework given how the purview of academic texts is shifting to be more interdisciplinary. As academic disciplines continue to become more intertwined, students must now be able to navigate the complex networks of texts, knowledge of which ideas surpass what sources and when in the overall bodies of work, in their own fields. The scope of Text-Linguistics turns out to be extended by bringing coherence and cohesion as its object of study, allowing educators to confer upon students the skills needed to make sense of academic material in many different disciplinary settings.

- **Neglect of Contextuality and Intertextuality in Previous Studies**

Although cohesion and coherence have been shown to be important for reading comprehension, not many have integrated contextuality and intertextuality. Contextuality is an important consideration of how a text was produced and in what context it was written, playing a huge part in understanding what the text meant. However, whereas intertextuality pertains to relationships between texts and how one text references, builds on, or challenges another, medieval Hispanic intertextuality pertains to the actual glacial movement of literary tradition from one medium into another medium—the gradual emergence one generic type from another generic type and the ongoing floundering of one mode of discourse from another mode. These two principles are crucial to the reader when attempting to accurately interpret academic texts dealing with complex theory or that are part of an ongoing scholarly debate. Consequently, as has been noted by Halliday (1994) and Weideman (2017), a contextually rich reading approach remains underrepresented in the literature and much of the current

research continues to value surface coherence and cohesion over contextualized reading. Barker (2021) examines the intentionality of academic texts — that is, the need to understand who the author is and what they are trying to do — yet her concern for the social or political context of a text is not addressed. Its meaning cannot be understood without understanding the context in which a text was written, whether in disciplines like history, sociology, and literary studies. For example, a historical text about a number of historical events can never be entirely understood without the historical context from which they emerged. Barker (2021) and others largely ignore this in favor of the linguistic factors that make text easier to read.

Intertextuality, a term not often used to study Text-linguistics and applied to academic reading is also an unexplored area. Usually, academic texts are based on or make references to other works directly or indirectly. It is important to understand these intertextual relationships to properly understand the meaning of a text in a broader intellectual context. Intertextuality, as of discourse analysis, is discussed by Fowler (1991), but notes that there are many traditional approaches to textual analysis that fail to take sufficient account of textual connection through time and across disciplines. By understanding intertextual references, says he helps readers understand the text in context of an ongoing scholarly conversation, deepening their understanding of the material. Yet this is disregarded in a great deal of the academic reading comprehension studies particularly those which solely examine cohesion and coherence.

Beebee (2020) is an example of a study that deals more directly with intertextuality, as she focuses on the manner in which academic texts refer to and cite previous works. Yet, Beebee's study still has limits, since it does not offer a way of reading comprehension based in intertextual connections, which could empower students to more critically tackle academic literature.

One major gap in the literature on reading comprehension is the lack of contextuality and intertextuality in study of reading comprehension. De Beaugrande and Dressler's (1981)Text-Linguistics model attempts to fill these gaps by incorporating contextuality and intertextuality into textual study. The model suggests that the ability to understand the context of a text at the point it was written and the intertextual connections of texts is essential to any deeper meaning of academic material.

- **Filling the Gaps with the Textuality Model**

De Beaugrande and Dressler's (1981) Textuality model provides a full framework for the analysis of academic texts. Gap that previous research leaves in terms of addressing both the surface level coherence and cohesion of texts as well as deeper, more context driven factors, such as contextuality and intertextuality, the Textuality model addresses. With the integration of contextuality, students are able to meaningfully engage with academic texts. If you think about the historical, social and cultural context of a text, students can better understand what that text means and their relevance. Intertextuality also strengthens students' knowledge of how academic texts reference and develop upon already existing knowledge. Students who understand intertext can situate a text into its larger intellectual discourse and appreciate its contribution to the field.

When these principles are brought into play in the study of reading comprehension reading comprehension, one gets a more holistic approach to reading comprehension, which is not merely tied to the linguistic construction of texts but also includes the context and relationships among texts. The Textuality model allows students to get past surface reading and get deeper, more critical. Especially for academic disciplines, where the cultural, historical and intellectual contexts of the ideas being studied are necessary in order to understand them, this framework can be of great utility.

The study of existing research indicates significant progress in the study of Text-Linguistics as a way to improve reading comprehension, but points out several critical gaps. While contextuality and intertextuality—two dominant forces of the Textuality model—have been rarely addressed, their significance in understanding academic texts characterized by high degree of complexity cannot be overemphasized. This model combines these principles to offer a more extensive framework for contemplating that academic material, which enables students to think critically about diverse texts across disciplines. The model fills the gap by providing a more nuanced approach to reading comprehension that goes beyond cohesion and coherence and allows students to understand texts within their larger social, historical, and intellectual contexts.

2.9 Identified Gaps in the Literature

While this provides a powerful basis for understanding what constitutes the structure of text, text linguistics has, until recently, varied in the degree to which it has been integrated in reading comprehension research. Text-Linguistics is a dynamic field in which the application of cohesion, coherence, intentionality, contextuality, intertextuality and others, are instrumental. Nevertheless, the principles of these models have yet to be integrated into academic reading frameworks. To this end, this section will highlight the gaps in the existing literature and the way in which the Textuality model fills these gaps.

Lack of Integration of Full Text-Linguistics Principles

One thing, in particular, that was not integrated well into current research is not enough integration of all the principles of Text-Linguistics in reading comprehension studies. While De Beaugrande and Dressler (1981) sought to elucidate seven key principles of textuality, many studies have emphasized cohesion and coherence while neglecting other important ones such as contextuality and intertextuality. For instance, Lundquist, (1991), Van Dijk (2017) studies have emphasized the nature of cohesion and coherence as distinct but ignored how they work in combination in real academic reading contexts. While Goepferich (2015) convincingly shows that principles of cohesion are important for supporting students to keep up with the flow of the text, the fusion of contextuality and intertextuality is necessary to get entirely involved with academic discourse; especially when taking into consideration the socio-cultural and historical extents of texts.

Recent work of Castello (2008) and Dvalidze (2017) has built on the importance of textuality principles, such as intertextuality, but leave it incomplete, failing to provide a full framework that encompasses all principles, and make these principles related to reading comprehension outcomes less plausibly. For instance, Dvalidze (2017) deals with the ways in which intertextual references and context contribute to meaning and does not integrate these findings with a broader model of reading comprehension. This gap indicates the need for enhancing Text-Linguistics principles application in humanities by attending all textuality issues in academic reading frameworks.

Underexplored Role of Contextuality and Intertextuality

A second major gap in existing literature is the missing investigation into the differences that contextuality and intertextuality can bring to reading comprehension. Contextuality is the notion that the social, historical, and cultural contexts in which a text was produced and read

define the meaning of it. Often overlooked in many studies of academic reading, this principle often is not addressed. There is some work like that of Gopferich (2015) investigating how context affects textual analysis but their work does not incorporate the notion of contextuality into more traditional reading comprehension models in academic texts.

In addition, intertextuality (i.e., a relationship between a given text and other texts) has been increasingly being taken into account in linguistic studies, but it is seldom taken into consideration in reading comprehension models. The basis of the understanding of how language functions socially is Halliday's Systemic Functional Grammar (1994) while application of these principles for the understanding of reading comprehension frameworks is left incomplete. De Beaugrande and Dressler (1981) put stress on the importance of an intertextual approach to textual analysis. However, this did not provide subsequent research with effective means of integrating intertextuality into practical comprehension models.

Consequently, research by Castello (2008) and De Beaugrande (2011) attests to the process of reading academic texts often entails one's need to understand intertextuality on a nuanced level. Discipline based academic texts draw on the knowledge of the discipline and are often built up from previous works. Unfortunately, such students may miss these insights, and miss the very important insights they could be gaining from the personal connections. Thus, any comprehensive reading comprehension model must specifically address intertextuality, that is, teach students how to see intertextual connections between texts and to understand the broader academic discourse in which they operate.

The Role of the Textuality Model: Bridging the Gap

The gaps are filled by the Textuality model, as proposed by De Beaugrande and Dressler (1981), which, while holistic, covers all seven principles. To this end, cohesion and coherence are used to facilitate the reader's ability to follow the semantic flow of the argument presented in academic writings. However, the contextuality and intertextuality principles provide further layers of understanding for readers to place the text in an academic, cultural, and historical context.

The principle of contextuality is, for instance, helpful for readers to see how meaning of an academic text depends on its historical and social context when it was written.

Intertextuality also pushes us to relate how an academic text is rooted and responds to pre-existing works. When these principles are embedded in reading comprehension frameworks, students are arming them with the right tools needed for decoding complex academic texts better. Thus, the Textuality model helps to further understand academic texts in a more profound and comprehensive manner, serving as an important instrument for the improvement of academic reading skills.

Recent Research in Text-Linguistics and Academic Reading Comprehension

Recently some scholars have begun looking at the integration of all Text Linguistics principles into the academic reading framework. For example, Collet (2004) focuses on cognitive processes associated with reading comprehension and on how the reading comprehension processes are affected by textual cohesion and coherence. And studies like those of Wang (2022) demonstrate how lexical cohesion patterns in academic prose, especially in the science disciplines, help in comprehension. On the other hand, these studies mainly address a limited number of principles, rarely incorporating all the principles of Text-Linguistics into a systematic framework. This represents another important gap in the literature.

Additionally, we can see from, for example, Mirel (1988), texts of the academic genre have become more and more complex and one cannot simply follow their linearity to understand them. This forces readers to undergo multiple layers of meaning, to detect implicit relationships between ideas, and to interact with the text's intertextual and contextual aspects. This is what is often overwhelmed in traditional reading comprehension models, which often focus at the surface level understanding of texts. However, the Textuality model covers all seven principles (cohesion, coherence, intentionality, acceptability, informativity, contextuality, and intertextuality) with its emphasis, creating a model that enables students to have a more meaningful engagement with texts, and thus gain a more significant understanding of academic texts.

Finally, although the last decades have advanced the understanding of numerous principles of Text-Linguistics, the integration of these principles in reading comprehension models is still far from complete. More specifically, the missing pieces in the way academic texts are comprehended involve the almost unexplored roles of contextuality and intertextuality. Applying the complete spectrum of Text-Linguistics principles, the Textuality

model can provide a theory to bridge these gaps to aid in reading comprehension and to inspire students to engage more effectively with the complex academic texts.

2.10 Contribution of the Current Study

Filling the Gaps

This current study provides an important contribution to the area of academic reading comprehension by filling in the gaps found in the previous literature. According to what was discussed above, studies in previous studies have mostly concentrated on cohesion and coherence, while the aspects of the principles of contextuality and intertextuality are underexplored. In this study, the proposal was to integrate all seven principles of Text-Linguistics (De Beaugrande and Dressler, 1981) into an academic reading comprehension framework. It does so by presenting a more holistic strategy for the task of reading the complex academic texts, enabling the readers to interact with them in a deeper, more critical manner. This section describes how the current study fills these gaps by integrating cohesion, coherence, intentionality, acceptability, informativity, contextuality and intertextuality and how this integration improves academic reading skills.

All seven principles were integrated into the reading comprehension process to make students not only follow the argumentative flow of ideas in academic texts but also suss out what lies between the lines when reading academic texts. In fact, cohesion aids in the students' understanding of the grammatical and lexical relationships between sentences and paragraphs, while coherence makes sure that sentential relations are meaningful and logically developing. Intentionality gives the reader a reason as to why the author did what they did, as seen in the case with academic arguments that are persuasive or argumentative. It allows one to understand their own background knowledge and experiences interfering with their interpretation of academic texts.

More than just surface features, the principle of contextuality and intertextuality offers deeper levels of meaning and in a way helps students to process academic texts holistically. When it comes to interpreting such academic material as political history or science, contextuality requires understanding the social and cultural background in which the text was written. This simply adds another layer to the reading wherein students are encouraged to identify references and allusions, and to trace texts as you place one into context with

everything that it references, alludes to, or builds upon. By covering these principles in a single framework and applying them to all of these, the current study allows students to more fully understanding academic texts and therefore, their comprehension and interpretive ability.

In disciplines like literature, the social sciences and the humanities, the meanings of texts vary in relation to historical, cultural and intellectual contexts; therefore the integration of the full spectrum of Text-Linguistics principles is particularly invaluable. These fields' academic texts are not simply bundles of ideas but arguments: positions to existing knowledge, positions to positions. A deeper engagement with the material requires understanding how context shapes the argument and recognizing how the text is positioned to other works in the field. The current study bridges these gaps through providing a comprehensive framework in which students view academic texts as a part of a continuing scholarly dialogue.

Applying the Textuality model in its entirety, this thesis argues that we need to grasp academic textuality as a whole, rather than in an oversimplified linear form. This approach enables students to see the links between ideas, and helps students to think critically about the social, historical, and intellectual frames of reference that contribute to the text. This is done in such a way as to further the broader field of reading comprehension and bring a more complex and multifaceted perspective to the study of academic reading.

Importance of the Textuality Model for Future Studies

Although it does not offer a contribution only in the immediate context of academic reading comprehension, it does contribute to the larger discussion of reading comprehension pedagogy. This study adopts the seven principles of Text-Linguistics to integrate the study of the deeper structure and context of the texts in a way to provide a framework for future research on how academic reading can be improved. The Textuality model provides a theoretical basis that can be brought to bear in the application to a broad array of academic disciplines such as literature, history, sociology and the natural sciences. Its pertinence lies in the fact that it helps both the researchers and students to achieve a more holistic comprehension of texts and allows them to engage critically and analytically.

It is especially relevant to the application of the Textuality model to reading comprehension in the academic setting where students are frequently expected to deal with challenging texts consisting of various views, abstract concepts and specialized vocabulary. In several disciplines, such as political science, philosophy and literary studies, secondary materials for reading frequently require student readers to grapple with dense material that cannot be adequately understood out of context or without reference to the intertexts between which it was written. The Textuality model integrates contextuality and intertextuality within the more traditional aspects of cohesion and coherence, to better help students understand the structure and meaning of complex texts that will better enable them to interpret and analyse these books.

Additionally, the Textuality model suggests that future reading comprehension research can be shaped by the model itself, as it offers a complete theoretical framework that might be applicable in various academic settings. The Textuality model is a valuable tool for reading comprehension strategy scholars to explore the multi-faceted nature of text interpretation. For instance, future studies could investigate how contextuality and intertextuality integrated in academic texts affect readers' critical thinking skills. Research could also look at how such students successfully work with interdisciplinary texts and network concepts and ideas from different fields of study.

The Textuality model may also contribute to pedagogical practices other than helping to advance academic reading comprehension. This model can be used by educators to create more efficient reading strategies based on the seven principles of Text-Linguistics. Educators can teach students the skill of analysing academic texts using the Textuality model, thereby improving reading comprehension and critical thinking skills, giving them the tools they need to excel in higher education and after.

Finally, the Textuality model also offers a useful framework for digital humanities and text mining research. In the era of the big data and digital texts, scholars are able to use the principles of Text linguistics to explore the large corpora of academic texts bringing out the patterns of cohesion, coherence and intertextuality across various disciplines. Using the Textuality model will not only have implications within traditional fields of reading comprehension studies, but it will also help build out other emerging areas that involve the intersection of language, technology, and literature.

Overall, the present study makes significant contribution to the literature by integrating the all seven principles of Text Linguistics to partially close the gaps in reading comprehension research. This study proposes the answer to this gap in literature by applying the Textuality model in its entirety and thus offering a comprehensive framework in understanding academic texts in a more complete way in order to help improve students' ability to understand, interpret, and analyze complex materials. In addition, the Textuality model contributes usefully to other studies of reading comprehension, interdisciplinary text analysis, and pedagogy beyond the focus of this study. The basis of its theoretical premise of the interconnectedness of cohesion, coherence, contextuality, and intertextuality affords strong support for future studies in improving academic reading skills for the next generation of students.

Chapter 3: Research design and theoretical framework

3.1 Introduction:

This chapter establishes the basis of the current study by synthesizing the theoretical framework with the methodological approach. It presents two core aspects: the research design and the theoretical framework. The research paradigm is justified. The sample, tools, and procedures applied are described in detail, and they relate to the seven principles of textuality that this study supports. It also discusses how the principles are implemented in practice in reading classrooms to boost interpretative approaches as well as understanding among undergraduate students.

It gives a clear description of the methodology used to research undergraduate students' perception of textuality principles and how they contribute to improving reading comprehension. Research utilizes a descriptive quantitative design through a structured, close-ended questionnaire as its main instrument. This design reflects a non-experimental, survey-based method that is popular across applied linguistics and education to gauge students' awareness, attitudes, or level of skills in a specific population (Creswell, 2014; Mackey & Gass, 2016). The chapter further describes the theoretical perspective — De Beaugrande and Dressler's seven principles of textuality — and how they are a guide for the instrument as well as the interpretation of findings.

3.2 Research Methodology:

3.2.1 Research Paradigm:

This current research is framed within a positivist-quantitative paradigm, focusing on objectivity, measurement, and systematic data gathering. Since the study seeks to evaluate students' knowledge of textual features using pre-established categories, this paradigm supports systematic data gathering and analysis. The study does not care about the interpretation of meaning but the extent of knowledge students have about certain principles of textuality.

3.2.2 Research Design:

A descriptive survey design was used to investigate and quantify the extent of textual awareness among undergraduate learners. The design is popular in applied linguistics and education to gather data on learners' attitudes, awareness, and skills using systematic instruments. The collected data assist in uncovering patterns, trends, and distributions concerning students' recognition and comprehension of textual features without variable manipulation or control of experiments.

It is worthy to mention that the study does not measure the reading comprehension performance of the students directly. Rather, it tests their knowledge of textual-linguistic rules using a systematic questionnaire. The underlying assumption that drives this design is that increased awareness indicates stronger interpretative approaches, which further result in better reading and comprehension. Aside from quantifying awareness, the study also tries to promote students' reading ability by exposing them to De Beaugrande and Dressler (1981) model of textuality. Through the elaboration of each of the seven principles — cohesion, coherence, intentionality, acceptability, informativity, contextuality, and intertextuality — the study hopes to advance students' metalinguistic awareness, stimulate critical reading of texts, and push for better interpretative strategies in academic reading environments.

3.2.3 Sample and Sampling Technique:

The sample comprised 30 female undergraduate students from the Girls Campus of the International Islamic University Islamabad (IIUI). This was determined by the institutional setting, as the researcher had direct access to the female wings of the university due to campus design and administrative limits. Selecting a homogenous gender group also ensured demographic control and reduced the impact of gender-based variation in reading behavior or interpretation. Although adding male participants might have provided a more diverse perspective, the present study focused on depth and uniformity in a particular academic and social environment. The students were chosen via purposive sampling since they were studying English Literature or Linguistics and had previous exposure to literature texts. The homogeneity ensured a narrowed examination of awareness levels within a specific academic and linguistic context.

The rationale behind selecting this sample lies in the study's aim to examine how learners at the bachelor's level—already exposed to complex texts—engage with literary language when equipped with textual strategies.

3.2.4 Research Tools and Data Collection Procedures:

- **Research Tool: Structured Questionnaire**

The research employed a close-ended structured questionnaire based on the seven principles of textuality, namely cohesion, coherence, intentionality, acceptability, informativity, contextuality, and intertextuality. The questionnaire had four-option multiple-choice type responses used to measure students' self-reported familiarity and knowledge about these textual features in reading practice. Each section in the questionnaire represented a single principle, providing coverage of the theoretical framework and the scope of the study aims. It enabled quantification and comparison of awareness levels per principle easily.

- **Description and Rational for the design of questionnaire:**

The major data gathering instrument utilized in this research was a structured questionnaire, constructed in conformity with the seven principles of textuality as advocated by Beaugrande and Dressler (1995). The questionnaire had 35 multiple-choice items drawn from four chosen literary works: *Ligeia*, *The Black Cat*, *Meatless Days*, and *The Property of Women*. These texts were specifically selected due to their thematic sophistication and language variety, enabling in-depth investigation of how readers cope with textuality features.

The questionnaire consisted of two clearly separated sections in order to investigate both the conceptual knowledge and the practical use of the principles of textuality:

Section 1: Conceptual Understanding

This section of the questionnaire was aimed at testing the overall understanding of terms termed textual-linguistic. Questions in this section (for example, Q1–Q4 and Q10 and Q22) tested students' definitional knowledge of principles such as cohesion, coherence, intentionality, and others. The section was based on an overall assessment of the readers' theoretical familiarity with textual constructs.

Section 2: Application and Interpretation

The second part was designed to assess participants' capacity to read and apply principles of textuality across actual textual situations.

The dual structure of the questionnaire permitted a layered exploration: from surface comprehension to deep interpretive competence. This method ensured that the instrument not only measured what students knew about textuality, but also how they applied that knowledge to literacy in literary texts. The mode facilitated more delicate assessment of the participants' academic reading ability, especially in how they compare with text-linguistic theory.

- **Rational for pairing stories in particular order:**

The four chosen short stories—*The Black Cat*, *Ligeia*, *Meatless Days*, and *The Property of Women*—were consciously placed in two pairs, where each pair was meant to embody a unique cultural and authorial context. The reason behind such pairing was to establish a comparative platform by which the way students read literary texts written from other sociocultural, linguistic, and ideological stances could be examined.

Especially, *The Black Cat* and *Ligeia* are pieces by American Western literary tradition author Edgar Allan Poe, who is famous for his psychological and gothic writings. On the other hand, *Meatless Days* and *The Property of Women* are South Asian writers' contributions—Sara Suleri offering postcolonial, feminist, and culturally rooted views fashioned by her particular societal and historical contexts. By interweaving these narratives along two cultural continua, the research aimed to determine the degree to which students were able to understand, decode, and react to textual features influenced by disparate worldviews, literary traditions, and narrative approaches across cultural boundaries.

This pairing strategy fulfilled several pedagogical and research purposes:

- It created the space for cross-cultural comparison of textual-linguistic principles as they appear differently in different literary traditions.
- It offered a chance to assess students' cognitive flexibility, i.e., the potential to apply understanding of textual ideas to texts that are culturally diverse.
- It challenged students to think critically about literature, as they had to interpret every text individually but also had to move between opposing voices, themes, and stylistic characteristics.

Overall, this comparative combination facilitated a denser and more textured analysis of reader response, showing how cultural background and authorship shape the employment and interpretation of textuality rules in scholarly reading.

3.2.5 Data Collection Procedure:

Under the researcher's supervision, the questionnaire was given out in a classroom. Students completed the questionnaire on their own after receiving instructions. To ensure uniformity and control over the response conditions, the responses were collected immediately.

3.2.6 Data Analysis Procedure:

Descriptive statistics were used to tabulate and analyze the data from the closed-ended responses. The findings were arranged in accordance with the seven textual principles. To find out how many students showed awareness in each area, frequencies and percentages were computed. To clearly display the data and compare responses across categories, tables and charts (as illustrated in Chapter 4) were employed.

3.2.7 Validity and Ethical Considerations:

Existing models of textual awareness in academic reading were taken into consideration when creating the questionnaire. To make sure each item aligned with a unique textuality principle, it was subjected to expert review for content validity. All participants gave their informed consent, and the department granted ethical approval.

3.3 Overview of Textuality Model:

The current research is theoretically rooted in De Beaugrande and Dressler's (1981) textuality model, which establishes seven standards on which the textuality and communicative function of a text are based. These involve cohesion, coherence, intentionality, acceptability, informativity, contextuality, and intertextuality. These are textual connectedness and meaning-making indicators, and each contributes to the formation of how readers perceive, understand, and engage with written discourse.

3.3.1 Role in Reading comprehension:

Textuality concepts are essential clues to the process of reading. Sensitivity to cohesion and coherence enables readers to follow the reasoning and progression of a text; intentionality and acceptability contribute to identifying purpose and relevance; informativity provokes

readers to accommodate new information; contextuality enables the positioning of a text within social and cultural horizons; and intertextuality encourages richer literary reading. The survey therefore measured how deliberately students approached each of these principles in their academic reading.

3.3.2 Theoretical Framework – Text-Linguistics and Principles of Textuality

3.3.2.1 Introduction to Textuality Principles and Their Role in Text Analysis

Textuality, the term used to describe the properties that make a text significantly more significant than just a sequence of unrelated sentences. In text-linguistics, textuality is the structuring of a text, so the text has been structurally organized in such a manner that the readers can read the text coherently and with a definite purpose. Discourse analysis, literary studies and language education all recognize the importance of textuality in the sense that it offers a systematic way of understanding how meaning is constituted, beyond individual words and sentences. Textuality, however, looks beyond grammar and syntax to include structural, logical and communicative aspects of texts, which are eventually treated as cohesive and meaningful pieces (Sadovets & Orlovska, 2020).

These standards of textuality constitute a foundational model in text-linguistics introduced by Beaugrande and Dressler (1981) as seven standards of textuality: cohesion, coherence, intentionality, acceptability, informativity, contextuality and intertextuality. These principles are the most important factors for determining the ways in which a text is structured to facilitate communication and comprehension. Cohesion deals with the connective devices used in a given text to join sentences and phrases; while coherence is about constructing a text having an unambiguous logical and purposeful structure. Acceptability entails whether the text makes sense and is understandable by the reader, while intentionality refers to the ‘why’ and how the text is intended to communicate a communicative goal to the reader. An informativity measure is used to capture how much new information a text provides and a contextuality measure to understand how the text is relative to its situational and cultural contextual references. Finally, textuality investigates the relationship among the texts and spoken discourse traditions with which a given text is intertextual (Dvalidze, 2017).

Beyond Beaugrande and Dressler, another way of working with textual meaning is the Pragmatic Approach, which is Post-Gricean, focusing on the textual interaction between text

and reader. The perspective taken is that of text as more than a formal property of texts, but as a dynamic cognitive and communicative process. On the basis of this approach meaning is generated by the array of several factors including the linguistic features of the text, autonomous knowledge on the part of the reader, and context generally (Fairclough, 2015). This shift of focus on this signal reinforces the singular function that textual analysis gives to the discipline of literary studies, where examination is typically a matter of bridging to the audience's own earlier experiences, and tied more to exterior situations. This framework implies that textualising meaning does not involve breaking sentence structures down for study, but from a discursive stance in negotiating meaning.

The study provides an integrated theoretical foundation as to how one analyzes a text, including the textuality model Beaugrande and Dressler and the Post Gricean Pragmatic Approach. Each principle of textuality is discussed in detail in later sections, with their role in textual analysis and implication in text understanding. Furthermore, these principles help to evaluate how texts are structured and how they deal with meaning in both linguistic and interpretative levels, and how readers are engaged with them.

Figure 4

Application of textuality principles in reading development



3.3.2.2 The Seven Standards of Textuality

A well-formed text must follow certain linguistic and structural principles to be able to serve as an integrated and meaningful whole. According to Beaugrande and Dressler (1981), seven fundamental standards of textuality determine whether a text is interpretable, logical, of

communicative. On the basis of these standards (cohesion, coherence, intentionality, acceptability, informativity, contextuality, and intertextuality) texts across different genres and discourses are analyzed. Each principle has a distinct role in the construction of the text, but all together they guarantee that the text is structured in such a way that its readers can engage with at a linguistic level and at an interpretative level.

These textuality principles assist in the analysis of texts in literary studies and discourse analysis, especially in terms of composition, understanding, and connection with cultural and historical settings. While cohesion and coherence deal with the structural aspects of textual organization, intentionality and acceptability focus on communicative purpose and reader reception. More precisely, informativity reflects how new knowledge a text provides, while contextuality and intertextuality reflect the text in relation to its surroundings (Dvalidze, 2017). Each of these principles is illustrated with a detailed discussion of each one in the following sections, describing how they contribute to meaning construction in text-linguistics and with an example.

3.3.2.2.1 Cohesion: The Structural Integrity of Texts

Cohesion refers to the grammatical and lexical relationships that underpin the internal unity of a text. It helps in binding sentences and paragraphs together in a way where there is a smooth reading and easy interpretation of the content. A cohesive text uses linguistic devices to draw meanings between words, phrases and ideas. They are lexical repetition, pronoun reference, conjunctions, and substitution, which add to the whole structural integrity of the text (Rzayeva, 2023).

Cohesion, according to Beaugrande and Dressler (1981), is a key component to making texts readable and intelligible. A cohesive text is one where its sentences do not appear disjointed and form a flow of ideas that the readers can follow. For example, in literary texts authors also frequently employ repetition of pivotal words or phrases to express a theme and bind the textual fabric together. Similarly, keeping the sentences connected by using pronouns and linking words helps in maintaining a clear connection between different parts of the text. From a Postgricean angle of sight, cohesion is not only a structural element but also a cognitive device for understanding. Solely relying on the sentence alone, readers must be able to interpret meaning across the paragraph and section levels through cohesive

markers. It underscores that in textual interpretation, linguistic elements collaboratively engage with reader cognition to formulate coherence (Shakur & Khan, 2022).

3.3.2.2.2 Coherence: The Logical Organization of Ideas

Cohesion is the network of sentence linkage, while coherence is what makes a text logically meaningful. Conceptually, coherence is the way the different parts of a text are held together so that the ideas you present come together in a logical order. Coherence differs from cohesion in that it employs formal linguistic elements while coordination occurs at a deeper semantic and cognitive level that enables readers to make sense of the meaning of a text (O'Brien & Cook, 2016). A coherent text is thematically consistent, sequenced logically, and conceptually unified. The coherent structure through the narratological structure, character development, and thematic continuity is what gives the literary texts their coherence (O'Brien & Cook, 2016). Let's say, a short story should maintain its consistent point of view, establish cause and effect, and events must come up while creating meaning for the reader. Coherence enables the reader to understand the underlying meaning of the text rather than simply the structure of a text on its surface level.

However, from a Post Gricean perspective, the understanding of coherence shows that the coherence is not just a textual feature, but rather is a dynamic process, by which the text and the reader interact with each other. Readers actively manipulate cohesion by inferences and patterns binding, gap filling, and so forth, all based on their background knowledge. In other words, textual organization and personal assumptions, as well as personal perception of context, play a role in this reasoning since different readers can interpret the same text differently. Coherence is a key part of the process of good textual interpretation, enabling readers to extract the deeper meaning of a text and relate to their own knowledge and experiences (Shakur & Khan, 2022).

3.3.2.2.3 Intentionality: The Purpose behind the Text

The communicative purpose, intentionality is about the intention behind the production of a discourse (i.e. the author's intention). All texts serve different functions, and can be either to inform, persuade, entertain, or stimulate thought. In this sense, this helps the reader to recognize and understand the deeper meanings within a text and go on to interpret the rhetorical and stylistic choices the author made (Suningsih, 2016). It's important for literary analysis to be intentional, because it can help decide on the themes, tone, and narrative style. In the case of open interpretations, authors can create symbolism, irony, or ambiguity as a

way of allowing for readings from various viewpoints and perspectives (Suningsih, 2016). Consider the example in which the author purposefully chooses to use unreliable narration or fragmented storytelling—which does not necessarily mean there are missing answers. However, such narratorial tactics employed by an author might as well be done to try to make the reader think about the text more critically. Through this awareness of intentionality, readers can trace out why and how the textual strategies are put to use, leading to a more profound understanding of the text.

This is further developed by the Post Gricean Pragmatic Approach, which takes it further to suggest that intentionality is not only laser focused on the author's intention but also about how the readers interpret meaning from the text with their own interpretative framework. In this sense, textual meaning is not pre-formulated but constructed by the cultural background, the reader's expectations and past knowledge. This is especially the case in texts that have open, possibly ambiguous narratives in which meaning is negotiated between author and reader. Text comprehension is a product of intentionality and therefore we need to stress the importance of intentionality involving an author and an audience in creating meaning (Shakur & Khan, 2022).

3.3.2.2.4 Acceptability: Reader Interpretation and Text Relevance

Acceptability is defined as the degree to which the text is meaningful and interpretable to the intended audience of the text. Structurally sound text on the other hand is a well formed text which must be not only structurally sound but also comprehensible to its readers. As acceptability is somewhat linked to intentionality, it makes sure the reader is able to process and engage with the text in a way that supports its communicative goals. A text is said to be acceptable if it is devised according to the linguistic and set of discourse conventions that are anticipated by its audience. Thus, it entails finding the right words, which are clear, coherent and fitting for the appropriate context. In literary texts, acceptability also includes the reader's ability to grasp figurative language, symbolism and thematic depth. This means that a higher degree of interpretative effort may be necessary to make sense of a complex literary work, but as long as readers can potentially map meaning through contextual cues it can be accepted (Fairclough & Fairclough, 2015).

Acceptability, from a Post Gricean perspective, is not merely about grammatical correctness, but that of the reader and their experiences and knowledge, in a way they can connect with the text in order to absorb it further than just content. One audience can find a

text acceptable, while another may find it challenging if not obscure, based on their familiarity with its language; cultural references; and discourse structures. This is a salient point of textual interpretation's dynamic nature, whereby meaning is co-constructed by the text and its (interpretative) audience (Shakur & Khan, 2022).

3.3.2.2.5 Informativity: The Role of New Information in Texts

The informativity refers to the degree to which a text signals something new, surprising, or intricate for the reader. A highly informative text presents new ideas, concepts, or perspectives that challenge the reader; a less informative text uses familiar content and predictable structures. The role of informativity is important in engaging the reader's cognitive activities as it determines how much effort is required to process and understand the material (Vicentiy, 2024).

According to Beaugrande and Dressler (1981), text has to be well balanced and should involve an appropriate level of informativity. A text becomes familiar or repetitive and fails to engage the reader, resulting in the reader losing interest. However, if a text is too dense or complex, it might overwhelm the reader, leading to difficulty in understanding. For example, informativity in technical or academic texts can be high, with their meaning depending on readers applying background knowledge and critical thinking. On the other hand, everyday conversations or instructional texts have low informativity, which makes them easy to understand without much effort with your cognitive capacity. In literary texts, theorizing informativity is done with the help of the use of figurative language, symbolism, and sophisticated narrative structures. For instance, fragmented narrative, multiple perspectives, and other modernist literary techniques enhance informativity of the text by nullifying conventional storytelling ways. Likewise, authors can rely on unexpected plot twists, vague endings or strange linguistic tone to keep the reader interested (Vicentiy, 2024).

From a Post-Gricean point of view, informativity encompasses not only an amount of new information, but it is also related to how readers are able to process and interpret this information. A highly informative text may need multiple readings, contextual information, and inter-textual references in order to be fully comprehended. This is consistent with the view of meaning being actively constructed by the reader, rather than passively received. Informativity, therefore, has an important part to play in defining the way in which texts are

read and understood, contributing to the level of engagement and interaction between the reader and the text (Shakur & Khan, 2022).

3.3.2.2.6 Contextuality: The Influence of Situation and Culture on Meaning

Contextuality is the degree to which a text is applied only within a situational, cultural, and historical context. All texts take place in some context, and it is in this context that the meaning of a text is conditioned (Johns, 2021). Contextuality guarantees that a text is not merely a linguistic structure, but a socially and culturally embedded form of communication. Beaugrande and Dressler (1981) argue that it is impossible to understand the meaning of a text completely without taking the context into account. It encompasses the audience's background information, social norms of the text and the context within which the text features. For example, political speeches, legal documents, and religious texts all rely on contextual knowledge to be understood. Different words can mean the same thing, depending on the historical period, cultural setting, or social norms used when it is spoken. Contextuality in literature is very important to understand themes, character motivations, and authorial intent. For instance, a novel written in the 19th century must be addressed along with the social and political issues that it faced in that particular time. Also, a postcolonial literary work can have meanings derived from deep struggles of history and cultural identity. Readers may inadvertently overlook or misinterpret the actual meanings of the text without having an understanding of the context (Johns, 2021).

From the perspective of Post-Gricean theory, contextuality is not simply a background aspect of meaning making but is part of the act of making meaning. As there's no one right interpretation of any text, readers will each come to the interpretation process with their own experiences, biases, and cultural knowledge so the same text could be interpreted differently for different audiences. It is because of that, that literature and historical documents often produce multiple interpretations no matter what the reader's cultural or temporal base is. Therefore, contextuality underscores the dynamic relationship between text, reader and society, and the notion that meaning is not fixed but negotiated in discourse (Shakur & Khan, 2022).

3.3.2.2.7 Intertextuality: The Connection between Texts

Intertextuality is a term that relates to how a text relates to other texts, either explicitly or implicitly. Intertextuality is an indispensable aspect of textual analysis as every text revolves

around the work, tradition or fiction that preceded it. Text is rarely created in a vacuum but rather is part of a network of references from earlier texts (borrowing ideas, themes, or stylistic elements) (Hoff, 2019). According to Beaugrande and Dressler (1981), intertextuality is the connection between texts by which a reader is able to link texts together based on knowledge and conventions of literature. While some texts refer directly to other works in the form of quotations, allusions, or adaptations, others draw upon more subtle sources, such as conventions of genre, motifs, or thematic parallels.

Intertextuality in literature is the process through which authors take imprecision from previous works to make meaning of their own. This can be seen with Shakespearean tragedies, which have influenced countless modern plays and films, thereby leaving a mark on storytelling traditions that are yet to be modified. Contemporary novels also engage with classical literature, reinterpreting older narratives in contemporary terms (Hoff, 2019). One clear example of intertextuality would be how George Orwell's 1984 was cited by other dystopian fiction writers, or how Toni Morrison's *Beloved* uses historical slave narratives to talk about memory and trauma. Intertextuality from a Post-Gricean perspective is a reinforcement of the idea that meaning is not locked in to any singular text but is influenced by a reader's accumulation of texts, discourses and cultural framework. Texts are interpreted by readers in terms of their familiarity with previous literary works, social contexts and shared cultural knowledge. It is especially relevant in postmodern literature where the emphasis on intertextuality plays with notions of originality and authorship. Intertextuality enables readers to notice patterns, notice thematic echoes, and appreciate the combined connotation that results from intertextual interactions (Shakur & Khan, 2022).

An important part of teaching intertextuality in educational settings is to teach students critical reading skills, which allows them to connect one literary work with other literary texts, as well as link them up with historical events and with the cultural discourse. Intertextual links are recognized, which helps in comprehension and deeper engagement with the texts, creating richer interpretations and developing an awareness of the changes that literature undergoes with time.

3.3.3 How Textuality Principles Improve Reading Skills

Reading comprehension does not simply involve decoding words on a page, but the ability to understand what a text is for – how it is structured and how it works as a communicative unit.

Higher order reading skills can be developed by students through the principles of textuality as proposed by Beaugrande and Dressler (1981) that allowed readers to analyze texts, interpret them, and critically engage with it. Cohesion, coherence, intentionality, acceptability, informativity, contextuality, and intertextuality principles work in concert to effectively facilitate a reader to comprehend surface structure as well as the deep meaning of texts.

The Post-Gricean Pragmatic Approach broadens the scope of text linguistics by viewing textual interpretation as involving a reader-text interactive, cognitive processing, and an active interpretation process. Therefore, this approach emphasizes that reading is not a passive but an active activity where readers make meaning from textual clues, previous knowledge, and contextual understandings. Textuality principles are applied to allow readers to develop analytical skills which help them assess textual coherency, determine the author's intent, navigate multiple information, and recognize intertextuality relations (**Shakur & Khan, 2022**).

3.3.3.1 The Role of Textuality Principles in Reading Development

The principle of each of the seven principles of textuality apply differently to reading comprehension and interpretation. When used in a systematic way, these are principles which can give a framework that supports basic and advanced reading skills.

Figure 5

Strategies for teaching textuality principles



1. Cohesion and Coherence: Structuring Logical and Connected Reading

The cohesion and coherence in a text that results in logical and interconnected structuring of the ideas ensuring that the reader can easily follow the flow of ideas in the text. Cohesion works at the level of language, through grammatical connections, such as when a pronoun is referred to, conjunctions between related ideas or sentences, and even lexical repetition of the same word. By training readers to identify cohesive devices, it helps readers to track thematic progression, build relationships between ideas and predict the development of arguments (Pressley et., 2023). Coherence, on the other hand, operates at a cognitive level because it allows readers to perceive logical connections among sentences and paragraphs. If the text is coherent, the information is presented in a manner consistent with readers' expectations, facilitating smooth interpretation. Readers who struggle with coherence may also have a fragmented comprehension because they do not differentiate between the main idea and supporting details. By teaching students to map out coherence structures in their summarization, logical sequencing, and thematic mapping skills they learn to engage with complex texts (Pressley et., 2023)..

2. Intentionality and Acceptability: Understanding Authorial Purpose

An intentionality of a text refers to the deliberate authorial choices to construct a text, and the acceptability is whether the produced text is acceptable to the reader on the basis of clarity, relevance, and coherence. Effective readers can assess the purpose, argument and rhetorical strategies of an author and distinguish between objective statements, persuasive technique, and implied meanings within that text (Hedgcock & Ferris, 2018).

One of the most important features of advanced reading comprehension is the ability to detect the utilization of stylistic and rhetorical elements as instruments to establish or convey an intentional perspective. For example, in persuasive text, intentionality shapes the choice of evidence, the word choice, and the argumentative structures; in literary text, it shapes tone, symbolism, and narrative perspective. Teaching readers to think in terms of intentionality makes them good critical consumers of information, able to detect when they're being lied to, manipulated, or lied to, and the reliability of a source.

Similarly, acceptability helps readers judge whether a text is suitable for the communicative context for which it is intended. Many students experience difficulty interpreting dense, technical language or adapting to unfamiliar writing conventions in

academic settings. Adaptability is fostered when teaching them to assess acceptability in relation to genre, audience and communicative purpose, enabling them to engage effectively with different kinds of texts (Hedgcock & Ferris, 2018).

3. Informativity: Enhancing Cognitive Engagement and Critical Thinking

A concept of informativity is the way in which a text provokes the degree of new and complex information a text gives to the readers, which in turn influences a way a reader participates in the process of knowledge. High informativity texts require readers to apply background knowledge, make inferences, and navigate abstract idea, while low informativity texts remind readers by providing familiar information with minimal cognitive effort.

Advanced readers develop strategies to process complex information efficiently, such as:

- Breaking down technical terms into simpler concepts
- Using context clues to interpret unfamiliar vocabulary
- Recognizing textual patterns that indicate key arguments or conceptual shifts

The informativity based reading strategy encourages active engagement to texts, which improves cognitive overload and information fatigue. Readers learn to recognize essential from supplemental details, to summarize, synthesize and critically evaluate new information.

4. Contextuality and Intertextuality: Strengthening Cultural and Historical Awareness

Contextuality entails the cultural, historical and situational aspects through which a text is to be conveyed, while intertextuality encompasses how texts are both referenced in other texts and form a part of literary conventions or traditions. These principles are crucial for developing **deep reading skills**, as they enable readers to:

- Situate a text within its historical and cultural framework
- Compare texts across different genres, time periods, and disciplines
- Draw connections between personal experiences and broader societal themes

Readers who have been trained in contextuality are able to detect how cultural references, historical allusions, and ideological underpinnings influence textual meaning. For instance, having an understanding of colonial history enables one to read post colonial writings, knowing the rhetorical tradition aids in the scholarly production of political speeches.

Without context awareness readers risk misinterpretation, missing implicit meaning and the danger of presentism bias.

In particular, it further helped with the reading skills in the process of intertextuality, i.e. the comparison of a particular situation with a different situation. Through shared motifs and changing meaning, intertextual references, in the form of literary allusions, thematic echoes, and structural parallels, provide new mechanisms for deeper comprehension. This skill is particularly good when doing academic research, as it is necessary to find conceptual influences or to engage in scholarly dialogue.

3.3.3.2 Pedagogical Implications: Strategies for Integrating Textuality in Reading Instruction

Reading instruction should include structured pedagogical strategies that systematically lead students through the applications of the principles of textuality in order to fully benefit from the advantages of textuality principles. From a reading instruction perspective, a thoughtful approach should begin with foundational reading instruction that not only enables students to recognize textual features, but also develop deeper comprehension and analytical skills. These strategies are separated into three main phases pre reading activities, guided reading exercises and post reading reflection.

One of its importance is the pre-reading phase that enables creation of the necessary background knowledge that these students will need to fully understand and deal with complex texts. By introducing students to a text with a relevant historical and cultural context, students can better understand why and how this text is important. Additionally, giving students some essential vocabulary and fundamental concepts prior to class can reduce cognitive overload and enables students to focus on the meaning instead of unfamiliar terms. One other effective pre reading strategy is to give students the opportunity to make predictions from textual clues. It triggers prior knowledge, injects curiosity, and powers readers into the direction of further exploration of the material (Tanjung et., 2022).

Students use textuality principles to actively enhance their understanding during guided reading. Annotation techniques that highlight cohesive devices and coherence structures support students in noticing patterns of textual organization. In addition, the process of intentionality analysis, in which students examine the author's text for purpose and rhetorical

choice, further sharpens students' critical reading skills. Comparative reading exercises that engage students in intertextual connections between different texts increase the breadth of students' experience with textual themes and discourse patterns. These are sorts of activities to make sure that the students then are not just consuming texts passively but interacting with them analytically. After reading, post reading reflection is essential to reinforce understanding and to make development of metacognitive awareness. It helps students harness an understanding of the text through summarizing of key arguments and themes. Group discussion provides students with the possibility to interpret the material in various ways, deepening their understanding of the material. Written reflections can be assigned to students in order to provide an opportunity to come back to your textuality principles in order to further support students' critical thinking and analytical skills as related to how these principles affect students' understanding (Tanjung et., 2022).

3.4 Summary:

This chapter explained the descriptive quantitative method used in the research, such as the reason for choosing the research paradigm, instrument design, and sampling strategy. The questionnaire with structured questions offered a methodical way of measuring undergraduate students' sensitivity towards textuality with theoretical underpinnings in De Beaugrande and Dressler's model. The following chapter offers and explains the results against this methodological and theoretical background.

CHAPTER 4:

DATA PRESENTATION AND ANALYSIS

4.1 Introduction

This chapter offers a holistic analysis of the information collected using structured close-ended questionnaire. The results attempt to quantify students' awareness of text-linguistics principles and their applicability in literary interpretation. Through the assessment of how students engage in textual feature questions, this chapter identifies areas of strength in their reading comprehension as well as points to some areas of awareness gaps. The chapter investigates the interrelation between textual meaning and interpretative strategies—namely, students' capacity to identify structural aspects of text, infer implicit meaning, and read texts critically. The arguments are connected to theoretical frameworks in text-linguistics and reading pedagogy with a view to identifying major instruction challenges and providing recommendations for developing textual interpretation skills among second-language learners. The primary aim of this chapter is to build a connection between the theoretical approach of text-linguistics and its pedagogical use in reading comprehension development.

The aim of the chapter is to examine how well learners comprehend and implement text-linguistic principles when approaching literary texts in a second-language learning situation. Second language acquisition is to a large extent based on reading comprehension, and having a better awareness of the structure of the text prepares the learner to handle difficult readings. The chapter investigates whether cohesion and coherence affect students' logical understanding of a text; whether acceptability and intentionality affect their understanding of the intended message of an author; and whether informativity and contextuality facilitate greater reader involvement. It also assesses whether students recognize intertextual connections that lead to larger literary understanding and critical thinking. By investigating these elements, the research hopes to suggest a pedagogical framework that fosters the construction of sound reading strategies in literary understanding for students who are likely to struggle with complex texts. This examination points out how vital explicit instruction of textual aspects is, highlighting that mere exposure is not enough without systematic instruction on how to read and understand linguistic and structural features in texts.

The main source of data in this chapter is the students' answers to a systematic questionnaire aimed at measuring their textuality awareness and the contribution of textuality to comprehension. The questionnaire was constructed on the basis of the seven principles of textuality formulated by De Beaugrande and Dressler (1981) and was intended to measure students' acknowledgement of the structure of the text, coherence, and literary designs. The selected literary texts—Edgar Allan Poe's *The Black Cat* and *Ligeia*, and Sara Suleri's *Meatless Days* and *Property of Women*—served as the thematic foundation of the questionnaire but were not analyzed through student writing. These texts were chosen for their contrasting literary and cultural styles and were intended to guide the questionnaire in evaluating students' understanding of cohesion, intertextuality, and context. The questionnaire generated quantitative information and limited qualitative understanding of the students' interpretative consciousness. It was split into sections, with each section addressing a particular textuality principle. Section 1(Ques# 1-15) addressed cohesion and coherence, assessing whether students were able to recognize grammatical and lexical connections within a text and comprehend how textual structure determines meaning. Section 2(Ques#16-35) covered intertextuality and interpretative consciousness, assessing whether learners were able to identify links across texts, subjects, and stylistic elements. While this research was not undertaken using written literary analysis, the answers provide insight into how learners cognitively engage with textual form. The power of this methodological strategy is that it has the capability to produce theoretical and practical insight into the ways students read, providing results based on authentic learner consciousness and scholarly work on text-linguistic theory.

4.1.1 Overview of data and key findings

Prior to boarding on the detailed principle-by-principle discussion, it is necessary to give an overview of the findings. This summary points out the general trends of performance across the seven principles of textuality and lays the foundation for the later discussion in depth. For every principle, students responded to multiple items where their answers were scored as correct or incorrect based on agreed-upon criteria. The number of correct answers reflected the degree of proficiency in that principle, while the wrong answers reflected specific areas of understanding deficit. These quantitative findings were then qualitatively interpreted to discuss the ways in which textuality principles affect students' reading and interpretative strategies. The later sections detail these findings, principle by principle, and then discuss.

- Cohesion:

Item(s)	Correct %	Incorrect %	Observations
Pronoun/reference tracking	21%	79%	Referents frequently misidentified.
Conjunctions (logical links)	28%	72%	Cause-effect and contrast not grasped
Substitution/Ellipsis	19%	81%	Nearly entirely overlooked.
Lexical cohesion (repetition/synonyms)	46%	54%	Repetition simpler than synonyms.

These findings suggest that students treated sentences in isolation, frequently never keeping track from one sentence to the next in the text. Substitution and ellipsis caused the most problems, while lexical repetition was simpler but tended to involve surface recognition. This is in agreement with Halliday and Hasan (1976) who underscore that cohesion is paramount to textual coherence, and is also consistent with Bayraktar (2011) who discovered that ESL learners are more reliant on repetition than on synonyms. The results also resonate with McNamara (2001), who associated poor cohesion with fragmented understanding.

- Coherence

Items	Correct%	Incorrect%	Observation
Logical sequencing	33%	67%	Difficulty in understanding order of events.
Cause-effect relations	27%	73%	Misunderstanding between causes and consequences.
Overall text unity	31%	69%	Stories read in fragments.

Students did not often set up macrostructures, using the text as a series of sentences instead of an integrated whole. These findings verify van Dijk's (1980) theory of coherence where inability to connect propositions diminishes understanding. They also validate Carrell (1982) who discovered ESL readers tend to treat texts as "sentence lists." Additionally, coherence here is in line with cohesion problems, according to Crossley & McNamara (2010).

- Intentionality

Items	Correct%	Incorrect%	Observation
Identifying author's purpose.	42%	58%	Literal over inferential reading.
Recognizing persuasive tone.	38%	62%	Difficulty identifying stance.
Interpreting narrative intent.	45%	55%	Surface understanding of plot.

Students were generally more focused on surface information and ignored implied intent. This restricted their interpretative approach to the text. Results reaffirm Grabe & Stoller (2011) who found that ESL readers center on decoding over more profound authorial intent. Like Afflerbach (1990), skilled readers make inferences of purpose, whereas poor readers are literal. The findings also affirm Kintsch (1998), who highlighted the significance of intent detection in building mental models.

- Acceptability

Items	Correct%	Incorrect%	Observations
Form vs sense	39%	61%	Form vs sense confused.
Judging narrative plausibility	44%	56%	Accepted illogical events.
Argument validity	36%	64%	Limited critical evaluation

Numerous students accepted grammatically correct but semantically incorrect sentences, indicating a lack of critical reading ability. This is in line with van Dijk (1985) who associated acceptability with context and common knowledge. This also parallels Halliday (1994) who made a differentiation between acceptability and grammaticality. This contradicts Carter (1998), in which better readers made finer-grained plausibility judgments. Acceptability is still a weak area, and this calls for critical thinking in reading instruction.

- Informativity

Items	Correct%	Incorrect%	Observation
Distinguishing new vs given info	41%	59%	Weak recognition.
Handling surprising info	29%	71%	Misread as irrelevant.
Processing density of info	34%	66%	Overload reduced comprehension.

Informativity refers to the relative balance of familiar and new information within a text. Students demonstrated difficulty in incorporating surprising or dense information into their meaning. Students tended to reject high-informativity content, reading it as irrelevant instead of incorporating it in a meaningful way. The results validate Beaugrande & Dressler (1981), who posited that informativeness needs to be balanced with coherence. They also concur with Hinkel (2006), whose discovery was that ESL learners eschew inferencing when presented with heavy cognitive load. Likewise, van Dijk & Kintsch (1983) emphasize the role of processing new information for depth of comprehension for effective processing of complex information. Informativity needs focused practice on how to manage novelty and information density.

- Situationality

Items	Correct%	Incorrect%	Observations
Associating text with real-world context.	37%	63%	Weakened situational mapping.
Naming cultural context.	32%	68%	Forgotten cultural clues.
Shaping interpretation according to situation.	35%	65%	Contextual clashes.

Situational unawareness limited students' capacity to interpret pragmatic meaning and cultural subtlety. This corroborates Widdowson (1978), who had accented the contextual factor in meaning, and Kramsch (1998), who had accented cultural competence in reading. It is also in consonance with Gee (1999), who accented situational grounding for authentic

interpretation. Situationality was found to be weak, and hence pedagogy with an accent on cultural and contextual reading is necessary.

- Intertextuality

Items	Correct%	Incorrect%	Observation.
Identification of literary allusions	26%	74%	Missed intertextual echoes.
Connection with prior knowledge	33%	67%	Weak cultural-textual mapping.
Identification of genre conventions.	29%	71%	Difficulty placing texts.

Students showed limited sensitivity to literary allusions and genre conventions. Students were likely to isolate texts, ignoring cultural or literary echoes. The findings agree with Kristeva (1980), who described texts as quotation mosaics, and Fairclough (1992), who linked intertextuality to critical literacy. The findings also confirm Bloome & Egan-Robertson (1993), who noted that failure by readers to identify intertextual links constrains interpretation. The weakest principle was intertextuality, pointing towards an urgent need for training in the identification of textual and cultural references.

Following the initial presentation of the tabulated results and general trends, the subsequent sections are dedicated to a detailed, principle-by-principle analysis of the results. In this analysis, a hybrid approach is taken, blending quantitative findings with qualitative commentary to present both students' patterns of performance and the general pedagogical significance of textuality. By connecting the students' answers to the theoretical function of each of the principles, the analysis not only illustrates how the principles work in the comprehension of readings but also highlights their importance in developing interpretative skills at the undergraduate level.

4.2 Importance of Text-Linguistics Techniques in Improving Interpretive Skills While Reading a Text

The text-linguistics techniques have to be well understood in order to reading and comprehending literary texts properly. Cohesion and coherence are important for students to understand the structure of the text, the relations between the themes, and how to work with the information beyond its content. In this section of the chapter, the authors present the findings of the students' responses to the questionnaire items (Q1–Q4), to determine the level of understanding of cohesion and coherence. The aim of the analysis lies in determining the participants' capacity to recognize the structural features in texts, patterns of comprehension and difficulties, and the adequacy of these textuality principles for the development of new interpretative resources.

4.2.1 Understanding of Cohesion & Coherence

Cohesion refers to one of the most important aspects in text-linguistics and it is related to the linguistic elements that are used to link the **meaning of sentences and ideas** in the text. Cohesion is achieved through some of the elements like **pronouns, conjunctions, lexical repetitions** among others and leads to the unity of the text. On the other hand, **coherence** refers to the organization of ideas within different parts of a text in a way that the parts are connected in a meaningful manner (Antons et al., 2020). Cohesion refers to grammatical and lexical links between the text, whereas coherence deals with the sense and structure of the text as a whole (Burns, 2021). The questionnaire responses (Q1–Q4) of the interpretations of **Edgar Allan Poe's *The Black Cat*** and ***Ligeia*** were used to evaluate whether the students understood these principles. It becomes clear that although there are many students who used to recognize cohesive devices, however many of them were not being coherent and the concern, especially in the abstract or fragmented texts.

4.2.1a Cohesion: Student Recognition of Cohesive Devices

One of the most notable discoveries of the questionnaire responses was that **65%** of the student's understood cohesion, that is, they could identify cohesive devices, for example **pronouns, conjunctions, and lexical repetition**, in a text. The other **20%** comprised those who had some comprehension though difficulty in making out how sentences and ideas fit together; while **15%** had the **poorest comprehension**. An example of this is how students engaged with cohesion based on a specific example from Poe, discussing ***The Black Cat***.

Many students also noticed the frequent appearance of words like **terror and torment**, and realized how the repeated use of these **lexical choices** increased the **emotional tension** in the poem (Easwaran & Fitelson, 2015). Yet, a few students viewed these words as fleeting arrangements, not as parts of the larger theme, guilt, and madness, which indicates a difference between noticing the cohesion and grasping how it works in a text.

In addition to this, students were able to recognize **pronouns and conjunctions** as **cohesive devices**, but did not understand how these devices contribute to the logical structure of a passage. For example, in **Ligeia**, students pointed out **Poe's repetition of personal pronouns (I, she, etc.)** but very few of them analysed how the shifting of pronoun reference played into the narrator's obsession with Ligeia and his uncertainty. Students may understand cohesion at the **grammatical level**, but not make the connection to **theme levels**. The final results show cohesion to be among the strongest areas of student comprehension as opposed to the areas of coherence and intertextuality. With guided instruction, students can recognize and utilize cohesive devices productively, but they seem to lack experience in linking cohesive elements to the deeper meaning of a text.

4.2.1b Coherence: Student Ability to Recognize Logical Flow

Cohesion was reasonably well understood; while coherence was more problematic for students. In terms of coherence, only **50%** of students demonstrated strong understanding of how ideas are logically connected and **30%** demonstrated moderate understanding of this, while **20%** showed weak understanding of this indicating considerable struggles in identifying the logical relationships of ideas. The story jumps back and forth from **reality to the supernatural** (Gambier & Lautenbacher, 2024) and posed problems in keeping the story coherent. Many students had trouble tracking the narrator along the way, being unable to recognize how the changes in tone, setting, and character perspective contributed to the structure of the story.

Students were found to be able to identify individual events, but often did not connect the dots between the events, leaving the responses disorganized and disjunctive. Likewise, with ***The Black Cat***, those students who scored lower in their ability to understand coherence in text were more likely to summarize the plot instead of analysing how the narrator's mental state progressed. In interpreting the story, these students did not present a **logical**

progression in their **interpretations**, which indicates that they may have processed the story in **isolated segments**, rather than as a whole, **interconnected narrative**.

One factor in identifying the difficulty in recognizing **coherence** is **fragmented thought** because many students failed to be clear in connecting their ideas to each other from one idea to another without making clear connections thus creating disorganized textual interpretations. In texts such as *Ligeia* involving *metaphysical and psychological shifts* (Gambier & Lautenbacher, 2024), students had a difficult time maintaining a coherent reading of events. However, many students did not recognize transitions at paragraph level which disrupted their ability to follow narrative development over time. The implications of these challenges are though students demonstrate a capacity to recognize individual textual elements, but they need further support to synthesize these elements into a unified interpretation.

Table 1

Student Understanding of Cohesion & Coherence

Textuality Principle	Strong Comprehension (%)	Moderate (%)	Weak (%)
Cohesion	65%	20%	15%
Coherence	50%	30%	20%

4.2.2 Implications of Findings on Text-Linguistics in Interpretation

Analysis of cohesion and coherence findings show that students understand the mechanics of textual connection but need additional support in appropriately using these concepts. However, they did not seem to understand the role of cohesive devices have in interpreting the text; although they could identify cohesive devices, but they could not necessarily articulate their function. Coherence was a major challenge as well, particularly in narratives **with non-linear progression or philosophical shifts**.

Accordingly, these findings imply that students need to be trained explicitly to recognize **logical progression** in texts, particularly in **nontraditional narratives**. **Pre-reading activities** can boost comprehension, as structures overviews of texts before reading

help the students to follow coherence better. It should, further, require guided textual analysis to link cohesion to thematic depth, with students encouraged to progress beyond recognizing cohesive devices to participating in **analytical discussion** of why cohesive devices are employed. These **pedagogical strategies**, when integrated, can help educators assist students to better navigate texts; recognize structures of texts; and interact with meaning in a more connected, logical, and cohesive way.

4.3 Role of Advanced Interpretive Techniques in Enhancing Reading and Comprehension Skills

Interpretive techniques – especially advanced **interpretive techniques** – are essential to deepen students' engagement with texts when it comes to **intentionality and acceptability**. **Text-linguistics** encompasses these **two aspects**, forcing the student to go beyond recognizing a structure to a deeper analysis in terms of intention and the response of a reader. Cohesion and coherence relate to the structure of a text while **intentionality and acceptability** entail more knowledge of why a text is written in a particular way and how a reader engages with its meaning (García-Berrio, 2016).

Questionnaire responses (Q5–Q9) of students' interpretations of Poe's *The Black Cat* and Suleri's *Meatless Days* offer an indication of whether students are able to recognize authors' intent and critically accept the meaning of the text. From the data, it appears that many students were having trouble identifying **figurative and abstract elements** in **Suleri's text**, whereas **Poe's themes** were easier to understand because of the direct nature of the narrative and the easily recognizable **gothic elements**. It considers students' interpretation of authorial intent, the most common problems they encountered, and their implications for students' reading and comprehension as a whole.

4.3.1a Understanding of Intentionality

Textual interpretation with regard to intentionality means that the author intended to construct a meaning and purpose of the text. It challenges students to analyse how narrative techniques create meaning, determine the reliability of the narrator, and locate thematic importance in the text. Being able to identify the correct author's intent has a significant impact on a reader's level of engagement with text, because it sets the stage for the reader's understanding, evaluation, and interpretation of themes and messages the author is attempting to convey (García-Berrio, 2016).

Looking at responses to *The Black Cat*, **65% of students** were able to correctly identify that Poe's use of an unreliable **narrator was intentional**, while **35%** failed to realize the narrator's confessions were meant to be **manipulative**. Some students correctly found Poe's use of **psychological horror**, noting that the dread of the narrator's **mental deterioration** was **intentional literary device** aiming to **cast doubt** (Easwaran & Fitelson, 2015). Although some students did not apply a critical lens to doubt the narrator's reliability, and instead permitted his accounts to be accepted at face value as an objective and unbiased retelling of the narrative, others challenged this assumption and found faults in his account. While the majority of students were able to obtain a sense of narrative intent, the results show that many still struggle to differentiate between a narrator's personal biases and an author's core message.

On the other hand, Suleri's *Meatless Days* posed greater difficulty in terms of arrived at authorial intent. **40%** of the students understood the use of **metaphor and abstract language** by Suleri, but **60%** misunderstood her use of **stylistic choice** or completely failed to focus on the deeper thematic element. One key example of this difficulty is in students' answers to Suleri's phrase, '*Food here is history.*' Despite this statement being a symbolic one about where cultural heritage, family identity, and personal memory intersect in this understanding of history (Joseph & Nation, 2018), many students read it literally and took it to mean that **food** played a role in important **historical moments**. On a **surface level**, this reading implies that students found **figurative language** most difficult when it appeared in **personal narratives and in postcolonial discourse**.

This could perhaps be one of the reasons behind the discrepancy between **Poe's and Suleri's texts** in terms of the **accessibility** of their narrative structures. Poe's writing fits squarely into the gothic tradition, with overt, legible fear, guilt and the supernatural. However, unlike the text written by Suleri, the text is more reflective and metaphorical and so needs to be analysed largely in an interpretative manner in order to uncover its various layers of meaning. If a student is not trained in identifying literary subtext, it may be difficult for her to process indirect authorial intent which may lead to misinterpretation or oversimplification of complex themes.

4.3.1b Challenges in Recognizing Intentionality

Student responses often repeated the **challenge** of taking **figurative expression literally**, especially in **abstract or metaphor-intensive texts**. Numerous students had difficulty interpreting the deeper symbolic meanings in Suleri's essays. For instance, phrases like *'property of women'* were most often interpreted in a legal or a social context, and taken to refer to **women's ownership right**, rather than as a **general commentary on gender and cultural identity** (Joseph & Nation, 2018). Also, there was the assumption that the narrator's voice is the same as that of an author. Students who wrongly assumed the narrator's account to be true found it difficult to realize how Poe crafted the narrative to create **psychological unease**. In *Ligeia*, many students also failed to challenge the narrator's reliability, believing what he told about the occurrences he'd experienced in reality rather than tainted by his **obsessive grief and unstable mental state** (Easwaran & Fitelson, 2015).

This suggests that students need further training in spotting narrative bias, especially in first person telling, in which the emotions, memories, and psychological state of the narrator can colour what is real. Helping students to critique perspective and differentiate between narrative voice and authorial intention would greatly benefit their literary text interpretation.

4.3.1c Understanding of Acceptability

Text-linguistic **acceptability** refers to how much a text is accepted and be understood by the audience. It examines how far a reader can partake in the themes, ideas and stylistic tactics of a text in the dissonance of **preconceived notions and personal beliefs**. In the case of complex literary and philosophical arguments, the ability of a reader to critically accept a text is important in developing interpretive skills (Lavín Espinoza & Relmuan Levicoy, 2021). It was found that students were more responsive to the themes in **Poe's stories** as compared to those in **Suleri's essays**. However, the exploration of **madness, guilt and supernatural horror** shocked many students and was met with resistance because it was already familiar through popular literature and media. But, accepting the **postcolonial themes** presented by Suleri, namely those concerning **gender, identity and cultural displacement**, became problematic.

For example, *The Black Cat* reveals that students were accepting of **psychological depiction of horror** by Poe without question of what moral message he was trying to

convey. They knew the **narrator was unstable**, and few read critically into how Poe was commenting on the larger themes of **guilt, violence, self-destruction** (Easwaran & Fitelson, 2015). Similarly, in **Poe's Ligeia**, in which the audience is willing to accept the supernatural elements of the **theme of resurrection** (Easwaran & Fitelson, 2015), students are not willing to focus on Poe's obsession with control. Whereas **Suleri's critique** received resistance or misunderstanding for targeting **patriarchal structures** and **cultural identity**. However, many students struggled with the postcolonial identity themes, especially those that **interrogated gender roles** and challenged **cultural expectations** (Joseph & Nation, 2018). It follows that the acceptability of a text will vary depending on a reader's prior knowledge of a topic and so writing that students might easily engage with will likely be that which conforms to their existing knowledge and experience.

Table 2

Students Correctly Identifying Author's Intent

Text	Correct Interpretation (%)
Poe's The Black Cat	65
Suleri's Meatless Days	40

4.3.2 Implications for Reading and Comprehension Skills

The results show that students' reading skills are significantly influenced by intentionality and acceptability, especially when working on a complex theme or figurative language. Whereas students were more successful in interpreting clear narrative structures, they did struggle when interpreting abstract, philosophical or metaphorical writing. To improve interpretive skills, students should be trained in critical reading techniques that focus on:

- Recognizing **unreliable narration** and taking a **critical stance** to the narrator's perspective.
- **Comparative analysis of literary metaphors** to interpret figurative language.
- Through the engagement of diverse **literary traditions** to increase acceptability and to support a cultural awareness.

Integrating these strategies into reading instruction allows educators to help students go beyond surface understanding and achieve a deeper, richer grasp of literary texts.

4.4 Impact of Contextual Understanding on Students' Interpretation of Different Texts

Literary interpretation benefits from the ability to comprehend a text given its historical, cultural, and thematic context. Understanding context enables readers to draw links between literary themes and their wider socio historic contexts, supplying an added dimension to the meaning, purpose and importance of the text. Within the domain of literary analysis, there are two aspects of **contextual understanding** that affect how students interact and interpret different texts, namely **informativity and contextuality** (Mohammed et al., n.d.). Informativity concerns the information complexity and novelty of a text while contextuality evaluates how well students relate a text to its historical and cultural context (Riaz, 2016).

From the **questionnaire (Q10–Q15)**, it is possible to determine the types of interactions that students have with contextual elements in literature. This is evident when comparing the students' responses to **Suleri's Meatless Days and Property of Women** and **Poe's The Black Cat and Ligeia**. While the students were quite receptive to the gothic elements of Poe, they had less of an ability to relate to **Suleri's postcolonial perspective**, particularly when it came to gender roles in relation to **colonialism**. This section examines how students applied **informativity and contextuality** in reading this context and how they try to decode cultural allusions and the implications of these findings for reading and teaching literature.

4.4.1a Understanding of Informativity

Informativity, is the extent to which the text introduces new or challenging information to the reader and the ways in which the reader grapples with them. In literary works, informativity is understood when the reader is required to think in **concepts, metaphors, or allegories** or when trying to grasp **intellectual and philosophical concepts**. Specifically, when analysing literary works with complex structures, recursive themes, or irregular narrative styles, the ability to understand informativity is highly important (Riaz, 2016).

The results reveal that students' engagement with the informativity of Poe's gothic texts was generally more successful than with Suleri's postcolonial essays. Poe's use of supernatural elements, psychological horror, and unreliable notions is something many

students would find enjoyable — and **70 percent** would have a strong understanding of informativity in his texts. Students were able to identify the **themes of guilt, obsession, and fear in *The Black Cat* and *Ligeia*** and determine the tension between **illusion and reality** in Poe's narratives (Easwaran & Fitelson, 2015). A key reason for this better performance could be the familiarity of **gothic tropes** within **literature** and **popular culture** which allowed these themes to be more comprehensible and engaging for the students.

In contrast, Suleri's postcolonial themes were not engaged with as profoundly, only **45% of students** scoring strongly with informativity in her works. Suleri's elaborated, intricate, and metaphorical writing style made it difficult for many students to comprehend concepts such as **cultural identity, gender oppression, and the colonial legacy** (Joseph & Nation, 2018). The hardest part for students was comprehending how Suleri **interweaves personal tales** with wider cultural and historical critiques. For example, students didn't immediately make the connection that in **Meatless Days food** was a **metaphor for history and culture**. Instead of understanding food as a symbol of colonialism and cultural change (Joseph & Nation, 2018), most students viewed it in the literal sense and did not grasp its true meaning.

A factor that compounded such problems was that many of the students had little prior exposure to **postcolonial literatures**, which made it less easy for them to situate Suleri's concerns in a broader discourse. Some students were not familiar with how the **postcolonial writers** apply **personal narration** to oppose oppression and present themselves; therefore, they read her work in the most basic and literal sense (Rosenblatt, 2018). This means that prior knowledge has a significant effect on the understanding of **informativity**, and students need more contextual help when dealing with the more subtle traditions of literature.

4.4.1b Understanding of Contextuality

Contextuality means the ability to read a work based on historical, social, and cultural context of the period in which it was produced with the knowledge that a certain piece of work is a product of its time and was created in the light of the prevailing ideas of that time. Contextual knowledge enables students to relate literary texts to actual social experience, which makes it easier for them to comprehend key messages and concepts (Sara & Meriem, n.d.).

It was also apparent that students were able to situate Poe's texts within the gothic literary tradition, with 70% of them having good contextual understanding. Students could

identify that the notions of madness, death, and the otherworldly reflected the Victorian era's interest in the grotesque, the psychological, and the morbid (**Easwaran & Fitelson, 2015**). Some students identified that Poe employs the concept of unreliable narrator as a gothic mechanism, proving that they comprehend the role of historical literary genres in shaping text. Furthermore, students were able to acknowledge the effects of Poe's losses and his addiction on his writing, which indicated their grasp of biographical contextual analysis.

However, the students faced more difficulties in relation to the contextual understanding of Suleri's work, with only 45% of them demonstrating good contextual knowledge. Some students felt that Suleri's discussions of gender oppression and colonial history were not relevant to their own lives and thus, they had less interest in the topics. For instance, in *Property of Women*, Suleri addresses the subjugation of women within patriarchal and imperialist societies (**Joseph & Nation, 2018**); however, many students saw the essay as a personal narrative. This implies that students did not possess sufficient background knowledge to identify the ways in which Suleri aligns herself with the tenets of feminism and postcolonialism.

The most conspicuous lack of context awareness among students pertained to the link between colonialism and gender subjugation. Some students saw Suleri's focus on gender as not being connected to historical and colonial contexts, not fully appreciating how British colonialism impacted gender relations and cultural norms in South Asia. This means that the students are not exposed enough to historical information regarding postcolonial literature which is crucial for their understanding.

The study indicates that students should be required to undertake preliminary reading exercises that offer historical and cultural background information before they read postcolonial texts. For instance, prior to reading *Meatless Days*, students may be exposed to the context of colonialism in South Asia to enable them to grasp how Suleri's personal accounts represent colonialism and imperialism in South Asia. Also, the topics on feminism and postcolonial theory would have enabled students to understand that gender oppression is a structural issue and not just an individual problem.

Table 3

Contextual Understanding across Texts

Contextual Understanding	Poe's Texts (%)	Suleri's Texts (%)
Strong	70%	45%
Moderate	20%	30%
Weak	10%	25%

4.4.2 Implications for Reading Comprehension and Literary Education

The study reveals that the students are more receptive to texts with clear historical and literary antecedents that they already know, like the gothic tales of Poe. However, when coming to the texts from other literary traditions, which are not so close to the authors' concerns, for example, Suleri's postcolonial writing, the critics' interpretative abilities become rather limited. This means that the literary education should initially focus on pre-reading context building activities so that students have a basic background knowledge of the contexts of the literary works they are to read. Also, the study identifies comparative reading, where texts from different traditions are read alongside each other, as another significant practice. In this case, the contrast between Poe's gothic horror and Suleri's postcolonial musings might help students learn how to make comparisons between different histories and cultures in terms of informativity and contextuality.

4.5 Contribution of Intertextuality to a Deeper Understanding of Literary Texts

Intertextuality helps students develop their analytical skills as they learn to make connections between texts, genres, and timelines. This aspect of text-linguistics enables students to shift from the mere analysis of the text and look for connections with other literary works, related themes, and stylistic trends. It can be used to explain to the students how the works of the past are connected to the present and how literature transforms and adapts to the changing culture and society (Sever Serezli, 2024).

Students' ability to connect with intertextuality was relatively low; only 55 percent of the students were able to relate Poe's gothic horror to modern horror books, and only 35 percent connected Suleri's postcolonial themes to other South Asian feminism works. This contrast can be interpreted as the audience being more conversant with the gothic theme than

the postcolonial discourse which is in harmony with previous observations of informativity and contextuality.

The topics for the analysis were the general themes of the works by Poe and similarities to the modern horror fiction, where students were able to determine the presence of the psychological horror of Poe, The use of the unreliable narrator and the elements of the gothic genre, in the works of Stephen King. Several students pointed out that Poe employs the themes of psychological unbalance and supernatural horror, which are typical for modern horror movies and novels that focus on the concepts of fear, guilt, and madness, as well as the use of the unreliable narrator and otherworldly settings. This implies that the level of intertextuality is high when the students encounter the same themes in popular culture, thus they can easily pick some of the literary elements used in the work as well as identify the continuity in the story telling tradition.

On the other hand, students had a difficult time identifying how Suleri's analysis of feminism and postcolonialism related to other literary theories. Despite the fact that Suleri's approach to gender, colonialism, and identity is comparable to other South Asian postcolonial writers such as Arundhati Roy, students did not frequently draw comparisons between their works. Critics' reactions ranged from viewing Suleri's work as merely a personal narrative rather than as a contribution to critical discussions on postcolonial subject and feminist analysis. It could be argued that students may not be aware of the genre of postcolonial literature and may need guidance on how to recognize how writers engage and oppose the historical and political discourses.

Some of the most common mistakes that were made by students include failure to provide coherence between the texts. Some of the students were right about some of the references that they used, but the majority of them did not know how these references helped to develop the themes, structures, or style of the texts. For instance, students agreed on the importance of Poe in the context of gothic horror, but they did not always know how techniques like the use of the unreliable narrator or depiction of psychological issues were implemented in the subsequent works (Easwaran & Fitelson, 2015). Similarly, students who read Suleri's text could not explain how Suleri's ideas on gender and colonialism relates with feminism and postcolonialism, therefore showing lack of critical reading with intertextuality.

One of the ways of improving the learning process when working with intertextuality is through comparative reading. When assigning tasks such as reading and analyzing various literary works, for example, Poe's gothic horror and other contemporary horror novels or Suleri's essays and other postcolonial feminist texts, the students will also be able to see how ideas in literature progress and interconnect. In this way, teachers can help students see that literature studies is a comparative process and that the analysis of works can never be complete.

Table 4

Percentage of Students Making Cross-Textual Connections

Text	Percentage of Intertextual Connections (%)
Poe's Works	55%
Suleri's Works	35%

4.6 Discussion & Interpretation

Based on the findings of the study, it can be concluded that the text-linguistics techniques applied in the study are useful in enhancing the understanding and interpretation of students. Thus, the criteria of cohesion, coherence, intentionality, acceptability, informativity, contextuality, and intertextuality reveal both the strengths and the weaknesses of the students' literacy skills in performing literary analysis. The consequences of these findings are associated with the theories of reading comprehension and text-linguistics, and expand the significance of systematic textual analysis in developing the abilities of interpretation (Sosa et al., 2016).

Overall, it was revealed that the utilization of the text-linguistics techniques was relatively helpful to improve the students' understanding of the texts pertaining to cohesion and coherence. Many of the students also had a good understanding of some aspects such as use of pronouns, conjunctions, and lexical repetitions in cohesion and how ideas are connected in a text. However, students in general were able to identify cohesion, although they did so with some difficulty in identifying how these cohesive features related to a broader, thematic understanding of the text. This means that the two are **indispensable**

components of comprehension, but they cannot be complete without the other **complex analyses**.

Since intentionality and acceptability depend on the author's purpose and the reader's understanding and appreciation of the text, they were also more difficult to teach. Many students were able to recognize that Poe employed the concept of an unreliable narrator and gothic horror, but fewer were able to analyse the metaphor and abstraction in Suleri's piece. The students had a major challenge of interpreting the literary works literally and this affected their understanding of the postcolonial literature themes. This means that students require guidance on how to decipher the author's intent when reading texts that are metaphorical, symbolic or philosophical in nature.

Informativity and contextuality also highlighted differences in student interactions with different literary genres. With regard to the interpretation of the supernatural and psychological aspects of Poe's works, students found it easier to comprehend these aspects because they are popular in contemporary culture. However, Suleri's observations on the issues of gender, identity and colonial history were more challenging for students to grapple with since they had not been introduced to post-colonial theory. From the study it can therefore be deduced that students are in a better position to appreciate the historical and cultural background of the text, which makes it easier for them to understand some of the literary themes that they might encounter in their reading.

The least developed area of understanding was the intertextuality, as students were unable to make links between the analysed texts and other literary works. However, when it came to identifying how Suleri's work fits into a postcolonial or a feminist framework, the students were rather lost. This finding supports the need for comparative literary analysis as students may need more specific direction in identifying the connections between the texts. In sum, it can be concluded that text-linguistic strategies are helpful for improving reading comprehension, but the needs for more direct instruction in critical reading and intertextual reading should not be ignored (Sara & Meriem, n.d.). In the area of cohesion and coherence, students performed well but lacked the ability to navigate authorial intent, unfamiliar literary genres, and intertextual relationships. To this end, through incorporating comparative reading activities, guided textual analysis, and pre-reading contextual exercises, students may be assisted in acquiring a complex understanding of literary works.

4.7 Pedagogical Strategies for Addressing Textual Understanding Gaps

Hence, based on the results of the present study, there are several topics where the focus could be put on development of students' interpretive skills by enhancing their ability to recognize coherence, intentionality and contextuality as well as intertextuality. While many students prepared answers that showed them understanding of basic cohesion devices such as repetition and conjunction, they failed to go a step higher and apply these into higher thematic and structural planes of the texts. To fill these gaps, the following teachers' strategies have been recommended with an aim of improving the students' reading and comprehension skills with emphasis on content in literary texts.

Based on the analysis, it was revealed that students had a major issue in the course of understanding contextuality, of which they also failed to distinguish when reading postcolonial texts such as Suleri's *Meatless Days* and *Property of Women*. This, has been attributed to their poor historic and cultural context knowledge that would have otherwise enabled them to understand the texts in a more profound manner (Riaz, 2016). In order to rectify this, it is suggested that teacher-practitioners instate preservice reading strategies that would equip the learners with historical, cultural and/or literary background information before the actual reading. For instance, before reading the essays by Suleri, the teachers should provide students with an understanding of what postcolonialism, feminism and the history of South Asian culture are. Such background information can be shown through videos, articles, or a discussion that would help the students place the text in the right perspective and truly comprehend the ideas of identity, gender and colonialism depicted in the piece. Consequently, when it comes to Poe's works, it would be even more beneficial to acquaint students with the features of the gothic literature tradition and the typical gothic motifs that would help in the interpretation of the distressing psychological and supernatural topics in the stories (Joseph & Nation, 2018).

Although students were somewhat capable of understanding the concept of cohesion on the literal level, they fail to see how it works in relation to the general understanding of the narrative and its development. This means that density was lower and the students require direction in how cohesive devices fit into the overall scheme. One way of introducing cohesion and cohesion devices is through controlled teaching and learning techniques such as guided reading where the instructor can show the students the correlation between the particular cohesive devices and theme presentation. For instance, students may be encouraged

to recognize that the elements of repetition of the word ‘terror’ and ‘torment’ in Poe’s *The Black Cat* emphasize not only the mechanics of emotionality but also the narrator’s psychological process of degradation (Easwaran & Fitelson, 2015). Furthermore, in an attempt to enrich existing knowledge on how students can be helped to succeed in learning and applying the concept of coherence, strategies that involve analyzing patterns of development of ideas in extended prose that can be used to map out the details of the pattern of ideas discussed can be adopted. Teachers can encourage learners to divide the text into parts and explain the role of each part in the development of the broad themes.

One of the challenges that the students experienced was in determining the author’s intention which is most likely due to the fact that the author had consciously chosen to incorporate the use of symbols and figurative language in his writing, as in Suleri’s *Meatless Days*. To do so, there is value in providing more targeted guidance and practice on intentionality. Students should be trained to go beyond what is written in the text and see how the author has used these figures of speech and symbols (García-Berrio, 2016). For instance, in reading Suleri, students need to be directed to understand that ‘Food here is history’ is not a literal phrase but a metonymy used to depict history as well as culture of food. The teacher can solicit students’ opinions on the possibility of the author intending to portray certain messages or stamps through the use of metaphors and symbols.

The study also showed that students struggled to make intertext connections especially when the texts were written from different cultural backgrounds. Students will be able to understand and compare information from the texts in order to determine similarities and differences with comparisons exercises. For example, after reading a story of the author Edgar Allan Poe, students may be required to write an analytical essay on how the elements of gothic have been used in modern and popular horrors. In the same vein, after having read Suleri’s *Meatless Days*, other postcolonial texts can then be suggested as other postcolonial pieces by other writers such as Arundhati Roy or Chimamanda Ngozi Adichie. In this instance, the students will be exposed to comparative reading which will help them to understand that there are links between literary works and how themes develop over texts.

Last but not the least, introduction to different reflective activities can be effective in enhancing the students’ reading experiences. Each text can be concluded with the questions like What other perspectives did you apply to approach the text In the works of the literature, how did you recognize cohesion, coherence, intentionality, and contextuality The students

can be asked to elaborate on their experience of changing during the process of comprehension. In other activities like journal writing, group discussions, or peer reviews, the student will find it easier to express ideas and improve the understanding of the core readings. Additionally, the above-mentioned reflective activities may make the students realize what they do not understand and which part of the content is difficult to grasp, thus aiding the student in devising a more comprehensive way of analyzing the literary piece.

4.8 Summary Overview: Questionnaire Findings and Theoretical Alignment

To summarize the analysis set out in this chapter, this section provides an overview of the questionnaire results in specific relation to the theory of textuality. Although the individual answers and meanings were fully covered in the previous discussion, it is here that the data are summarized and illustrated to show how each of the questionnaire items corresponds with one or more of the seven principles of textuality identified by De Beaugrande and Dressler (1981). Such integration not only enhances the congruence between the theoretical framework of the study and empirical evidence but also serves to clarify the design and intent of the research instrument in gauging students' text awareness.

The questionnaire was constructed to make explicit the seven principles of textuality as advanced by De Beaugrande and Dressler (1981). Each question was written to test student awareness of at least one textual principle—cohesion, coherence, intentionality, acceptability, informativity, contextuality, or intertextuality. The questionnaire embedded a literary framework in that each question was framed within one of four literary texts the students had read, rendering it contextual authentic.

Student answers (n=15) were statistically analysed and represented in tabular form, displaying the frequency of chosen option for each question. Each item was also examined separately, explaining how the chosen responses indicated students' awareness of the respective standard of textuality within the specific narrative.

Table 5

Summary table of dominant textuality standards per story

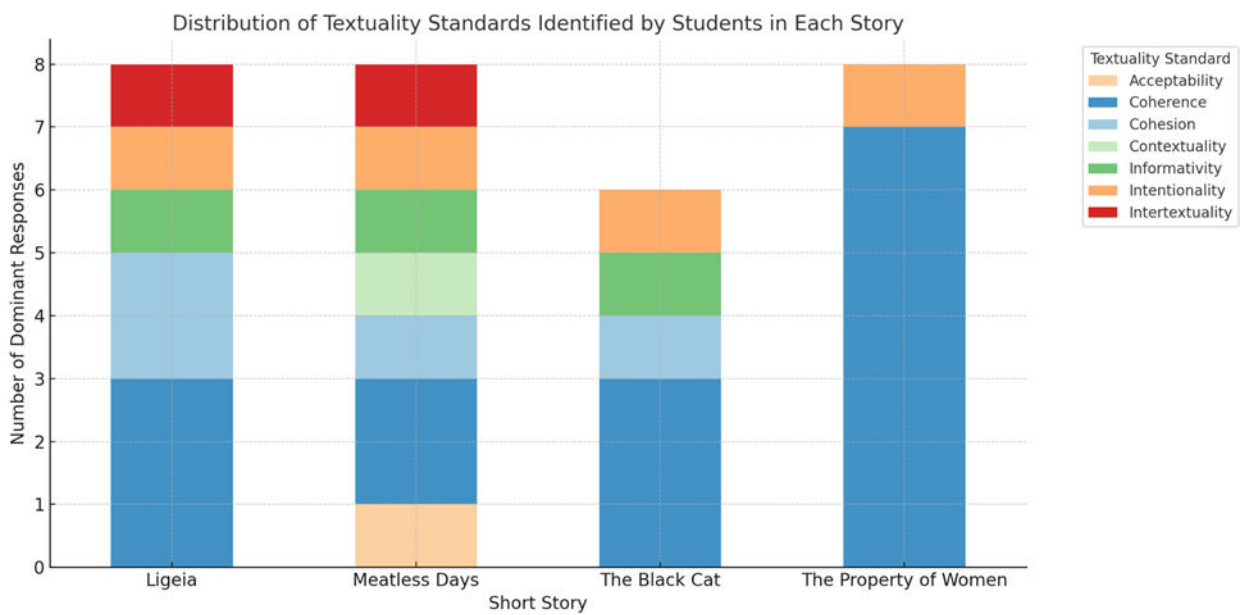
Story	Acceptability	Coherence	Cohesion	contextuality	Informativity	Intentionality	Intertextuality
Ligeia	0	3	2	0	1	1	1

Meatless Days	1	2	1	1	1	1	1
The black cat	0	3	1	0	1	1	0
Property of women	0	7	0	0	0	1	0

To supplement the tables, bar chart is down below for each story-specific part, as well as an overall graph summarizing all answers, strengthening data trend visibility.

Figure 6

Graph showing distribution of textuality standards identified by students in each story



The distribution of Textuality Standards for each of the four short tales is displayed in this final data visualization and summary table, which is based on student questionnaire responses from Q5–Q34. Finally, the analysis-based text summary of the results is displayed below.

Table 6

Textuality Standards: Observed Strengths and Weaknesses

Textuality Standard	Observed Strengths	Observed Weaknesses
Cohesion	High understanding of pronouns, repetition (Q5-9, 20-22, 25)	Difficulty connecting cohesive features to themes
Coherence	Better performance with structured narratives (Q10-14, 23-24)	Struggled with abstract/conceptual coherence
Intentionality	Understood gothic tone, unreliable narration in Poe (Q15-17, 25-27)	Struggled with symbolism/metaphor in Suleri
Acceptability	Able to grasp horror style and tone (Q18-19, 28-30)	Difficulty interpreting non-linear and figurative narratives
Informativity	Strong responses to familiar themes (Q31-32)	Poor responses on abstract reflections in unfamiliar texts
Contextuality	Related better with Gothic themes due to pop culture	Postcolonial themes poorly understood due to lack of background
Intertextuality	Weakest area: students failed to link with other texts (Q33-35)	Need for more comparative and scaffolded literary analysis

The analysis found differential levels of understanding across students. For example, *The Black Cat* and *Ligeia* facilitated higher agreement with items associated with cohesion and coherence, whereas *Meatless Days* exhibited greater involvement with contextuality and intentionality. Conversely, *The Property of Women* reflected more equitable interpretation across standards. The findings indicate that students' interpretation of textual elements is strongly affected by narrative style, cultural background, and thematic richness of the tales.

Chapter 5

FINDINGS, CONCLUSION, AND RECOMMENDATIONS

5.1 Introduction

This chapter draws conclusions from the findings of the study in order to explain how text-linguistics principles impact reading comprehension in students. This chapter integrates results based on the descriptive quantitative design of this study: namely a close-ended, structured questionnaire completed by $N = 30$ undergraduate students (see Chapter 3: Methodology). Questionnaire items were designed to map explicitly onto De Beaugrande & Dressler's seven principles of textuality (see Appendix A) and reported frequency patterns are described in Chapter 4. This bridge between theoretical principles, instrument construction, and resultant response patterns—structures the conclusions, pedagogy recommendations, and limitations outlined below. In the chapter, the findings of the study are discussed in view of the broader **pedagogical issues and theoretical issues**. Through the assessment of the different principles which include **cohesion, coherence, intentionality, acceptability, informativity, contextuality and intertextuality**, the study establishes that students had different levels of understanding and application of these principles. On the one hand, some students showed knowledge of the elements of the text, on the other hand, many students struggled with the identification of the figures of speech, the abstract concepts and the relations between the texts, which indicates the necessity of more systematical reading support.

The results indicate that students were more likely to achieve success with more defined stories, including Poe's '*The Black Cat*' and '*Ligeia*,' where **gothic horror elements** offered more distinct codes for interpretation. Nevertheless, the interaction with Suleri's postcolonial essays, *Meatless Days and Property of Women*, was much less, mainly because of the challenges that students experienced when working with the concepts, nonlinear plots, and cultural allusions. This contrast reveals a key problem in literary teaching, especially in the sphere of **second language learning**, when students are unable to comprehend the meaning of **political and social issues** discussed in the text. The consequences of the findings go beyond literary analysis and contribute to understanding reading comprehension, critical thinking, and teaching methods in language learning. The study also showed that in the process of teaching and learning **cohesion and coherence** were

relatively easier but **intentionality and intertextuality** were relatively difficult. These challenges suggest that the conventional ways of teaching literature like analyzing texts without giving them any background information may not sufficiently prepare learners to approach literature from different cultures. However, using a more **systematic method of text analysis**, including some **preliminary tasks, comparison and discussion of the themes**, may help students improve their reading comprehension.

In addition to that, this chapter will not only provide the overall conclusion of the research but also the meaning of the findings in light of **text-linguistics** and **literary pedagogy theories**. Furthermore, it will also delineate the implications for the curriculum, teaching methodologies, and reading instruction in order to enhance text comprehension in language learners. Moreover, the chapter will discuss the limitations of the study that includes sample size, literature choice and short time horizon that may affect the research outcome. Lastly, it will outline recommendations for the future research, including the necessity of longitudinal studies, the analysis of digital and multimodal texts, and the broadening of the scope of cross-cultural comparative studies. This chapter tries to present a comprehensive conclusion of the study by discussing these aspects in detail to ensure that the study makes significant contribution to the existing literature on reading comprehension, textual analysis, and language education. This chapter will therefore provide a comprehensive, though concise, overview of text-linguistics principles that can be applied in academic contexts with the view of enhancing students' analytical skills.

5.2 Summary of Key Findings

The research aimed at determining the extent of the application of **text-linguistics** in enhancing **reading comprehension** and the **interpretation of texts**. The study also aimed at identifying how the students used cohesion, coherence, intentionality, acceptability, informativity contextuality, and intertextuality when dealing with different texts. The findings indicated that the participants had different levels of understanding; some of the principles were easily grasped while others were not. **Cohesion and coherence** were rather understandable concepts; however, **intentionality and intertextuality** were more problematic. This study also revealed that the aspects of narrative structure, cultural background, and prior knowledge influenced how the students comprehended the text.

Students did well with more **linear and organized structures**, including **Poe's short stories *The Black Cat and Ligeia***, which contained **gothic motifs** that made it easier to analyze. On the other hand, **Suleri's** style in *Meatless Days and Property of Women* was more challenging since the students had problems understanding postcolonial discourse, metaphors, and non-chronological narrative. From the findings, it is apparent that students' interaction is higher with texts that have clear structures and easily identifiable themes while less definite and disorganised texts need more guidance.

Another important observation was the weak **intertextual link**, as students did not associate **Poe's ideas of madness and guilt** with the other works and struggled to connect **Suleri's postcolonial analysis** with the **feminist or historical analysis**. This shows that students are not adequately prepared to engage in comparison of literary works and their relationship through time and across cultures hence require guidance on the concept of intertextuality. Furthermore, there was no **pre-reading preview** and no prior introduction to the context of the texts, which made it difficult to understand texts that contained **cultural and political implications**.

Therefore, it is clear that principles of **text linguistics** provide a **systematic way** of enhancing reading comprehension, but their efficacy depends on the way they are implemented in learning institutions. It was observed that even though students were able to recognize the structure of a text, they faced difficulties in comprehending the deeper literary elements, the use of figures of speech and the relationship between two or more texts. The subsequent sections present the findings regarding the aspects of text-linguistics and their effect on the students' practical comprehension abilities.

The evidence suggests that text-linguistic approaches strongly underpin structural reading (cohesion & coherence) and are easily visible in instructional frameworks; some of the principles (intentionality, intertextuality, contextuality) must be taught in an explicit manner, however, to achieve deeper interpretative gains (cf. Chapter 4 summary and Appendix A). In short: textuality model is relevant and pedagogically valuable, but its full potential depends on explicit, scaffolded application.

The findings indicate that interpretative strategies facilitate readers in progressing from surface recognition (identification of cohesive devices) to more sophisticated processes (deduction of authorial intent, bridging texts), but students achieved this shift only where

there was directed practice, pre-reading background, or comparative work. Where there was no such guided strategy, students were prone to literal or surface reading.

5.2.1 Effectiveness of Cohesion and Coherence in Comprehension

The students' comprehension of cohesion was fair to good, especially when it came to identifying **conjunctions, pronouns, and lexical repetitions**. They were also able to determine that **The Black Cat by Poe** contained cohesive devices for instance using words like **terror and torment** in order to convey the **psychological condition** of the narrator. Nevertheless, the students were able to identify these linguistic features; they sometimes did not relate them to the central idea, suggesting a disconnect between **structural understanding and interpretation**. **Coherence** presented a greater challenge. Most of the students had difficulty in establishing coherency in their writing, especially between different parts of the text or when the text is not coherent. Even though they could understand the plot of the works by Poe, they could not comprehend the structure of **Suleri's narrative** and missed the connection between the author's **reminiscences and social critique**. These results imply that students need to be directly taught how to identify textual coherence, especially in texts which do not have a clear and straightforward structure and may have several themes at once.

5.2.2 Understanding of Authorial Intent and Reader Acceptability

In the study, one of the most critical issues was students' struggle to understand the intended meaning of the author and make a decision regarding **textual acceptability**. Students also had a challenge in comprehending the use of figures of speech as well as symbols thus making it challenging to identify themes. While **Poe's narratives** depicted **gothic horror** in a more evident manner, the students struggled to comprehend Suleri's metaphors and symbols like **"Food here is history"** since they understood it literally instead of as a symbol of culture and memory. Acceptability was another problem since most students had biases when it came to the texts rather than analyzing them. Where Poe's horror elements could be easily placed within the gothic framework, Suleri's ideas of **gender and colonialism** seemed to baffle the students, which implies that they were not very familiar with the **postcolonial theory**. This is why it is crucial to expose students to a variety of literary works and prepare them for the analysis of the unfamiliar topics and motifs.

5.2.3 Influence of Context on Text Interpretation

The analysis of the students' reading strategies showed that context was the key factor that determined the ways in which the students approached and understood different texts; while they were quite clear about the **gothic tradition in Poe's text**, they had much more difficulties with **Suleri's postcolonial agenda**. Some of the students were very much aware of how Poe's works could be tied to the gothic horror formula and the societal fears of the **19th century** including insanity and other worldly occurrences. However, Suleri's remarks on gender and colonialism posed challenges to the students to situate the work in a historical and social context, which resulted in misconceptions or shallow analysis. This discrepancy means that students find it useful to learn from texts that are related to what they already know, but they do not fare as well when the texts present historical and cultural contexts that are new to them. Lack of **prior reading** also worked against the students since they could not comprehend texts because they were not familiar with certain topics and/or cultural references. These results underline the significance of **historical and cultural background knowledge for reading comprehension** and demonstrate students' capability to comprehend complex and potentially controversial texts.

Other findings that were observed include the revelations that the students' accommodation of varied facets of text-linguistics depended with the genre of the text. Poe's writings such as *The Black Cat* and *Ligeia* were easy to comprehend because they did not have complex plot lines. These tales posit a clear narrative and easily identifiable motifs of guilt, obsession and the supernatural, which booted the kind of cohesion that can come from coherence. This can be explained by the fact that the students were more familiar with texts that complied with particular genre's conventions since they were able to decipher the structural code specific to each genre.

Whereas two of the postcolonial essays by Suleri – *Meatless Days* and *Property of Women* – are a lot more difficult to comprehend because of their complex plot and the use of metaphors. These texts demanded students to identify and analyze a number of layers of signification, cultural and historical references that are given between the lines. This difficulty points to the fact that such students need to read more texts belonging to different genres to improve their interpretations. A greater variety of genres would mean that the learners would be exposed to many structural and cultural issues when reading, which would help them to deal with more complicated texts in the course of their learning.

Thus, the fact that students comprehend linear texts significantly better than non-linear texts indicates that, apart from helping students to identify textual features, it is imperative to teach students how to read unfamiliar genres and cultural settings. It is something that teachers should take into consideration while choosing specific texts for the students to read, and make sure that the children read progressively more complicated forms of the writing.

5.2.4 Challenges in Recognizing Intertextuality

The least understood concept was intertextuality as most students failed to make connections between the texts. Some students draw correlations between the subject matters of madness and guilt in Poe's work with contemporary horror writing, specifically Stephen King, but little was said regarding similarities between Suleri's feminism and postcolonialism and other South Asian works. This raises a question of students' familiarity with comparative literary analysis that would enable them to identify the relation between texts. It is also important to note that the students' rather limited engagement with intertextuality signals a lack of critical reading, as they tend to approach texts as discrete entities rather than as part of a larger discourse. This absence of comparison indicates that the literary education should pay more attention to the concept of intertextuality and should encourage the students to identify the relations between the old and the new, the similar and the dissimilar as well as the same and the different in the literatures of different cultures.

5.3 Discussion and Interpretation of Findings

Text-linguistics principles are found to be important in enhancing the reading comprehension, but they have different effects depending on text complexity, cultural familiarity and student engagement. Even though students seemed to grasp cohesion and coherence well, they faltered on more abstract concepts like intentionality, acceptability and intertextuality. The challenges that the students encountered in their interpretation suggest it is not simply the textual structures that afford comprehension, but deeper meaning making demands a more holistic engagement with literary analysis.

It should be noted that the questionnaire only tested students' consciousness and identification of textuality principles, not their skill at generating longer, textually dense responses. This distinction accounts for the fact that certain students were able to identify cohesive devices or thematic indicators in isolation but were nonetheless unable to

incorporate these into a richer interpretive design. Students found Poe's *The Black Cat* and *Ligeia* easier to interpret because they were structured and followed a linear narrative, providing repetition and easily recognizable genre elements to guide students in interpreting events. In comparison, Suleri's fragmented narrative style as well as her highly metaphorical prose proved more troublesome for students who were not acquainted with postcolonial matters. This indicates that students are able to read a text based on its organisation and their previous experience of similar narrative styles. It is also found that pre-reading preparation is necessary in order to read historical or culturally embedded texts whose full comprehension depends on background knowledge.

Taking into consideration such a high degree of students' differentiation and their difficulties in decoding some literary forms, it seems advisable to outline certain recommendations on how students' interpretive skills can be enhanced. The most experienced teaching and learning issues arising from this study is that of the breakdown of the culture and history of a particular text in the reading process. In particular, cultural and historical referential readings can facilitate students' comprehension of the texts. For example, prior to the novel Suleri's *Meatless Days*, the facilitators could ask students such questions as: What do you understand by postcolonialism with regard to South Asia? How do people use food as symbols of identity? What does the postcolonial discourse entail regarding colonialism? Likewise, having introduced gothic traditions and elements of psychological horror before the reading of Poe can help to get students better prepared to analyze narrative details of *The Black Cat* and *Ligeia*.

Another good technique that can be applied is comparative reading. Other than referencing texts within the postcolonial literature, the students had a lot of difficulty making connections between Suleri's themes and other texts within the same genre. Analyses that require students to compare the themes, approaches, and the cultures which the literary works belong to can help the students identify how such works are similar and how they are different. For instance, after having read Suleri's *Property of Women*, other postcolonial texts can be used for comparison such as Arundhati Roy's *The God of Small Things* or Chimamanda Ngozi Adichie's *Americanah*. This approach will not only develop awareness of intertextuality but also ability to focus on development of themes cross culturally among students.

Last but not the least, educators should focus on the use of figures of speech during the analysis of literatures. Some students complained that they did not understand a majority

of the content of the work due to Suleri's liberal use of metaphors and symbolism. Teachers should include activities that would assist students in 'breaking down figurative language so that they would be capable of interpreting as when using idioms. For instance, learners could be asked how the metaphor, 'food here is history' came about, as it provides an analysis to imply that food stands for history and heritage. Through this process of handling the metaphors enables students to shift from the more obvious level of comprehension to the deeper level of messages being passed by the author.

5.3.1 Role of Text-Linguistics in Interpretation

Results indicate that cohesion and coherence have positive effects on structural awareness, but did not ensure deeper comprehension. Students were able to recognise cohesive devices (pronouns, conjunctions, lexical repetition etc.) and many could locate patterns of coherence in structured texts. However, they didn't understand these linguistic elements in any depth and were unable to link them to larger thematic meanings. In responses to *The Black Cat* students were able to spot the repetition of "terror" and "torment", but were unable to fully appreciate how these words mirrored the narrator's demented mind.

For students, intentionality and acceptability were even more difficult to navigate, as students misinterpreted figurative language and could not determine the author's intention. Because the tone and themes in Poe's horror tales were so clear, many students found those easier to navigate, but because of the nuanced social critique and metaphorical language in Suleri's works, they frequently were misunderstood or read a bit too literally. As a result, it is suggested that students need to be trained explicitly in picking up authorial intent, particularly for work in the literary domain that depends heavily on subtext, on irony, or on complex metaphorical structures.

Furthermore, acceptability was a factor since students proved less receptive to Suleri's treatment of colonialism and gender as compared to Poe's themes of the sensational in his use of horror. Students' willingness to engage with a text is not simply a matter of textual structure, but is rather a function of their own cultural approaches as well as cultural familiarity with the elements that the text explores. It points out that students should have a better knowledge of different types of literature and the methods to approach unfamiliar content.

5.3.2 Difficulties in Engaging with Abstract Texts

The key finding of this study is that students performed better if they were working with linear and straightforward narratives. Although Poe's gothic tales were complex, they had a predictable structure which made it easier for students to track events and to infer meaning through cause and effect relationships. Suleri's works had no conventional narrative structure; instead Suleri moved from personal anecdotes to cultural analysis to historical reflection and students were left to deduce logical connections between ideas.

This suggests that students find it more difficult to deal with fragmented and abstract texts, and they need more cognitive effort, to which they are more exposed when they have no knowledge of the historical and cultural context of the text. Also, students weren't able to tie Suleri's themes to other pieces in postcolonial, because they were unable to grasp intertextuality. The imbalance in students' exposure to different literary traditions is evidenced by the fact that while some students were able to see how Poe's themes of madness and horror were similar to themes seen in modern horror fiction writers such as Stephen King, they were not able to make similar comparisons between Poe and Suleri. Based on these findings, it seems that students required some kind of structured guidance in reading of abstract texts, but especially on how to read one new, complex text in relationship to a familiar one. However, without structured interventions, students may remain dependent on surface level reading strategies, inhibiting them from participating in the depth of thematics and critical discourse.

5.3.3 Implications for Second Language Acquisition (SLA)

Implications of this study are great for second language acquisition (SLA) as it deals with higher order comprehension skills in english students. An important observation was that learning in a second language, students struggled more with figurative and abstract language especially with Suleri's highly metaphorical writing. This further implies that decoding metaphorical meaning and interpreting literary intent is not an automatic process that evolves by exposure alone and that SLA students need more than exposure to learn them. Additionally, students were able to get into the text in the language and culture they are proficient in. Poe's works were structured and more accessible while Suleri's texts needed cultural and historical knowledge without which many students could not do the works. These results reemphasize the need for students to be exposed to a variety of literary texts with different linguistic and cultural perspectives for the purpose of developing said skill.

The foremost major implication is that of needing structured textual analysis for second language learning. However, simply reading to students does not automatically generate deep understanding about character development, plot or narrative structure, themes and motifs, or connections to other texts in a literary tradition. Guided textual analysis, thematic discussion, and comparative reading exercises can teach students deeper appreciation of literature and better interpretive skills. Findings are supported by SLA, in that structured textual analysis is necessary for second language learners, who need explicit guidance and practice for decoding figurative language, historical references, and abstract themes. Thus, educators must concentrate on developing students' interpretive strategies via pre-reading background exercises, thematic discussions, and guided textual comparisons such that they are prepared to read critically a wide variety of literary forms.

5.4 Pedagogical and Practical Implications

Text-linguistics principles should be taught strategically to the students so that they make progress in reading comprehension and literary interpretation. The findings of the study show that despite understanding cohesion and coherence, students have problems identifying authorial intent, intertextuality as well as contextual interpretation. This shows the need for a pedagogical approach that incorporates a structured, systematic, explicit textual instruction with historical and cultural context and (classic) comparative reading strategies. Without these interventions, students may never progress beyond superficial levels of engagement with texts and exposure to critical thinking skills required for better interpretation of texts.

The results of this study indicated that students' level of comprehension was a result of power system by which the ability of the students to understand the social and historical content in the texts influenced their comprehension abilities. As written in gothic style, Poe's works were easier for students to fit into the recognized category of social and psychological horror. On the other hand, Suleri's works posed students with issues that had no bearing with what they normally encounter out there, especially in postcolonial and gender studies. To the present, this has a highlight pedagogical implications, particularly the need to fully embrace contextual meaning of reading. To enhance contextual understanding, the following suggestions can be made to trainers and educators: Before reading, students should be introduced to historical and cultural contexts of a text. This can be done through various activities like, lectures, group discussions or using other media resources before reading the text. For example, before approaching Suleri's *Meatless Days*, the reader is advised to

familiarize himself or herself with the following issues: postcolonial theory; gender identity in the South Asian context; colonialism in the South Asian context. Likewise, prior to students' reading of Poe's texts, the key aspects of the gothic tradition of the 19th century may be introduced through the analysis of how horror helps to convey social concern related to death, madness, supernatural, etc. To undo this, the teacher takes the learner through an introductory session which provides a background to the text before reading.

5.4.1 Integrating Text-Linguistics into Language Instruction

Based on this, the application of text-linguistics principles to language instruction is vital to guarantee that students are exposed both thematically and structurally to texts. Explicitly teaching cohesion and coherence can help students understand how textual elements function together to build meaning. Students will benefit by connecting sentence level comprehension to overall text organization; such structured exercises will help students to see how cohesive devices operate above and beyond the grammatical level and ultimately contribute to the thematic unity of a text. For example, students can be directed to note repetition, pronoun references, and conjunctions within *The Black Cat*, helping them to identify how these features contribute to the narrator's slide into madness. Aside from the structural, guided textual analysis is essential to help students navigate tough themes and interpret figurative language. Intentionality, informativity, and intertextuality exercises should be incorporated into lesson plans. This can be good for close reading activities as a way of encouraging students to ask, 'What does the author want to communicate to the reader?' or, 'How does this passage fit into the theme of the novel?' Such approaches will lead students from being able to recognize textual structures to being able to engage with textual meaning.

5.4.2 Enhancing Contextual Awareness in Reading

The results suggest that the students had difficulty situating texts contextually, especially when reading historically or culturally embedded works such as Suleri's *Meatless Days*. Students without background knowledge frequently interpret texts in isolation, without an understanding of how historical, social and political contexts constrain meaning. In order to fulfill this gap, a pre reading to the text should be a ways in introducing historical and cultural background pertinent to the text that is being read. For instance, in the case of analyzing *Meatless Days*, the students should first begin with postcolonial themes, South Asian literature's and gender identity. Along with this, thematic discussions facilitate comprehension of abstract literary ideas by engaging students in considering texts in relation

to their own experiences. When students discuss personal memory influencing identity, they might be more likely to comprehend Suleri's non-linear narrative style. Read in conjunction, they foster engagement by allowing students to view literature as a reflection of the real problems people struggle with and cultural tensions, not in isolation from academic concepts.

5.4.3 Developing Comparative and Intertextual Thinking

The study also found that students struggle to discern intertextuality. However many failed to connect themes across different works and when it came to Suleri's texts many failed to come up with connections. Learning to engage in comparative reading requires a structured approach to be incorporated in literature instruction, so that students recognize how texts rely one upon another, or compete with one another. Comparing Poe's gothic horror with modern types of horror stories or Suleri's postcolonial feminism to that of an Arundhati Roy helps to hone students' ability to discuss recurring themes in literary periods.

Furthermore, educators should try to incorporate modern and contemporary texts that have thematic elements in common with classic texts so as to foster a deeper engagement on the part of students. For example, they could trace the unreliable narrator in *The Black Cat* and compare to other psychological thrillers. By taking these comparative approaches, students will see literature as a developing discussion instead of independent works. To conclude, bridging comprehension gaps and deepening engagement requires a strategic and structured approach to teaching text-linguistics. Explicit instruction in textual structures, increased contextual awareness, and developing intertextual thinking, on the part of educators, will provide students with the tools necessary to interpret literature with critical thinking and meaning.

5.5 Study Limitations

This study provides interesting information about the contribution of text-linguistics principles to the reduction of reading comprehension difficulties, although there are some limitations. These limitations pertain to the sample size, selection of literary texts, and the short-term nature of the analysis. Future research to address these constraints would increase the generalizability and applicability of findings.

Since most students failed to grasp the parameter of intentionality, let alone intertextuality, tutors ought to integrate formally sequenced approaches that allow students to

comprehend texts at a deeper level of critical analysis. Among the approaches that can be implemented to enhance the quest for critical reading skills among students is the guided close reading approach. In this approach teachers assist learners in dissecting a specific text, and reflecting on how each of the parts fit in as a whole. For instance, while working with *The Black Cat* by Poe, it could be possible to draw students' attention to the use of the words 'terror' and 'torment' to create suspense, as well as the manner language reflects the protagonist. Speaking of *The Black Cat* by Poe, one can teach students about the use of the terms 'terror' and 'torment' to build suspense in the story and how the language used represents the protagonist.

Another important intervention is the utilisation of literary discussions whereby students are challenged to reason through the course of, the structures as well as the contexts of the texts. Activities can be organized in the form of discussions where students are expected to discuss how a certain theme is created out of a text, in comparison with other texts, and the intention of the author with regard to the reader. For instance, eating and cooking as history motif in Suleri's *Meatless Days* may be discussed in relation to cultural memory and representation. Such interactions help the class participants to engage in critical thinking processes and come up with multiple interpretations of the text besides the literal ones.

An additional limitation is with the measurement instrument itself. As much as the questionnaire yielded good data on recognition-level ability, it never directly probed students' capacity for generating or applying the rules in open-ended interpretative writing. Future studies may integrate recognition-based items with longer written exercises to measure both passive knowledge and active use of text-linguistics rules.

5.5.1 Limited Sample Size

Another limitation of this study is that the overall sample size was limited because the research was conducted with a single group of students from a particular academic institution. While the study offered thorough knowledge about what students understand regarding the principles of textuality, its results might not generalize to all the students in large populations, most particularly those from dissimilar educational perspectives, linguistic capabilities, and cultural settings. A larger sample size of students from different areas and academic spheres

would provide for a broader and a more representative understanding of the influence of text-linguistics principles on the development of interpretation skills. Future research may explore large scale studies with participants from different linguistic and educational backgrounds in order to have a result application beyond the initial group.

5.5.2 Focus on Specific Literary Texts

The second limitation of the study is that it depends on a constrained option of literary text, it includes Poe's *The Black Cat* and *Ligeia* and Suleri's *Meatless Days* and *Property of Women*. While these texts provide a good basis for textual analysis, they are part of the gothic horror and postcolonial memoir literary traditions which may not adequately reflect the range of literary genres. As such, the findings may not apply to other literary forms such as poetry, drama, and contemporary non-fiction. Future research that includes a wider variety of texts would help confirm or modify that text-linguistics principles apply as such through other literary structures. Extending textuality analysis to include comparison of classical literature, contemporary fiction, and academic writing might result in a more comprehensive understanding of students' interpretative difficulties.

5.5.3 Short-Term Analysis

In addition to the study of long term skill development in reading comprehension, this study also studies immediate comprehension and textual analysis. The results reveal that although students gain from this form of structured textual analysis, it does not test whether those skills enhanced over time. A deeper, longitudinal study may take students through several months or even years to get insight into the longer term impact of text-linguistics instruction on them. Future studies of textuality principles effects could involve investigations into whether constant exposure in this area results in long lasting progress in critical reading, literary interpretation and academic achievement. Overall, this study offers important insights regarding the role of text-linguistics in reading comprehension building upon their findings, but its limited sample, its focus on specific texts, and its short term scope open up areas for further work. The applicability and the impact of text-linguistic principles in education is improved by expanding the diversity among participants, and by including a wider range of literary genres, as well as by following long term studies.

5.6 Recommendations for Future Research

Future research should focus on constructing other areas of literary comprehension as well as text-linguistics applications to help build upon the findings of this study. This study provided insight into the way students deal with textuality principles in prose fiction, but if the scope was expanded to include other literary genres, included longitudinal analyses, and took digital texts into account, it would be possible to obtain a more complete picture about the effects of text-linguistics on reading comprehension.

5.6.1 Broadening the scope of texts and literary genres

Finally, future research is recommended to explore how text-linguistic principles work across a wider range of literary genres (poetry, drama, novel, contemporary fiction, and academic writing). This current study concentrated on gothic and postcolonial prose, but, in doing so, did not necessarily encompass the entire literary spectrum that students may encounter in the postsecondary setting. For example, poetry draws heavily on figurative language, structural variation, and ambiguity, making it a great genre for testing out how students approach cohesion, coherence, and intentionality. Further, the extent to which traditional textuality principles remain operative in modern reading practices could be explored by examining students' interpretation of classical literature versus modern digital texts.

5.6.2 Longitudinal Studies on Textual Comprehension

Future research should also involve longitudinal studies examining students' interpretive skills over time. The present study examined the short term effects of the use of textuality principles on students' reading comprehension, however, the impact of exposure to textuality principles on improving students' reading comprehension skills is unknown in the long term. Further research should follow students' progress for a greater time interval, to see whether structured textual instruction results in long delay retention and cognitive development. Lastly it would be helpful to study the long term effect of textlinguistics training on critical thinking and analytical writing in academic as well as professional context. Research could be conducted by assessing students' reading and writing skills at several points of time to identify the best techniques to enhance textual analysis competency in first and second language learners.

5.6.3 Incorporating Digital and Multimodal Texts

Future research should investigate the ways in which students engage with intertextuality in digital and multimodal texts—such as films, blogs, and online articles—in new ways as reading habits evolve in the digital and multimedia context. As hypertext, interactive narratives, and multimedia storytelling become more pervasive in education and entertainment, it is important to understand how principles from the field of text linguistics apply in these formats. Moreover, the research should examine whether engaging in contextualized and interactive reading with digital narratives can improve the comprehension of second language learners. In summary, more research should be conducted to include various literary genres, longitudinal comprehension studies, and digital texts in order to shed more light on the way in which students develop interpretive skills. Such findings can be used for curriculum development, and can also help reading instruction in various academic disciplines.

- **Implementation recommendation:** As a scaffolded module, the sequence in Table 8 could be incorporated into literature courses:
 1. Weeks 1–2: Activities involving text analysis and mapping promote coherence and cohesiveness.
 2. Weeks 3–4: Culturally contextualized readings and the author's intention and acceptability.
 3. Weeks 5–6: Analyzing paired texts and comparing digital and print texts to understand context and intertextuality.
 4. Weeks 7–8: Reflective portfolios and comparative reviews led by students.

By offering frequent, structured exposure to progressively abstract textuality concepts, this phased approach complies with SLA guidelines.

In conclusion, this research shows that although bachelor's degree students are able to understand the structural aspects of text-linguistics, the interpretive depth requires specific teaching techniques that take intertextual, contextual, and cultural awareness into account. By methodically incorporating these techniques into language teaching, it is possible to close the gap between application and recognition and promote both interpretative and critical reading skills. The conclusions here confirm the crucial role of text-linguistics in the development of

academic reading skills by tying the data patterns in Chapter 4 to the methodological framework in Chapter 3.

Table 7

Text-Linguistics-Based Planner for Enhancing Academic Reading Skills

Phase	Activity	Description
Foundational Awareness	Text Dissection	Provide a short academic passage and have students identify cohesive devices such as pronouns, conjunctions, and lexical repetition.
Foundational Awareness	Coherence Mapping	Present two texts with different levels of coherence and guide students in outlining the logical progression of ideas.
Developing Critical Reading Strategies	Identifying Intentionality	Use texts from different disciplines and ask students to determine the author's goal (e.g., to inform, argue, persuade).
Developing Critical Reading Strategies	Acceptability & Contextuality Discussion	Provide a culturally specific text and discuss how cultural background affects interpretation.
Enhancing Deep Textual Connections	Intertextual Analysis	Provide two related texts and ask students to find thematic or stylistic similarities.
Enhancing Deep Textual Connections	Digital Reading vs. Print Reading	Assign one academic text in print and a similar digital text with hyperlinks; compare their reading experiences.
Application and Mastery	Comparative Research Review	Students choose two scholarly articles on the same topic and analyze cohesion, coherence, intentionality, and intertextuality.
Application and Mastery	Critical Reading Portfolio	Students compile three analyzed texts where they apply textual principles and reflect on their reading strategies.

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Appendix A

Research questionnaire,

QUESTIONNAIRE:

DESCRIPTION:

- **Description of questionnaire:**

A questionnaire was the instrument used to collect the data. There were twenty-four questions based on four selected short stories. Thirty pupils were disturbed by two sets of selected stories: Ligeia and Property of Women and The Black Cat and Meatless Days. Each question was based on the textuality paradigm established by Dressler and Robert de Beaugrande (1995). Two categories were developed from the main category of questions, which looked at readers' definitions and applications of the seven principles.

- **Description of respondent:**

Data gathering involved thirty English department students in their seventh semester, fifteen girls from section A and fifteen from section C. These students are enrolled under batch number BS Eng/F21 at International Islamic University Islamabad, and they are typically between the ages of 20 and 24. Representative sampling techniques has been utilized in the research. As the researcher selected two sections of BS as her population. These two sections represented the other similar students.

Questionnaire:

1. What is the main impact of cohesive devices like repetition, pronouns, and conjunctions in literary works such as Poe's The Black Cat and Ligeia?
 - a. It makes the text longer
 - b. It creates confusion for the reader
 - c. It enhances the unity and clarity of the text
 - d. It reduces the need for context
2. In reading Poe's works, which unifying device did you most often find to be playing a role in the unity of ideas and themes?
 - a. Repetition of key terms
 - b. Use of synonyms
 - c. Pronouns and references
 - d. All of the above
3. Coherence is best defined in relation to the texts you read as:
 - a. The language as a whole and its grammatical structure of the sentences

- b. Structural relations between sentences and contextualization
 - c. Resources that mark cohesion
 - d. The proportion of the text

- 4. While reading Poe's narratives or Suleri's *Meatless Days*, which of the following signals a lack of coherence in the text?
 - a. Clear relationship when moving from one idea to another
 - b. Return to the main ideas many times
 - c. Jumping from one topic to another without justification
 - d. Presence of a strong introductory and concluding paragraph.

- 5. In Sara Suleri's *Meatless Days*, what role does food symbolism play in creating coherence across the narrative?
 - a. It provides merely a setting to the story.
 - b. It symbolizes cultural identity, family relationships, and the complications of belonging, bringing together all the author's thoughts on her experiences.
 - c. Irrelevant to the overall point of the text.
 - d. It only serves to provide comic relief.

- 6. In Suleri's essay "The Property of Women", which theme is most consistently developed and contributes to the coherence of the narrative?
 - a. Celebrating traditional gender roles.
 - b. The complexities of identity and the intersections of gender, culture, and colonialism.
 - c. The worth of food traditions.
 - d. The ordinariness of rural life.

- 7. What is the significance of Ligeia's character symbolism in upholding the plot continuity in Poe's "Ligeia"?
 - a. It is a sideline to the story.
 - b. It symbolizes the themes of love, death, and the supernatural, all emphasizing the narrator's fixation and inner conflict.
 - c. It has nothing to do with the general message of the text.
 - d. It is only used for comic relief.

8. What recurring theme in Poe's "The Black Cat" enhances the cohesion of the story and thematic coherence?
- a. The pleasure of pet ownership.
 - b. Conflict between love and hate, and the results of guilt and madness.
 - c. Significance of Family Values.
 - d. The beauty of nature.
9. What is Poe's main intention in foregrounding the theme of death and resurrection in "Ligeia"?
- a. To make a light tale.
 - b. To explore the boundaries between life and death, and the obsession with lost love, thereby enriching the reader's understanding of the narrator's emotional state.
 - c. To give an easy-on-the-psyche horror tale.
 - d. To concentrate on physical characteristics of the characters.
10. In the context of your study, why is understanding an author's intention significant for interpreting texts like Poe's narratives and Suleri's Meatless Days?
- a. It helps the reader to memorize the content.
 - b. It allows the reader to appreciate the text's structure.
 - c. It aids in interpreting the meaning and evaluating the effectiveness of the text.
 - d. It is not important for comprehension.
11. What is Poe's intention in portraying the narrator's descent into madness in "The Black Cat"?
- a. To entertain the reader with a thrilling story.
 - b. The best way to explore the themes of guilt, alcoholism, and the duality of human nature.
 - c. As a simple horror story without deeper meaning.
 - d. To produce a romance story.
12. What is the intentional meaning of food as a recurring theme in "Meatless Days"?
- a. It is background to the story.
 - b. It represents cultural identity, family ties, and belonging, capturing the intent of the author who wants to explore these themes.
 - c. It is only included for comedic effect.

- d. It distracts from the main themes of the text.
13. What does Suleri achieve through her use of personal anecdotes in "Meatless Days"?
- a. She creates purely fictional narrative.
 - b. To provide a detached analysis of cultural practices.
 - c. To connect her personal experiences to broader cultural and social themes, helping the reader better understand identity and a sense of belonging.
 - d. To focus on culinary practices only.
14. What is the purpose behind Suleri's analysis of women's roles in "The Property of Women"?
- a. To romanticize traditional gender roles without scrutiny.
 - b. To depict the complexities and contradictions of women's identities in a patriarchal society.
 - c. To present a chronology of the women's rights movement in Pakistan.
 - d. To amuse the reader with invented stories.
15. How do gender roles discussions in "The Property of Women" contribute towards informativity in the text?
- a. They are a recapitulation of traditional views and make no new points.
 - b. They offer a trenchant commentary on the social expectations of women, making the reader understand gender relationships more critically.
 - c. They are not related to the general message of the text.
 - d. They only serve to confuse the reader.
16. In what ways does "Meatless Days" improve its informativeness through the use of personal narrative?
- a. It gives a view on cultural practices that is somewhat detached.
 - b. It lets readers understand or empathize with the author's experiences in coming to terms with the complexities of identity and culture.
 - c. It is intended solely to entertain the reader.
 - d. It simplifies the cultural context for the audience.
17. How does the unreliability of the narrator in "The Black Cat" affect the informativity of the text?
- a. It makes the story less interesting.
 - b. It incorporates layers of complexity and ambiguity, causing readers to question what is the truth of the story.
 - c. It explains the actions in the story.

- d. It has no effect on the reader's comprehension.
18. How does the symbolism of Ligeia's eyes add to the information contents of this text?
- a. It sidetracks the plot line.
 - b. Represents the obsession of the narrator and the theme of death and resurrection.
 - c. It has no significant function in the plot.
 - d. Just a physical description with no deeper meaning
19. What is the point of the long descriptions of the black cat in "The Black Cat"?
- a. They make things seem normal in the story.
 - b. They communicate crucial information which predict the narrator's journey to madness.
 - c. They are non-relevant to the main story.
 - d. They only serve to entertain the reader.
20. What is the contextual meaning of the author's being a Pakistani-American woman in "Meatless Days"?
- a. The identity of the author is not something that could be shaped by the cultural context
 - b. The author's identity is a result of her cultural heritage and the historical context of her life.
 - c. The author's identity is a neutral attribute of the story
 - d. The author's identity should be included in the plot
21. What does "The Property of Women"'s patriarchal theme mean in the context?
- a. The concept of patriarchy is a universal and timeless term that does not relate to any specific context in Pakistani society
 - b. The culture and history of Pakistani society give birth to this patriarchal theme
 - c. Patriarchy theme is the neutral feature of the story
 - d. A patriarchal theme is the essential element of the tale
22. What role does "Ligeia"'s love theme play in the context?
- a. The theme of love is a universal and timeless concept that is not influenced by the context of the story.
 - b. The theme of love is a product of the narrator's obsession with Ligeia and the supernatural events of the story.
 - c. The theme of love is an evenhanded theme of the novel
 - d. The story is necessarily a work on a theme of love

23. What does the narrator's sanity in "The Black Cat" mean contextually?
- a. The narrator's sanity is something inherent that is not affected by the course of the story
 - b. The sanity of the narrator is a result of his surroundings and the events occurring in the story
 - c. The sanity of the narrator is a neutral characteristic of the story
 - d. The sanity of the narrator is a requirement of the plot
24. Is the author's criticism of Pakistani society in "The Property of Women" acceptable?
- a. The author's critique is acceptable as a necessary commentary on the oppression of women.
 - b. Unacceptable criticism from the author is a sign of her disloyalty to her country
 - c. The criticism by the author is a necessary part of the story
 - d. The criticism by the author is a neutral feature of the story
25. How acceptable is the use of food as a metaphor by the author in "Meatless Days"?
- a. The use of food as a metaphor by the author is acceptable in that it provides an interesting way to approach cultural identity
 - b. The use of food as a metaphor by the author is unacceptable and shows her non-serious nature.
 - c. The author's use of food as a metaphor is a necessary aspect of the story
 - d. The use of food as a metaphor by the author is a neutral aspect of the story.
26. In the context of the narrative, is the narrator's fixation on Ligeia acceptable?
- a. The obsession of the narrator is acceptable since it is a manifestation of love for Ligeia
 - b. Obsession by the narrator who drives the plot is unacceptable and shows instability
 - c. The Narrator's Obsession Is a Necessary Part of the Story
 - d. The narrator's obsessions are a neutral element in the story
27. In the context of the Black Cat narrative, are the narrator's assertions of sanity acceptable?
- a. The narrator's claims of sanity are acceptable and believable
 - b. The narrator's assertions of sanity are impossible and a characteristic of his insanity
 - c. The narration's claims to sanity is a constitutive part of the story
 - d. The fact that the narrator claims sanity is a neutral point in the plot
28. When the narrator of "Ligeia" describes Ligeia's eyes, which of the following intertextual strategies is employed?

- a. Quotation
 - b. Retelling
 - c. Pastiche
 - d. Allusion
29. How does Poe's other work's theme of the strength of the human will relate to Ligeia's character?
- a. She embodies the idea of the power of the human will
 - b. She challenges the idea of the power of the human will
 - c. She is not in any way related to the theme about the power of the human will
 - d. Not determinable
30. What does the intertextual reference of "izzat," in traditional Pakistani parlance, contribute to the novel "The Property of Women"?
- e. Adds complexity and richness to the narrative
 - f. It evokes a familiarity and communal cultural record
 - g. It takes away from the main plot and themes
 - h. It has no meaning
31. What is the purpose of mentioning the narrator's childhood love for animals in "The Black Cat"?
- a. To highlight the narrator's cruelty and lack of empathy
 - b. To contrast the narrator's past and present behavior
 - c. To display how the narrator's childhood life influences his adult years
 - d. To inject a little emotion in the story
32. Which of the following texts is referred to in the author's description of her mother's cooking in "Meatless Days"?
- a. Shakespeare's "A Midsummer Night's Dream"
 - b. The Quran's description of the Garden of Eden
 - c. The Indian epic, the Mahabharata
 - d. None of the above
33. What is the purpose of referencing the author's family's cultural heritage in "Meatless Days"?
- a. To bring out the tension between traditional and modern values

- b. To contrast the author's Pakistani and American identities
- c. Show the impact of the culture that her author's family comes from on her life
- d. For the exoticism to appear in the plot

34. The author of "The Property of Women" describes her mother's connection with her father using which of the following intertextual devices?

- a. Quotation
- b. Retelling
- c. Pastiche
- d. Allusion

35. How is the issue of cultural identity in "Meatless Days" related to the author's metaphorical use of food?

- a. It focuses attention on the tension between traditional and modern values
- b. It questions the existence of fixed cultural identity
- c. It reinforces the idea of a fixed cultural identity
- d. It has no connection to the theme of cultural identity

Questionnaire for Section A

1. What is the effect of using cohesive devices in a text?
 - a. It makes the text longer
 - b. It creates confusion for the reader
 - ☒ c. It enhances the unity and clarity of the text
 - d. It reduces the need for context
2. In the text you read, which cohesive device was primarily employed to show the connection between ideas?
 - ☒ a. Repetition of key terms
 - b. Use of synonyms
 - c. Pronouns and references
 - d. All of the above
3. Coherence in a text is defined as which of the following?
 - a. The language as a whole and its grammatical structure of the sentences
 - b. Structural relations between sentences and contextualization
 - ☒ c. Resources that mark cohesion
 - d. The proportion of the text
4. What do you think is an indication that a text does not demonstrate coherence?
 - a. Clear relationship when moving from one idea to another
 - b. Return to the main ideas many times
 - ☒ c. Jumping from one topic to another without justification
 - d. Presence of a strong introductory and concluding paragraph.
5. What role does food symbolism play in the whole sense of coherence in "Meatless Days"?
 - a. It provides merely a setting to the story.
 - ☒ b. It symbolizes cultural identity, family relationships, and the complications of belonging, bringing together all the author's thoughts on her experiences.
 - c. Irrelevant to the overall point of the text.

- d. It only serves to provide comic relief.
6. Which motif emerges throughout "The Black Cat" and adds to the story's overall coherence?
- a. The pleasure of pet ownership.
 - ✓ b. Conflict between love and hate, and the results of guilt and madness.
 - c. Significance of Family Values.
 - d. The beauty of nature.
7. What is the significance of understanding an author's intention when reading a text?
- a. It helps the reader to memorize the content.
 - b. It allows the reader to appreciate the text's structure.
 - ✓ c. It aids in interpreting the meaning and evaluating the effectiveness of the text.
 - d. It is not important for comprehension.
8. What is Poe's intention in portraying the narrator's descent into madness in "The Black Cat"?
- a. To entertain the reader with a thrilling story.
 - ✓ b. The best way to explore the themes of guilt, alcoholism, and the duality of human nature.
 - c. As a simple horror story without deeper meaning.
 - d. To produce a romance story.
9. What is the intentional meaning of food as a recurring theme in "Meatless Days"?
- a. It is background to the story.
 - ✓ b. It represents cultural identity, family ties, and belonging, capturing the intent of the author who wants to explore these themes.
 - c. It is only included for comedic effect.
 - d. It distracts from the main themes of the text.
10. What does Suleri achieve through her use of personal anecdotes in "Meatless Days"?
- a. She creates purely fictional narrative.
 - b. To provide a detached analysis of cultural practices.
 - ✓ c. To connect her personal experiences to broader cultural and social themes, helping the reader better understand identity and a sense of belonging.
 - d. To focus on culinary practices only.
11. In what ways does "Meatless Days" improve its informativeness through the use of personal narrative?

- a. It gives a view on cultural practices that is somewhat detached.
 - ☒ b. It lets readers understand or empathize with the author's experiences in coming to terms with the complexities of identity and culture.
 - c. It is intended solely to entertain the reader.
 - d. It simplifies the cultural context for the audience.
12. How does the unreliability of the narrator in "The Black Cat" affect the informativity of the text?
- a. It makes the story less interesting.
 - ☒ b. It incorporates layers of complexity and ambiguity, causing readers to question what is the truth of the story.
 - c. It explains the actions in the story.
 - d. It has no effect on the reader's comprehension.
13. What is the point of the long descriptions of the black cat in "The Black Cat"?
- a. They make things seem normal in the story.
 - b. They communicate crucial information which predict the narrator's journey to madness.
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14. What is the contextual meaning of the author's being a Pakistani-American woman in "Meatless Days"?
- a. The identity of the author is not something that could be shaped by the cultural context
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 - ☒ b. The sanity of the narrator is a result of his surroundings and the events occurring in the story
 - c. The sanity of the narrator is a neutral characteristic of the story

d. The sanity of the narrator is a requirement of the plot

16. How acceptable is the use of food as a metaphor by the author in "Meatless Days"?

- a. The use of food as a metaphor by the author is acceptable in that it provides an interesting way to approach cultural identity
- ☒ b. The use of food as a metaphor by the author is unacceptable and shows her non-serious nature.
- c. The author's use of food as a metaphor is a necessary aspect of the story.
- d. The use of food as a metaphor by the author is a neutral aspect of the story.

17. In the context of the Black Cat narrative, are the narrator's assertions of sanity acceptable?

- a. The narrator's claims of sanity are acceptable and believable
- b. The narrator's assertions of sanity are impossible and a characteristic of his insanity
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- a. To highlight the narrator's cruelty and lack of empathy
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19. Which of the following texts is referred to in the author's description of her mother's cooking in "Meatless Days"?

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- b. The Quran's description of the Garden of Eden
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20. What is the purpose of referencing the author's family's cultural heritage in "Meatless Days"?

- a. To bring out the tension between traditional and modern values
- b. To contrast the author's Pakistani and American identities
- ☒ c. Show the impact of the culture that her author's family comes from on her life
- d. For the exoticism to appear in the plot

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21. How is the issue of cultural identity in "Meatless Days" related to the author's metaphorical use of food?

- ☒ a. It focuses attention on the tension between traditional and modern values
- b. It questions the existence of fixed cultural identity
- c. It reinforces the idea of a fixed cultural identity
- d. It has no connection to the theme of cultural identity

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Questionnaire for Section A

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- d. It reduces the need for context

2. In the text you read, which cohesive device was primarily employed to show the connection between ideas?

- a. Repetition of key terms
- b. Use of synonyms
- c. Pronouns and references
- ☒ d. All of the above

3. Coherence in a text is defined as which of the following?

- a. The language as a whole and its grammatical structure of the sentences
- b. Structural relations between sentences and contextualization
- ☒ c. Resources that mark cohesion
- d. The proportion of the text

4. What do you think is an indication that a text does not demonstrate coherence?

- a. Clear relationship when moving from one idea to another
- b. Return to the main ideas many times
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5. What role does food symbolism play in the whole sense of coherence in "Meatless Days"?

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 - c. The sanity of the narrator is a neutral characteristic of the story

☒ d. The sanity of the narrator is a requirement of the plot

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- d. The use of food as a metaphor by the author is a neutral aspect of the story.

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18. What is the purpose of mentioning the narrator's childhood love for animals in "The Black Cat"?

- a. To highlight the narrator's cruelty and lack of empathy
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- ☒ c. To display how the narrator's childhood life influences his adult years
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19. Which of the following texts is referred to in the author's description of her mother's cooking in "Meatless Days"?

- a. Shakespeare's "A Midsummer Night's Dream"
- b. The Quran's description of the Garden of Eden
- c. The Indian epic, the Mahabharata
- ☒ d. None of the above

20. What is the purpose of referencing the author's family's cultural heritage in "Meatless Days"?

- a. To bring out the tension between traditional and modern values
- b. To contrast the author's Pakistani and American identities
- ☒ c. Show the impact of the culture that her author's family comes from on her life
- d. For the exoticism to appear in the plot

21. How is the issue of cultural identity in "Meatless Days" related to the author's metaphorical use of food?

- a. It focuses attention on the tension between traditional and modern values
- ☒ b. It questions the existence of fixed cultural identity
- c. It reinforces the idea of a fixed cultural identity
- d. It has no connection to the theme of cultural identity

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Age group: 20 - 25
Session: FALL
Duration: 2021 - 2025

Questionnaire for Section C

1. What is the effect of using cohesive devices in a text?
 - a. It makes the text longer
 - b. It creates confusion for the reader
 - ☒ c. It enhances the unity and clarity of the text
 - d. It reduces the need for context
2. In the text you read, which cohesive device was primarily employed to show the connection between ideas?
 - a. Repetition of key terms
 - ☒ b. Use of synonyms
 - c. Pronouns and references
 - d. All of the above
3. Coherence in a text is defined as which of the following?
 - a. The language as a whole and its grammatical structure of the sentences
 - ☒ b. Structural relations between sentences and contextualization
 - c. Resources that mark cohesion
 - d. The proportion of the text
4. What do you think is an indication that a text does not demonstrate coherence?
 - a. Clear relationship when moving from one idea to another
 - b. Return to the main ideas many times
 - ☒ c. Jumping from one topic to another without justification
 - d. Presence of a strong introductory and concluding paragraph.
5. Which of the following themes is consistently developed throughout "The Property of Women," contributing to the overall coherence of the narrative?
 - a. Celebrating traditional gender roles.
 - ☒ b. The complexities of identity and the intersections of gender, culture, and colonialism.

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- c. The worth of food traditions.
- d. The ordinariness of rural life.

6. What is the importance of Ligeia's character symbolism on the continuity of the plot?

- a. It is a sideline to the story.
- ☒ b. It symbolizes the themes of love, death, and the supernatural, all emphasizing the narrator's fixation and inner conflict.
- c. It has nothing to do with the general message of the text.
- d. It is only used for comic relief.

7. What is Poe's intention in highlighting the theme of death and resurrection in "Ligeia"?

- a. To make a light tale.
- ☒ b. To explore the boundaries between life and death, and the obsession with lost love, thereby enriching the reader's understanding of the narrator's emotional state.
- c. To give an easy-on-the-psyche horror tale.
- d. To concentrate on physical characteristics of the characters.

8. What is the significance of understanding an author's intention when reading a text?

- a. It helps the reader to memorize the content.
- b. It allows the reader to appreciate the text's structure.
- ☒ c. It aids in interpreting the meaning and evaluating the effectiveness of the text.
- d. It is not important for comprehension.

9. What is the purpose behind Suleri's analysis of women's roles in "The Property of Women"?

- a. To romanticize traditional gender roles without scrutiny.
- ☒ b. To depict the complexities and contradictions of women's identities in a patriarchal society.
- c. To present a chronology of the women's rights movement in Pakistan.
- d. To amuse the reader with invented stories.

10. How do gender roles discussions in "The Property of Women" contribute towards informativity in the text?

- a. They are a recapitulation of traditional views and make no new points.
- ☒ b. They offer a trenchant commentary on the social expectations of women, making the reader understand gender relationships more critically.

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- c. They are not related to the general message of the text.
- d. They only serve to confuse the reader.

11. How does the symbolism of Ligeia's eyes add to the information contents of this text?

- a. It sidetracks the plot line.
- ☒ b. Represents the obsession of the narrator and the theme of death and resurrection.
- c. It has no significant function in the plot.
- d. Just a physical description with no deeper meaning

12. What does "The Property of Women"'s patriarchal theme mean in the context?

- a. The concept of patriarchy is a universal and timeless term that does not relate to any specific context in Pakistani society
- ☒ b. The culture and history of Pakistani society give birth to this patriarchal theme
- c. Patriarchy theme is the neutral feature of the story
- d. A patriarchal theme is the essential element of the tale

13. What role does "Ligeia"'s love theme play in the context?

- a. The theme of love is a universal and timeless concept that is not influenced by the context of the story.
- ☒ b. The theme of love is a product of the narrator's obsession with Ligeia and the supernatural events of the story.
- c. The theme of love is an evenhanded theme of the novel
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14. Is the author's criticism of Pakistani society in "The Property of Women" acceptable?

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- ☒ b. Retelling
- c. Pastiche
- d. Allusion

17. How does Poe's other work's theme of the strength of the human will relate to Ligeia's character?

- ☒ a. She embodies the idea of the power of the human will
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- c. She is not in any way related to the theme about the power of the human will
- d. Not determinable

18. What does the intertextual reference of "izzat," in traditional Pakistani parlance, contribute to the novel "The Property of Women"?

- e. Adds complexity and richness to the narrative
- ☒ f. It evokes a familiarity and communal cultural record
- g. It takes away from the main plot and themes
- h. It has no meaning

19. The author of "The Property of Women" describes her mother's connection with her father using which of the following intertextual devices?

- a. Quotation
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- c. Pastiche
- ☒ d. Allusion

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Age 20-25
Questionnaire for Section C

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d. A patriarchal theme is the essential element of the tale

13. What role does "Ligeia"'s love theme play in the context?

- a. The theme of love is a universal and timeless concept that is not influenced by the context of the story.
b. The theme of love is a product of the narrator's obsession with Ligeia and the supernatural events of the story.
☒ c. The theme of love is an evenhanded theme of the novel
d. The story is necessarily a work on a theme of love

14. Is the author's criticism of Pakistani society in "The Property of Women" acceptable?

- ☒ a. The author's critique is acceptable as a necessary commentary on the oppression of women.
b. Unacceptable criticism from the author is a sign of her disloyalty to her country
c. The criticism by the author is a necessary part of the story
d. The criticism by the author is a neutral feature of the story

15. In the context of the narrative, is the narrator's fixation on Ligeia acceptable?

- a. The obsession of the narrator is acceptable since it is a manifestation of love for Ligeia
b. Obsession by the narrator who drives the plot is unacceptable and shows instability
☒ c. The Narrator's Obsession Is a Necessary Part of the Story
d. The narrator's obsessions are a neutral element in the story

16. When the narrator of "Ligeia" describes Ligeia's eyes, which of the following intertextual strategies is employed?

- a. Quotation
- b. Retelling
- c. Pastiche
- ☒ d. Allusion

17. How does Poe's other work's theme of the strength of the human will relate to Ligeia's character?

- a. She embodies the idea of the power of the human will
- ☒ b. She challenges the idea of the power of the human will
- c. She is not in any way related to the theme about the power of the human will
- d. Not determinable

18. What does the intertextual reference of "izzat," in traditional Pakistani parlance, contribute to the novel "The Property of Women"?

- ☒ e. Adds complexity and richness to the narrative
- f. It evokes a familiarity and communal cultural record
- g. It takes away from the main plot and themes
- h. It has no meaning

19. The author of "The Property of Women" describes her mother's connection with her father using which of the following intertextual devices?

- ☒ a. Quotation
- b. Retelling
- c. Pastiche
- d. Allusion