

**RESEARCH PAPER**

Cohesion and Coherence in Grade 9 Punjab English Textbook: A Systemic Functional Grammar Analysis

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ABSTRACT

This work evaluates the structure and coherence in the Grade 9 Punjab English textbook using Halliday and Hasan's (1976) model, focusing on its usefulness in developing writing skills among ESL learners. This study is designed on Systemic Functional Grammar (SFL), analyzing cohesion in the texts of the Textbook to highlight the need for cohesive devices to enhance learners' competence in discourse. A qualitative descriptive approach was used to analyze the texts, which were manually annotated using the UAM Corpus Tool, examining cohesion using reference, conjunction, ellipsis, substitution, and lexical devices. Cohesion mainly relied on personal references and collocations, with no use of substitution or ellipsis. The textbook aids clarity but lacks complex cohesive devices. To address these limitations, the textbook should incorporate cohesive devices and include exercises for comprehensive discourse skill development.

Keywords: Systemic Functional Grammar, Cohesion, Coherence, ESL Textbook Analysis, Halliday And Hasan Model (1976)

Introduction

How you write is important, but you also have to make sure your ideas are both clear and well-connected. With the help of cohesion and coherence, readers can better understand how different ideas relate and follow the direction of the writer's thoughts. Development of these features matters a lot in ESL situations, mainly in countries like Pakistan where education is still developing. They often get these skills through materials given in school, especially those chosen by the government.

The Punjab Textbook Board's Grade 9 English textbook is very useful in secondary schools. The purpose of the course is to introduce students to many ways of communicating in writing and speech and to boost their reading, writing, and understanding skills (Muzaffar, et., al., 2020). Still, although textbooks are very important, there has not been much research into how well they demonstrate cohesive and coherent writing. Most evaluations care only about basic language elements and ignore the most important structures that keep the text coherent and help the reader understand it (Muzaffar, 2016).

The authors address the gap by studying how the Grade 9 English textbook is unified and consistent using Systemic Functional Grammar (SFG) created by M.A.K. Halliday. According to SFG, language helps create meaning in different contexts, and its textual metafunction provides methods to view how texts lead readers to certain information. Referring to Halliday and Hasan (1976), this study will analyze how using reference, conjunctions, ellipsis, substitution, and lexical cohesive elements affects local coherence and global coherence in a text.

Literature Review

In any English as a Foreign Language class, cohesion and coherence are very important for good academic writing. There have been several investigations of the problems learners face with these elements and how teaching methods can help. Even so, the current research pays more attention to how students perform or how to write in general, rather than to how textbooks use these discourse features. This review brings together important ideas by grouping them into different themes helpful for this study.

Cohesion in ESL/EFL Contexts

In their study using mixed methods, Diep and Pham (2024) found that lexical cohesion was used most often by students, but was often misused too. They observed that learners depend on superficial cohesion, but have trouble understanding how to keep their writing well structured. This points out that it is necessary to train students in cohesive devices and also to add them in a meaningful way to textbooks used in instruction.

In a similar way, Xhepa (2016) explained what cohesion and coherence are and argued that their absence makes EFL texts hard for readers to comprehend. Because of this, it becomes more important to analyze the ways that textbooks teach connected writing, and especially so in places where they are the main source of students' language learning.

Jinam (2023) also noted that cohesion is a feature present in all languages necessary for the structure of text. Even though it is not directly used in instructional materials, the focus of this study makes the present research more valuable since it uses cohesion theory to understand textbooks.

A relevant study by Aspany et al. (2021) at the University of Mataram analysed undergraduate English department students' theses using Halliday and Hasan's (1976) cohesion framework and Oshima and Hogue's (2006) model of coherence. Their findings showed that while all categories of cohesive devices were present, they were frequently misused. Problems with grammatical cohesion—including errors in reference, conjunctions, and ellipsis—as well as inaccuracies in lexical cohesion (such as reiteration) were common, largely due to limited grammar proficiency among EFL learners. Coherence was generally maintained through logical sequencing, but key issues included weak noun repetition, inconsistent pronoun use, and infrequent or inappropriate transitions. These results stress the need for both students and educators to focus more on how cohesion and coherence are taught and practiced, especially in academic contexts. The study adds weight to the idea that meaningful instruction in cohesion should be reinforced through both teaching practices and textbook materials.

Coherence and its Relationship to Cohesion

Pitoyo (2020) proved in his study that cohesion, by itself, does not guarantee coherence. He found that some writings with a lot of cohesive ties might not be organized in a logical way. It matters a lot in instructional design that materials model cohesive schemes and connected ideas, as is central to the current study.

Gusnar et al. (2022) also said that the presence of cohesive devices is no guarantee of a good transition from one idea to the next. From what they found, problems with ideas and the way things are written can stop a text from being meaningful, despite the surface connections. This shows that analyzing textbook materials at the level of language is more important than looking only at their main content.

Karadeniz (2017) used numbers to show that there are positive associations between the use of cohesive devices, coherence, and how consistent the text is. Yet, teachers

mainly concentrated on students' writing, not the materials they learned from. The present study addresses a gap by studying the model texts that are part of the curriculum.

Cohesion in Textbooks

Masithoh and Mulyani (2017) examined how grammatical cohesion is present in Indonesian secondary textbooks. They discovered that there are different cohesive devices, yet they noticed that their use is not even and their effect varies. Even though the research team identified cohesive markers in educational materials, they did not prove that these features support student writing or the use of coherent structures—a topic that this new research is focusing on. Studying in more practical terms, Mandarani, Rukmini, and Nimasari (2022) concluded that using cohesive devices boosts reading comprehension, mainly when reading expository texts. This study's findings agree with the researchers' belief that cohesion plays a key role in both writing and literacy development.

Masithoh and Fadlilah (2017) conducted a qualitative study employing a literature review approach to examine the use of grammatical cohesion in recount texts found in *Pathway to English*, a textbook designed for tenth-grade senior high school students and published by Erlangga. Their analysis focused on three recount texts and revealed notable variations in the types and frequency of grammatical cohesive devices employed. Texts 1 and 3 featured three types of grammatical cohesion—reference, ellipsis, and conjunction—while Text 2 demonstrated a full range of grammatical cohesion, including reference, substitution, ellipsis, and conjunction. Across all texts, reference emerged as the most dominant cohesive device, accounting for 55% to 57.8% of occurrences. Conjunction followed as the second most prevalent device, with its usage ranging from 27.8% to 35.6%. In contrast, substitution and ellipsis were less frequently used; substitution was absent in Texts 1 and 3 and appeared minimally (2.3%) in Text 2, whereas ellipsis occurred at 16.7%, 4.5%, and 15% in Texts 1, 2, and 3, respectively. Based on Halliday and Hasan's (1989) framework of cohesive devices, the overall grammatical cohesion in the analysed recount texts was measured at 33%, categorising the cohesion level as "fair." The study highlights the pedagogical significance of evaluating textbook materials for cohesive quality, emphasizing that strong cohesive ties are essential for enhancing students' comprehension and promoting a systematic understanding of textual content.

Foundational Theories of Cohesion and Coherence

The framework that has greatly influenced and been discussed most in English text analysis is Halliday and Hasan's Cohesion in English (1976). They noted that reference, substitution, ellipsis, conjunction, and lexical cohesion are cohesive devices and that these tools combined give a text more depth. The framework they developed is now a main reference for analysis in linguistics and in language teaching or material creation. According to Halliday and Hasan, cohesion mainly uses meaning to connect different parts of a text, and not only grammatical rules. It helps to judge textbook discussion, since correct grammar may not show if the text lacks a coherent meaning. Because of their findings, others have explored how cohesive devices help unite texts on a local and global level.

Thompson's *Introducing Functional Grammar* (3rd ed.) offers an accessible introduction to the Systemic Functional Grammar (SFG) model, specifically aimed at readers with a limited background in formal linguistics. In the opening chapter, Thompson (2014) outlines a foundational contrast between two broad approaches to grammar: formal and functional. Systemic Functional Grammar represents the functional tradition, while formal grammar, exemplified by Chomsky's Transformational-Generative (TG) model, emphasizes abstract syntactic structures and propositional meaning in isolated sentences. The TG approach treats language as a cognitive system primarily for expressing thought, detached from social context, and often leads analysis "inwards" into the domains of neurology and genetics. In contrast, SFG begins with meaning and considers language as a resource for

communication, placing strong emphasis on the functions of language and the social purposes behind grammatical choices. It argues that language both reflects and constructs context, making language and its social environment mutually constitutive. From this perspective, analysis moves "outwards," toward the social, cultural, and contextual dimensions of meaning. Thompson's user-friendly exposition enables students to understand how grammatical structures serve communicative purposes, making his work an essential guide for those engaging with Hallidayan functional grammar and its application in educational and linguistic research. Besides, this approach assumes that coherence is formed from the way textual, ideational, and interpersonal metafunctions are connected. The researchers rely on these principles to show how Pakistani textbooks teach students how to communicate. Banks (2019) continues these concepts by using the Systemic Functional Grammar (SFG) to discuss how they are connected to the development of themes and the choice of genre. This observation from Halliday points out that the way language works textually has a big impact on meaning and flow, which is directly used in this study's analysis.

All in all, existing studies show that we know much about cohesion and coherence in EFL writing, but school textbooks rarely teach these topics to students. The study uses SFG to study the Grade 9 Punjab English textbook and provides a useful link between discourse theory and actual teaching resources, so it gives both new insights and practical advice for improving textbooks in Pakistan.

Material and Methods

Research Design

This study adopts a qualitative descriptive research design, grounded in the framework of Systemic Functional Linguistics (SFL). The aim is to investigate how cohesion and coherence are realized in the Grade 9 Punjab English textbook by analyzing selected texts using SFL tools, particularly Halliday and Hasan's (1976) model of cohesion and thematic structure.

Data Source

- The original data of the present research is a Grade 9 English textbook of the Punjab Curriculum and Textbook Board (PCTB), Lahore. This textbook is common in the government schools of Punjab, and forms part of the English language syllabus at the secondary level.
- The corpus was created through a manual selection of the related lesson text, including the themes of national identity, Islamic history, moral education, globalization, entrepreneurship, and environmental awareness. The analysis covered only the main lesson texts--pictures, exercises, and headings were omitted. The files were saved as plain text files, and the punctuations and the clause structure were keenly preserved to allow linguistic analysis.

Sampling of Texts

The sampling strategy was purposive, whereby a subset of the texts was taken to represent the thematic and pedagogical range of the textbook. Five texts have been chosen on the following criteria:

Curricular Alignment

Each unit covers important educational topics as dictated by the PCTB, such as patriotism, social values, national heroes, and entrepreneurship.

Genre Representation

The selection of the sample covers a variety of genres, including narrative, biographical, moralistic, and expository texts. It is this variety that allows analyzing cohesive and coherent elements in the context of various discourse structures.

Instructional Relevance

The texts chosen are very common in the classroom, and they serve to provide an example of functional English to learners, which is why they can be considered adequate to analyse the extent to which cohesion and coherence are modelled in teaching texts.

Analytical Framework

This study draws upon the cohesive taxonomy introduced by Halliday and Hasan (1976) and integrates it with the SFL-based model of coherence. The framework is structured as follows:

Cohesion Analysis

Types of cohesive devices identified and classified include:

- Reference: personal, demonstrative, comparative
- Substitution: nominal, verbal, clausal
- Ellipsis: nominal, verbal, clausal
- Conjunction: additive, adversative, causal, temporal
- Lexical cohesion: repetition, synonymy, antonymy, hyponymy, collocation.

Coherence Analysis

Coherence is assessed in terms of:

- Logical and temporal progression between clauses and paragraphs
- Thematic progression (Constant Theme, Linear Theme, Split Theme)
- Paragraph unity and topic sentence clarity
- Relevance and consistency of supporting details

Data were coded manually with support from qualitative annotation tools (e.g., UAM Corpus Tool) to assist in cohesion frequency analysis.

The selected texts were manually segmented into clauses. Each clause was analyzed for cohesive devices using a coding scheme adapted from SFL-based cohesion models. Data were recorded in a coding table, type of cohesion, subtype, lexical realization, and contribution to textual coherence.

Data Analysis

The study was conducted using a corpus of selected narrative and expository passages from the *English Grade 9 textbook* published by the Punjab Curriculum and Textbook Board (PCTB). A total of five thematically varied texts were extracted from the textbook to ensure the representativeness of both content and register. These texts included historical recounts, biographical sketches, social commentaries, and moral reflections. Each selected passage was assumed to reflect the curriculum's intended linguistic input for Grade 9 learners and was considered a unit of analysis.

The annotated corpus was imported into the UAM Corpus Tool (v3.3), which facilitated semi-automated annotation for both cohesive devices and coherence patterns. Following Halliday and Hasan's (1976) framework for cohesion and Halliday and Matthiessen's (2014) model for thematic progression and coherence, all cohesive ties were manually identified, categorized, and tagged. The cohesion categories included reference, substitution, ellipsis, conjunction, and lexical cohesion, each with its appropriate subtypes (e.g., personal, demonstrative, additive, causal, collocation, etc.). Similarly, coherence was analyzed through thematic progression (constant, linear, and split themes), logical sequencing (problem-solution, cause-effect, comparison), and paragraph unity (topic sentence clarity and supporting detail consistency). The following are representative examples drawn from the annotated corpus:

"Its starry sky has excited the imagination of poets and travelers." ('Its' was coded as personal reference; "poets and travelers" involved lexical collocation.)

"They offered huge rewards and bounties for their capture, dead or alive." ('They' and 'their' were personal references.)

"Entrepreneurs are the individuals who identify opportunities..." ('who' served as a relative reference and lexical collocation was noted in "identify opportunities, take risks").

"Patriotism gives people the strength and courage to safeguard..." (Lexical collocation found in "strength and courage")

"She tied the food on the camel's back with her own belt..." ('She' and 'her' are personal references; lexical collocation includes "camel", "belt", and "food".)

"This grand task was nicely undertaken by Hazrat Asma..." ('This' as demonstrative reference; "task" and "undertaken" as collocation.)

"He gave the Muslims a sense of identity..." ('He' is personal reference; lexical collocation includes "identity", "homeland".)

"In modern-day Pakistan, women entrepreneurs are playing..." (Lexical collocation: "modern-day", "entrepreneurs", "sectors")

"She became a symbol of empowerment for other women..." ('She' = personal reference; "symbol", "empowerment" = collocation)

"How difficult it must have been for her to traverse the rocky path at night..." (Lexical collocation: "rocky path", "detected", "caught".)

The results generated by UAM CT included both raw and relative frequencies of each cohesive and coherence type across the dataset. Reference, particularly personal and demonstrative types, emerged as the most frequently used cohesive devices. Lexical cohesion, especially through collocation and repetition, was also prevalent across all five texts. In contrast, substitution and ellipsis appeared infrequently, indicating a tendency toward explicitness in clause structure within the textbook. Temporal and additive conjunctions were the dominant cohesive subtypes among conjunctions.

In terms of coherence, the overall progression of the themes was found to be somewhat linear paragraph by paragraph, and there was some indication of the presence of constant themes in historical and biographical accounts. The cause-effect and problem-solution were some of the logical relations that were used consistently in morally and historically motivated texts. Also, paragraph unity was observed in all examined texts, which

was indicated by the presence of explicit topic sentences and logically constructed support details.

In general, a rather conservative linguistic design was evidenced by the use of cohesive means and coherence techniques, although the pedagogical structuring was observed. These trends implied that the textbook was aimed mostly at clarity and the ease of narrative understanding, perhaps at the expense of more sophisticated syntactic techniques like ellipsis or substitution. The results substantiated the prevalence of some types of cohesion along with pointing out the places where the text could be improved in terms of its pedagogical richness.

Results and Discussion

This section presents the findings and interprets them in different ways. The analysis was carried out on textbook passages in Grade 9 using software known as UAM CorpusTool (v3.3). Each of the characteristics of cohesion and coherence was located and marked manually in keeping with the guidelines put forward by Halliday and Hasan (1976) and Halliday and Matthiessen (2014). The inquiry covered five varied thematic parts in order to ensure that the research covered a wide range of texts. The features have been grouped into three major categories:

- Cohesive devices — Reference, Substitution, and Ellipsis
- Conjunctions and Lexical Cohesion
- Coherence features — including Logical Relations, Thematic Progression, and Paragraph Unity

Each group is presented in a separate table, showing both the frequency and relative percentage of each sub-feature.

Table 1
Reference, Substitution, and Ellipsis in the Textbook Corpus

Feature	Frequency	Percentage
Reference - Personal	21	60.00%
Reference - Demonstrative	7	20.00%
Reference - Cataphoric	2	5.71%
Reference - Exophoric	5	14.29%
Substitution	0	0.00%
Ellipsis - Nominal	0	0.00%
Ellipsis - Verbal	0	0.00%
Ellipsis - Clausal	0	0.00%

Percentages are calculated only for reference categories, as substitution and ellipsis were not observed in the dataset. Including them in the percentage total would inaccurately lower the representation of observed categories.

Personal reference (60%) dominates, providing continuity of participants across clauses—an essential feature for novice readers. The high frequency of explicit referents (e.g., personal and demonstrative references) suggests that the textbook emphasizes clarity and cohesion suited to beginner-to-intermediate learners. However, the absence of substitution and ellipsis reflects a simplified syntactic style, potentially limiting students' exposure to more advanced cohesive strategies. Teachers could introduce supplementary texts or exercises using these underrepresented forms to help students develop syntactic variety and inferential reading skills.

Table 2
Conjunction and Lexical Cohesion in the Textbook Corpus

Feature	Frequency	Percentage
Conjunction - Additive	6	14.63%
Conjunction - Causal	5	12.20%
Conjunction - Temporal	7	17.07%
Conjunction - Adversative	0	0.00%
Lexical - Repetition	4	9.76%
Lexical - Synonymy	1	2.44%
Lexical - Antonymy	2	4.88%
Lexical - Collocation	16	39.02%

The most prominent lexical cohesion device was collocation (39.02%), indicating strong theme-based vocabulary grouping, helpful for scaffolded vocabulary acquisition and thematic comprehension. Temporal and additive conjunctions were frequently used to maintain logical flow, especially in chronological narratives. However, the absence of adversative conjunctions (e.g., “however,” “although”) reveals a missed opportunity to model contrastive thinking and argumentative discourse. Educators should consider explicitly teaching adversative structures to support higher-order reasoning and written argumentation, especially in essay writing tasks.

While Table 2 categorizes conjunctions based on their grammatical form (e.g., temporal, additive), Table 3 analyzes thematic and logical organization at the discourse level. For example, temporal conjunctions such as “then,” “afterward,” or “while” in Table 2 serve to realize sequential logical relations in Table 3. Thus, although they are related, Table 3 focuses on how ideas are conceptually connected (e.g., through cause-effect or sequence), whereas Table 2 captures the explicit cohesive markers used to signal those connections.

Table 3
Coherence Features in the Textbook Corpus

Feature	Frequency	Percentage
Logical Relation - Cause-Effect	7	15.22%
Logical Relation - Problem-Solution	3	6.52%
Logical Relation - Comparison-Contrast	2	4.35%
Logical Relation - Sequence	8	17.39%
Thematic Progression - Constant Theme	5	10.87%
Thematic Progression - Linear Theme	7	15.22%
Thematic Progression - Split Theme	0	0.00%
Paragraph Unity - Topic Sentence Clarity	7	15.22%
Paragraph Unity - Supporting Detail Consistency	7	15.22%

Coherence was primarily realized through sequential (17.39%) and cause-effect (15.22%) relations, consistent with the informative and historical content of the textbook. Thematic development was largely linear, reinforcing story or idea progression from sentence to sentence. However, the absence of split theme progression limits exposure to parallel argument structures or multi-threaded development of ideas. Additionally, while paragraph unity was well maintained (e.g., clear topic sentences), these structures could be enriched by including complex logical relations such as problem-solution or comparison-contrast more robustly. Teachers could use excerpts to model alternative thematic structures and explore deeper text cohesion.

The results of the present study find some consistency as well as divergence upon comparison with previous studies conducted on cohesion and coherence in ESL/EFL situations and textbook discourse analysis. In line with Diep and Pham (2024) and Aspany et al. (2021), the present research proves that lexical cohesion and personal references are most common in learners and the resources they use, and are the most commonly occurring

cohesive means. As in Jinam (2023), the given analysis demonstrates that cohesion is the key to text organization, but does not necessarily imply good coherence. Similar to Masithoh and Fadlilah (2017), this study also discovers the imbalanced use of the cohesive types: personal and demonstrative references are abundant, whereas substitution and ellipsis are not present at all a finding that is also equal to the one made in relation to the Indonesian textbooks by Masithoh and Mulyani (2017). This implies a broader tendency in ESL textbooks targeted at secondary students in emerging educational settings: surface clarity and explicitness are favoured, and less complex types of syntactic and pragmatic cohesion are ignored. In comparison with Pitoyo (2020) and Gusnar et al. (2022), both emphasizing that cohesion should not be confused with the logical development of ideas, the identified findings support the fact that the Grade 9 textbook demonstrates sufficient paragraph unity and linear sequencing but poor variation in logical relations and thematic evolution. In particular, there are cause-effect and sequence relations to ensure flow, yet adversative connections, which are essential to argumentative writing, are practically non-existent. This is in line with Karadeniz (2017), who found that cohesive ties have a positive correlation with textual consistency, although this opportunity is not used when the teaching process does not take into account contrastive and critical discourse markers. Hence, the current study contributes local data those Pakistani secondary textbooks demonstrate a conservative model of discourse: the texts are straightforward but not rhetorically complex, which is a weakness that limits students in their exposure to more sophisticated discourse patterns, needed to produce academic writing at a higher level.

Table 4
Pedagogical Examples of Effective and Problematic Cohesion

Example	Type	Why It is Effective or Problematic	Pedagogical Insight
"Patriotism gives people the strength and courage to safeguard the interests of the country and nation."	Effective Cohesion	Strong lexical collocation enhances unity; repetition reinforces the theme	Model for lexical cohesion in writing topic sentences
"She tied the food on the camel's back with her own belt as nothing else could be found."	Problematic Cohesion	"As" is ambiguous; may confuse causal and sequential relations	Teach revision of causal links for clarity, e.g., "because"
"They offered huge rewards and bounties for their capture, dead or alive."	Effective Reference	Pronouns clearly refer back to "chiefs of various tribes."	Use for teaching clear referential chains
"This grand task was nicely undertaken by Hazrat Asma..."	Problematic Reference	"This grand task" lacks clarity; weak demonstrative use	Revise vague referencing; emphasize explicit noun phrases

Conclusion

This paper provides useful insights into coherence and cohesion aspects that are evident in the Punjab textbook of English Grade 9. It was analyzed on the basis of Systemic Functional Grammar (SFG), and it demonstrated that though the textbook is rather successful in using explicit cohesive means, which include personal references and lexical collocations, to foster clarity and accessibility, it has a very narrow functional scope. The prevailing linear development of the theme and causal or chronological reasoning suggests the simplification of the discourse structure to the needs of early-phase ESL learners. But it is also this simplicity that limits the students to more complex cohesive means, needed to acquire more subtle and rhetorically more sophisticated writing skills. It is also important to note that the total lack of substitution and ellipsis, as well as the low usage of adversative and contrastive connectives, reveals an instructional gap in the process of training students to cope with complicated writing assignments.

To cope with these gaps, textbook developers and curriculum planners are recommended to incorporate a wider range of cohesive means, such as less-used yet pedagogically important means, such as ellipsis, substitution, and adversative conjunctions.

It might be worth introducing some thematic progression variations, e.g., split and zigzag themes, to increase the coherence and to get the students used to more dynamic information structures. Any additional teaching resources must be matched to these objectives, and they should provide clear teaching of discourse-level skills as well as grammar and vocabulary. With the enhancement of the functional diversity of the textbook material, the subsequent releases can cater to linguistic accessibility and academic advancement simultaneously, enabling learners to shift their focus beyond the elementary understanding of textual production to the advanced levels of textual construction. Finally, the present research points to the necessity of discourse-sensitive ESL resources, which would be responsive to the actual communication needs in a Pakistani education setting, and which would be significant in terms of students' academic and professional literacy growth.

Implications for the Future

The results of this research have significant implications for textbook development, teaching, curriculum design, and future research on ESL education in Pakistan. The simplicity of the cohesive means predominant in the text (personal reference and lexical collocation) and the lack of more complex features (substitution, ellipsis, adversative conjunctions, etc.) indicate that the subsequent editions of Grade 9 English textbook ought to embrace a greater variety of cohesive strategies to exemplify more complex and more varied discourse patterns. It would do this by better-equipping students with the requirements of academic writing and real-world communication. These limitations of text should also be made known to teachers, and they should be assisted through professional development in Systemic Functional Grammar (SFG) so that they may teach cohesion and coherence in a more explicit and effective way. Additional materials and cohesion-oriented tasks aiming at letting the students work with the underrepresented discourse features should be added to the textbook in the classroom. Learning outcomes beyond grammar and vocabulary are required to focus on discourse-level skills like paragraph unity, logical progression, and thematic development. A scaffolding approach to curriculum planning should be realized, whereby greater complexity in terms of cohesion and coherence strategies is introduced over the grade levels. Lastly, this study could be the subject of future research in comparing cohesion patterns in other textbooks, examining student writing to determine the transfer of modeled features, or integrating mixed-methods designs that look at both the linguistic content of textbooks and their pedagogical effects. All these implications together support the significance of the discourse level analysis in enhancing the linguistic quality and didactic usefulness of the English language teaching resources in Pakistan.

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