

ELLIPSIS, SLUICING AND SIMPLIFIED SILENT SYNTAX IN ENGLISH

LANGUAGE AND LINGUISTICS

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Abstract

Undoubtedly, consistency plays a crucial role in writing, which is why extensive research has been conducted on cohesive devices in student writing. Numerous studies have demonstrated that two key grammatical cohesion strategies-substitution and ellipsis-are the weakest elements used in the writing process of ESL/EFL learners. This underscores the need for further research on these two grammatical methods. This study uses context analysis to explore the cohesive devices employed in Charles Dickens' short story, *The Signalman*. Additionally, it uses a quantitative approach to compare the frequency of ellipsis in the story as identified by the researcher and by students. The ellipses identified in *The Signalman* and the analysis by undergraduate students in their discourse assessments point to the necessity of developing teaching materials embedded with tasks that help EFL/ESL learners, particularly those at the undergraduate level, as well as students in Discourse Analysis courses, acquire the necessary skills to become effective communicators. This study found that Charles Dickens, often referred to as "Golden-penned," made ample use of ellipsis. It also discovered that an abridged version of the story contained a significant number of ellipses, and it was encouraging to note that during a timed assessment, students were able to identify nearly one-fourth of the ellipses present in *The Signalman*.

Keywords: The Signalman, employment of Ellipsis, Identification, Comparison...

Introduction

Ellipsis, sluicing, and simplified silent syntax are key areas of study in English language and linguistics, focusing on how certain elements of a sentence can be omitted while the intended meaning remains clear. Ellipsis involves the omission of redundant words, allowing for more concise communication without losing clarity. Sluicing, a specific type of ellipsis, occurs in interrogative clauses where everything but a wh-word is omitted (e.g., "She knows someone, but I don't know who"). Simplified silent syntax refers to underlying syntactic structures that are not overtly expressed but still contribute to sentence meaning and interpretation.

These linguistic phenomena play a significant role in understanding how speakers process and construct language efficiently, while maintaining grammatical correctness and meaning. They are essential to the study of syntactic theory, language acquisition, and cognitive linguistics, providing insights into the underlying rules governing sentence structure and the interplay between syntax and meaning in both spoken and written communication.

According to Blanchard and Root (2010), writing is the hardest skill to master while learning a second language. When creating a written product, there are several factors to consider. Grammar is one of them. A strong grammatical competence is seen in well-structured and intelligible phrases. According to Richards J.C (2006:3), grammatical competence relates to our language knowledge, which accounts for our capacity to create sentences in language. Other elements, including as cohesion and coherence, contribute to the quality of a literary result in addition to grammatical expertise. The ethereal sealant that keeps paragraphs together is cohesion, or coherence. In a writing assignment, having high coherence implies that your thoughts keep together and easily flow from one phrase to the next, so that your readers can readily grasp where you're going.

Cohesion is a key factor that reflects a well-organized content in writing (Weigle, 2002). It creates a connection between a speaker's thoughts and each sentence in the writing, resulting in a coherent notion.(Hinkel, 2004: 279; Bennui, 2008; Fakuade & Sharudama, 2012) There are many studies on cohesion with pedagogical goals. Abdul Rahman's (2013) study on EFL students' use of cohesive devices in writing descriptive texts, found that EFL learners overused cohesive devices such as repetition and reference and unfortunately neglected deploying substitution and ellipsis. Also, Abid and Ridha's, (2008) Alarcon and Morales', (2011) Saud's, (2015) Ali's (2016)) and Bahaziq's (2016) studies which aimed to identify cohesive devices in the writings of EFL students had the outcomes that Substitution and Ellipsis were the least identified cohesive devices Shet J.P.'s (2021) study on students identification of cohesive devices also proved that the students found it challenging to master ellipsis and substitution.

Among a total of 3923 identified items of cohesion 33 were ellipsis in Laksani.H, Martono.M, & Setyaningsih. E.'s study. (2017). The contribution of their research was to SLA (English). They proposed cohesive devices can be used as a lesson material for teaching reading both as the

example of language use in order to familiarize about the use of pronouns, conjunctions and substitute or omit a word meaningfully. Shet.J.P (2021) in her researches on cohesive devices pointed out that the ellipsis is the least identified one. In her research on students' performance in identifying substitution and ellipsis she found out that out of 65 items that fell into all the three types of either Substitution or Ellipsis, the students who were well taught and given much practice could identify ten percent of it in the final assessment. In another research, Shet.J.P. (2021) points out that the least identified cohesive device in 12 of discourse analysis projects was ellipsis.

Such evasive ellipsis is not a rare phenomenon, on the other hand it's all pervasive in everyday conversation. Merchant Jason cites a conversation from Carlos Fuentes's fiction, *The Eagle's Throne* to exemplify how ellipsis are pervaded into the utterances in mundane life and comprehending them is eating a cake since they are tied to the context.

Did you know I've learned to speak like an Anglo-Saxon, without articles or context?

"Exactly."

"Done."

"Nothing."

"Careful."

"Perfect."

"Warned."

"Face consequences."

"I say these things, nothing else."

Inspite of its all pevasiveness it's the least identified by many researches on cohesion.

So, identifying the ellipsis and employing them in their conversation would benefit the EFL learners and speakers to communicate successfully and elegantly.

Additionally, Cardin, B. (2003). In his study on ellipses and eclipses in John McGahern's stories emphasizes the significance of ellipsis citing + a character from McGahern, who says: *Only a fool tells everything* and quotes Valerie Shaw:

The short-story's success often lies in conveying a sense of unwritten or even Unwriteable things: the story-teller accepts the limitations of his art, and makes his freedom an aspect of those same restrictions (...). As long as a sense of limitation is prominent among people's impressions of life, the short-story will be the best way of expressing this sense and, for a brief spell at least, allaying the worries that it brings with it.

The knowledge of students' use of cohesive devices will enable the researcher and the future researchers, as English instructors, to focus more on Ellipsis, the most difficult type of cohesive devices that students have problems with. So, this study sets to explore the Research Questions:

1. How many elliptical Items are there in Charles Dicken's The Signalman?
2. How many elliptical Items are there in the selected abridged version of Charles Dicken's The Signalman?
3. How many elliptical Items are identified from the selected abridged version of Charles Dicken's. The Signalman within a stipulated time by the students studying the course - Discourse Analysis?
4. What's the percentage of ellipsis identified by the students?

Literature Review

Merchant, Jason.(2010) claims that the term 'ellipsis' can relate to a number of syntactic, semantic, and pragmatic occurrences. He elaborates on Stainton's (2006) recent detailed survey of these kinds of ellipsis with appreciation to the explanation of non-sentential and try to show that, amidst his scathing criticisms and enlightening recommendation, some of the condemnations could be dodged and the perspectives absorbed into a semantic ellipsis interpretation, allowing a 'divide-and-conquer' strategy to the attributes of non-sentential to be workable after all.

Importance of the scarcely identified, learnt and used cohesive devices is stressed by many studies. Liu and Braine (2005) are of the view the occurrence of cohesive devices is unnoticeable in written discourses but could be the most dominant types of cohesion in spoken ones. Jafarpur (1991) views ellipsis and substitution as a hallmark of spoken discourses. The researches by Alarcon and Morales' (2011, Saud (2015) and Bahaziq (2016) on the cohesive devices used by student in their writings discovered that reference topped using mixed methods. The first study analyzed a corpus of 61 argumentative essays, and the second one was on descriptive writing.

All the three studies emphasize that the students are good at using the cohesive device-references, but, unfortunately all the three of them pointed out the weakness of the students in using ellipsis and substitutions. Ali (2016) investigated not on the students' writings but on eight lectures delivered and found the presence Substitutions and ellipsis only in those two lectures of by a native speaker and in general, the results revealed that the most used cohesive devices were conjunctions and references, similar to students' writings.

Abdul Rahman Nishad's (2018) study explores the usage of substitution and ellipsis in first-year university students' essay writing. The mixed methods study, which included five students from a UAE institution, used a written exam to collect data and a textual analysis to detect distinct types of substitution and ellipsis, as well as their purposes, in students' writings. A frequency count was also undertaken to quantify the frequency of different types of substitution and ellipsis.

J.P.Shet's research was indeed derived from the results of a study that aimed to classify the cohesive devices that used Leo Tolstoy in *A Grain as Big as a Hen's Egg*, as postulated by Halliday & Hasan, and see whether the substitution and ellipsis of the same story could also be discovered by the seven English Major students participating in the Discourse Analysis. After being offered, the course is assessed at the final exam. The study used a descriptive quality technique. The findings suggest that in *A grain*, the ellipsis, substitution by zero' Halliday & Hasan (1976: 142) is prominent. J.P.Shet & Aiyed.M.A.'s (2022) study proved that Shakespeare and Sarojini Naidu wrote their poems deploying ellipsis abundantly. Their study identified 34% of cohesiveness in Shakespeare's total words and about 28% of cohesiveness in Sarojini's poems. The devices constitute aesthetically Tolstoy's lucid and concise style, which makes the parable plain to all who read it Ellipsis is so interwoven in Tolstoy's lucid and succinct style, that ESL students can spot it more effortlessly than substitutes.

Methodology

To select an appropriate text to test students' acquisition of ellipsis, at first Dicken's original short story was selected. To start with a sampling analysis was carried out to verify whether there's scope for finding ellipsis on the original text.

1. How many elliptical Items are there in Charles Dicken's *The Signalman*?

2. How many elliptical Items are there in the selected abridged version of Charles Dicken's *The Signalman*?
3. How many elliptical items are identified from the selected abridged version of Charles Dicken's *The Signalman* within a stipulated time by the students studying the course - Discourse Analysis?
4. What is the percentage of ellipsis identified by the students?

Unlike most other studies which exemplify some ellipses in the source text/speech this study explores the research questions quantitatively.

Table.1 Total Ellipsis in the Original

<i>Pages</i>	Nominal	Verbal	Clausal	Total
<i>1</i>	8	2	14	24
<i>2</i>	8	3	22	33
<i>3</i>	6	9	13	28
<i>4</i>	13	2	16	31
<i>5</i>	12	4	13	29
<i>6</i>	16	0	16	32
<i>7</i>	6	0	18	24
<i>8</i>	5	7	8	20
<i>9</i>	7	2	8	17
<i>Total</i>	81	29	128	238

As shown in the Table 1, the pilot study found there is adequate number of ellipsis in Dicken's. The Signalman. Secondly the researcher went through abridged form of The Signal man. The researcher as the course coordinator and instructor did find the ellipsis first and found that it was an easy and appropriate for the level of the select student. As the instructor has given lectures and assignment on ellipsis, it was given as a task during the assessment to avoid plagiarism and to measure their proficiency on ellipsis. As this exploratory study employed a mixed method approach, and performed both qualitative and quantitative data analysis based on Halliday and Hassan's (1976) taxonomy, the study utilized both these forms of data, it was majorly qualitative. Participants were selected through convenience sampling. A test was administered in order to obtain data on the students'

identification of ellipsis in the selected. A qualitative textual analysis was done to discover what types of ellipsis the students identified in their exams. A quantitative frequency count was performed in order to find out the frequency of different types of identified ellipsis in the students' exams and also to find the percentage of ellipsis identified.

The research was carried out at Qassim University's College of Science and Arts, An Nabhanya.

Six level seven students' answer- scripts on assessing a tale were taken for the study as part of a needs analysis to assist them in completing their projects on analyzing discourses. To familiarize them with ellipsis and learn to detect the hints, all six students were given lectures, homework, assignments, YouTube videos, and power-point presentations. Students were given an unseen discourse to identify ellipsis after two months of teaching student-centered, technical, and student-centered sessions. Convenience sampling was used to pick the female participants.

Based on Halliday and Hassan's (1976) taxonomy, this exploratory research used a mixed method approach, analyzing both qualitative and quantitative data. While both of these types of data were included in the study, it was mostly qualitative. Respondents were recruited using a convenient sampling. A test was given to gather information on the pupils' ability to recognize ellipsis in the selections. The forms of ellipsis that the students noticed in their tests were discovered through a qualitative textual analysis. In order to determine the frequency of different forms of ellipsis in the students' tests, a quantitative frequency count was undertaken.

In around 5,101 words there were about 238 ellipses. The research then proceeded to find a simpler, with much conversation abridged story version of this Dickens' short story. The researcher then extracted the words, phrases, clauses and sentences from the story, which consisted of ellipsis. Then the research categorized the elliptical items into three types. The text was given to the students to identify the ellipsis. Deictic, Numerative, Epithet, and Classifier are the components that make up the Nominal group. By delving into the nitty-gritty of what the phrases actually imply. The Deictic is typically a determiner, the Epithet an adjective, the Numerative a number or other quantifier, and the Classifier seems to be a noun; in principle, such words are defined as tools that contribute substantially in nominal ellipsis. "Under some conditions, the common noun could well be eliminated and the role of the Head taken on by one of these other parts," for example. And that is what nominal ellipsis refers to.

4.1. Nominal ellipsis pervades in different ways in different languages. For instance, Corver, N., van Koppen, M. analyze ellipsis of the possessee in both pronominal possessor constructions (Dutch: zijnboek 'his book') and possessor doubling constructions (Dutch: John z'nboek, John his book 'John's book') from a micro-comparative perspective. The following examples show how nominal ellipsis is represented.

4.1.1 Possessive Pronouns Stand For Nominal Ellipsis (Ex). The book is mine. (My book)

4. 1.2 Demonstratives for Nominal Ellipsis

Table.2 Demonstratives for Nominal Ellipsis

Ellipsis	Elliptic Items
There	Near the red light
<u>Those</u> were the very words	Those words
How did <u>this</u> happen?	Accident
'Is <u>that</u> the only reason?	Is my standing down was the only reason?
That troubles me.'	When I took You as someone else, the person troubles me
That mistake?"	When you took me as someone else,
'No. That someone else	That someone else is troubling me
This way	The right arm is violently waved like this.
and saw this	Someone else standing by the red light near the tunnel,
That was all very well,	

Elliptical items were used with demonstrative pronouns; ten of them are listed in Table.2

4.1.3 Numbers as Nominal ellipsis

Usually numbers are aiding in providing cohesion. I promised to meet him by eleven o'clock, but made it by 10 itself. Instead of adding o'clock just the number can be used. Not only for time, for all the nouns is merely the quantifier used.

Two or three times.'

Six or seven months

I'll come at eleven then,

There were five cohesive ties of this kind in the story.

4.1.4. Indefinite Quantifiers

A few, a little, many, more, several, a lot are also devices of Nominal Ellipsis. Same, different, certain are some adjectives that help in nominal ellipsis. This research didn't identify any.

4.1.5 Examples of nominal ellipses after adjectives in English: There might have been many great kings. Shivaji was the greatest.

The order of adjectives is fairly rigid (see, for example, Sproat & Shih 1991): more intrinsic adjectives are adjacent to the noun than less essential adjectives. This indicates that adjectives indicating color are more distant as from noun than descriptors expressing nationality, as demonstrated in the instance (1).

Example: The white African Elephant

While one of the qualifiers is emphasized, though, the order might shift (Scott 1998). This is demonstrated in the following example (2).

4.1.6 Nominal ellipses after classifier nouns in English

I love to wear silk saris. I buy a lot of silk than cotton.

4.1.7 Nominal ellipses after quantifier / indefinite pronouns in English

I have a lot of unused accessories. I wanted to part with some with my sister.

4.1.8 Non-specific deictic

Examples of non-specific deficits are: any, no, neither, either, and none, all, both

(a) Ram and Sita are on Holiday. Their friends wondered why neither of them sent any replies.

(b) These flowers are fresh. The girls bought some.

4.1.9 Comparative Adjectives in Nominal Ellipsis

My book is small, whereas your book is bigger. (Big)

There are many good doctors in Kanchipuram. Dr.Umesh is the best. (Doctor)

Clause-internal nominal ellipsis

Non-cohesive nominal ellipses means exophorically derived extra-linguistic elements. Such ellipses might not have textual antecedent.

Ex: Your personality is similar to my ex-husband's.

4.1.10 Textual ellipsis

This category may be present across both speech and writing, has additional syntactic 'rules.' It might be described as omitting anything that is already discussed or omitting something that might be readily accessible out from narrative.

Table 3 Nominal Ellipsis (Textual)

	Nominal	Ellipted Subject	Times	Line	Part
1	and sat down by the fire	we	1	3	2
2	'Please get out of the way	You	1	11	2
3	and looked out	I	1	14	2
4	I stopped and shone my lamp	I	1	20	2
5	fast and came to my box	I	1	21	2
6	'Excuse me	You	1	29	2
7	came in and sat down	I	1	39	2
8	and wiped his face and hands.	he	1	82	2
9	Don't know. But be careful!	I, You	2	78, 79	2
10	and sat down	we	1	71	2

The above table is a sample of 85 of this kind. The conjunction *and* is used to combine sentences where usually the Subject is purposefully omitted so as to bring in brevity. The short story taken for the study contains 85 of such a kind.

4.1.10 Total Number of Nominal Ellipsis in the abridged “The Signal Man”

Table 4 Total No. of Nominal Ellipsis

S.No	Category	Occurrences
1	Demonstrative Pronouns	47
2	Numerals	5
3	Textual	85
	Total	137

The researcher found 137 Nominal Ellipsis in the abridged form of *The Signalman*, as tabulated in Table 4.

4.2.1 Verbal Ellipsis

Verbal ellipses are omissions of operator (auxiliary verb/ modal verb) or omissions of lexical verbs in Verb Phrases. English has more possibilities than any other language to omit VP-elements since it has very unique and longer structures of VPs. The ellipsis of VP-elements sometimes includes the ellipsis of other constituents in English, e.g. the subject in operator ellipsis-ellipsis from the left or the object in some cases of lexical verb ellipsis-ellipsis from the right.

Examples of operator ellipsis:

What has she been doing? – [] Praying.

Lexical verbs generally deleted following modal verbs and the auxiliaries and sometimes typically with the absence of other VP complements - object, adverbial phrase.

Verbal Ellipsis occurs if a) a verb is missing in the VP -

Is she working? She is.

Examples from the Story:

1. 'No, perhaps you haven't. (been there before)
2. Someone else standing by the red light near the tunnel, (was)
3. You didn't see ... - but I did (I did see it, I did hear it)

b) If the whole VP has been omitted - if it has only a lexical verb-He loves football. She, Cricket.

c) If the subject + a part of the VP are omitted

A. Where has Ram been wandering?

B. Wandering in the Aravalli Hills. (Ram has been)

Examples from *The Signalman*

Identified missing VPs

1. Watch the red light (but I must)
 2. And tell you(I will)
 3. Violently waved (the right arm is)
 4. Waving as I just now showed you (Someone was)
 5. Calling, "What's wrong? (I was)
 6. You didn't see or hear it - but I did = you didn't hear,
- c) The VP or a part of the VP + complement is elliptic.

Krishnan plays the flute mesmerizingly and Radha too. (Plays the flute mesmerizingly)

Table 5 Verbal Ellipsis

S.No	Utterance	Ellipted words	Occurrences/Page No	
1	'No, perhaps you haven't.	been there before	2	30,31
2	watch the red light	but I must	1	43
3	and tell you	I will	1	54
4	Someone else standing by the red light near the tunnel,	was	1	
5	, waving as I just now showed you	Someone was	1	
6	, calling, "What's wrong?	I was	1	
7	and listening for it,	I was	1	60
8	You didn't see or hear it — but I did	You didn't hear, I did see it	1	63
9	All well	is	1	23
10	Alarm received	is	1	22
11	What danger?	Is the	1	78
		Total	12	

The study found as listed in Table 5 11 verbal ellipsis.

4.3.3 Sentence splits

Several cases are on the demarcation line with both sentence split (e.g., in ads or completely fictitious texts, by imaginative utilization punctuation marks) and cohesive ellipsis, because in other cases, more compositional substance could potentially be incorporated – also in a way that takes up the structure of the previous environment. Frequently, though, there is no real deletion;

instead, a definition is provided that may be merged into the prior statement's syntax. The punctuation mark denotes a speaking pause, a break for emphasis, impact, or thought. That most of these structures are found in many languages. Ellipsis of the predicate, ellipsis of Wh-clauses, ellipsis of to-infinitive clauses and ellipsis of an entire clause fall under elliptical clauses. (Mahalli, A, Valipour, V & Mahdavi, M. 2016). From part-1

Table 6 Some Common Ellipsis identified in Part 1

<i>S.No</i>	<i>Example</i>	<i>Omitted word/phrase</i>	<i>Line No</i>
1	<i>'Don't you know it is</i>	<i>Part of my job</i>	23
2	<i>Are you a happy? I was a happy man</i>	<i>No, I wasn't a happy man</i>	52
3	<i>Are you afraid...? 'I was thinking perhaps I've seen you before.'</i>	<i>I wasn't afraid of you</i>	27
4	<i>Where?</i>	<i>have you seen me before</i>	28
5	<i>Careful</i>	<i>But I have to be very</i>	34
6	<i>and speak to you</i>	<i>how can I</i>	6
7	<i>Why</i>	<i>do you say that you have seen be there before?</i>	30
8	<i>sending messages</i>	<i>There was a fire, a desk, a telegraph machine for</i>	
9	<i>nervous expression</i>	<i>He was standing between the railway lines with a</i>	13
10	<i>lonely</i>	<i>The place was</i>	15
11	<i>and vehemence</i>	<i>it was the action of an arm gesticulating with the utmost</i>	
12	<i>and the wires,</i>	<i>he ought to know something of</i>	
13	<i>and trickling through the arch.</i>	<i>and I saw the wet stains</i>	
14	<i>e and watching.</i>	<i>who so often passed long winter nights there</i>	
15	<i>and within ten hours the dead</i>	<i>were brought along through the tunnel over the spot</i>	
16	<i>the surprise and shock</i>	<i>I had recovered from</i>	

From Part 2 there were 17 ellipses as shown in Table 6.

Table 7 Some common Ellipsis in Part II

S.No	Example	Omitted word/phrase	Line No
1	'I don't know.'	Who is that person is	
2	'Like me?'	Is that person looking like me?	
3	'I don't know	whether that person is looking like you	
4	twice	it rang my bell	59
5	twice	the ghost was there	65
6	Where?	Where's the danger?	79
7	Message	I type a message like this?	79
8	You didn't see or hear it - but I did	But I did hear it.	63
9	I've seen it again two or three times	<u>I've seen it</u> three times.	50
10	Six or seven months passed	months passed	
11	Like this	t leaned against the shaft of the light, with both hands before the face	
12	looking agitated	I saw in a carriage window a lot of people	43
13	And afterwards	did it happen again?	41
14	very frightened	I came in and sat down, very frightened	39
15	who?		
16	What?		
17	The man I know?'		

3.4 Short yes / no replies

All of the following render cohesion via clausal ellipsis to any discourse. Short answers with 'yes' or 'no', similar constructions like them such as, 'OK,' 'Yes and no,' 'Indeed,' '(Duden 1052), sentence substitutes / pro-sentences or sentence words (Helbig/Buscha 1994; Schachter 1985: 32) that have sentential character. Their morphological-syntactic classification as 'particle' or 'adverb' is unclear (Bussmann.1996), as is their connection to ellipsis.

Table 8. Clausal Ellipsis with Yes/No Responses

S.No	Yes/No	Elliptic words	Part	Line No
1	Yes, sometimes	I can go out in the sunlight.	Part 1	42
2	'Yes. I know	You said those exact words		64
3	Yes, of course.	that's the only reason		67
4	No, Perhaps	(You haven't)been there before		31
5	No, not much	I have(not) got very(much) work to do here		34
6	No	I don't feel very lonely here.		40
7	No	You had no feeling that they were conveyed to you in any supernatural way?"		69
8	'Yes.	Something happened this time	Part 2	41
9	'Yes, the danger light.	It is always		52
10	Yes, twice.'	The ghost was there two times		65
11	'No.	It didn't go into the tunnel.		19
12	No	it didn't call out		34
13	No	it didn't wave its arms		36
14	No	I didn't go up to it		39
15	No	I cannot see it		69
16	No	You needn't stay with me		89
17	No	It wasn't the ring that station calls		62

There were 17 of this type of ellipsis as listed in Table 8.

4.3.5 Non-clausal units

Congratulations, conditional clauses, Discourse Markers, thanks-giving, sayings, slogans, vocatives, greetings, excuses fall under this category. Example .Sorry- I am sorry. The abridged version also had a lot of such kind. *Hello, Down there!* was repeated many times.

Table.9 Non Clausal Unit Ellipsis

	Part 1	Pages	Occurrences
'Hello!	1	1, 62	2
'Hello, down there!'		4	1
Alright!		11, 60	2
Thanks!		11	1
'Hello!	2	13,15,116	3
down there!'		13,15,56,116	4
Look out!		15,16,56,116	6
Danger!		78	1
Take care!'		78	1

Be careful		79	1
Total			22

This study found 22 of Non-Clausal unit Ellipsis in the short story, which are listed in Table 9.

Table 10 Textual Ellipsis (Clausal)

S.No	Textual Clausal Ellipsis	Omitted	Frequencies
1	What made you cry 'Halloa! Below there!' to-night?	Who is	1
2	'Not to that effect, sir.	It is	1
3	Violently waved	the right arm is	1
4	"Halloa! Below there!	The man who is	4
5	And then again "Halloa! Below there! "		2
6	faster than I had run in (f	I ran	1
7	"All well."	is	1
8	Into the tunnel,' said I.	It went	1
9	, and to the wild harp it makes of the telegraph wires!'	and some of those listen	1
10	and glancing over his shoulder with hollow eyes	and he said	1
11	Right	it is	1
12	and wiped his face and hands.	he wiped his	1
13	Danger!	There's danger!	1
14	Answer:	What's the danger	1
15	careful and correct in his work	The signalman was	2
16	Alarm received	is	1
17	Alright	It is	1
18	Alright	I will not call out "hello" again	1
19	ire, a desk, a telegraph machine There was a f	There was	1
20	a little electric bell.	There was	1
21	Hello Down there	The man who is	3
	Total		28

As Table 10 lists there are 28 textual ellipses in the story.

Total Clausal Ellipsis.

Table 11 Total Ellipsis in *The Signal Man*

S.No	Type	Occurrences
1	Common Ellipsis in Part 1	16
2	Common Ellipsis in Part 2	17
3	Yes/No Responses	17
4	Non-Clausal Unit Ellipsis	22

5	Textual Ellipsis	28
	Total	100

Total Ellipsis in the Short story

There were about 249 ellipsis in the abridged version of *The Signal man*, which is actually eleven more than the original version. The Students found about 54 of them, viz., 22% of the actual ellipsis employed in the abridged short story.

Table 12 Ellipsis in the Signal Man

S.No	Type	Occurrences
1	Nominal Ellipsis	137
2	Verbal Ellipsis	12
3	Clausal Ellipsis	100
	Total	249

Identification of Students' Ellipsis

The following is the list of ellipsis identified by the selected five undergraduate students during an assessment.

Table 13. Category wise Ellipsis Identified during AN Assessment

Student	Rightly Identified Nominal Ellipsis	Rightly Identified Verbal Ellipsis	Clausal Rightly Identified Ellipsis	Type Incorrect, but identified Ellipsis	Total
A	4	1	4	3	12
DA	2	-	20	1	23
D	13	1	10	8	32
R	1		1	3	2
S	12	1	1	3	17
	32	3	34	18	86

Student A, who found 12 ellipses, was able to spot the nominative ellipsis that were lacking from imperative phrases. However, instead of Clausal ellipsis, most of the inquiry words were marked as verbal ellipsis. DA, another student, was able to recognize 23 ellipses. Twenty of those were clausal. Most of the elliptical items were with her knowledge of the omission of words. Replies to Yes/No Questions. She couldn't find the type of ellipsis in: "*No, not much often.*" The same

type of ellipsis couldn't be identified by her since she thought clausal ellipsis means complete omission of words; when a few particles were present, she couldn't identify the type, but could identify that it's clausal ellipsis. Student R, who is a below-average student and who is always a failure when she was supposed to answer critical questions could identify two correct ones. She didn't identify any verbal substitution ellipsis. Student D is the one, who identified the most,

Discussion

J.P.Shet's (2021) study concluded that the best student identified 11 ellipses (1.11%) in an unknown text during the final assessment. The researcher identified 49 ellipses in Leo Tolstoy's story which consisted of 32 nominal ellipsis. Like J.P. Shet's study Abdul Rahman.N's study also pointed out that there was a small evidence of embedding ellipsis in their writing by the Arab students. There were three ellipses among 88 references as cohesive items in the writings of five students' write-up. This present study which reveals that out of five selected, four students fared better than the studies mentioned earlier. The five students identified 86 ellipses in total with an average of 17.2% for each. The topper identified 12.85% of ellipsis within an hour which is really commendable.

Rosyidah's (2019) study found that according to the exposition of ellipsis in the short novel *Das Brot*, there are five varieties of ellipsis: ellipsis of subject and predicate, ellipsis of subject, predicate, and object, ellipsis of object, adverb, and main clause/sentence. In terms of its functionality, it's also worth noting that the usage of ellipsis in this tale is intended save a time. This is seen in the majority of the ellipses in the short novel *Das Brot*, which occur in character conversation and collegiate jargon. Because it conveys other information about the author implicitly while discussing the background and character of the character, the ellipsis does become a stylistic technique for the author. Same can be said to Dickens who has imbibed 238 ellipses in a short story. No doubt, the story is a tiny sample of Dickens' elegant, efficient, expressive writing style.

The fruitful outcome of this research can be detailed in two pie charts.

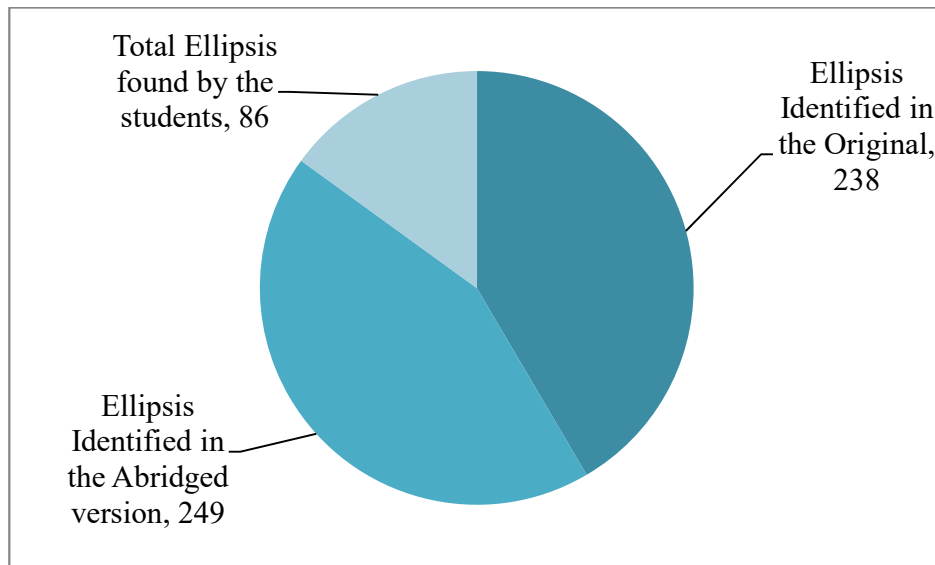


Fig.1 Identification of Ellipsis in Dickens' *The Signalman*

Figure one reveals the students could identify 86 ellipses viz. about 35% of them in total and the topper indented 12.85% of the total ellipses.

Figure 2 is a comparison with the ellipses identified by the researcher in the original *The Signalman* with that of other researchers

Tri Pujiati (2010) and Ester Br. Tarigan (2015)'s studies focused on ellipsis found only 64 in two American Novels and 46 ellipsis in a Movie respectively.

Fig.2 A Comparison with Other Studies

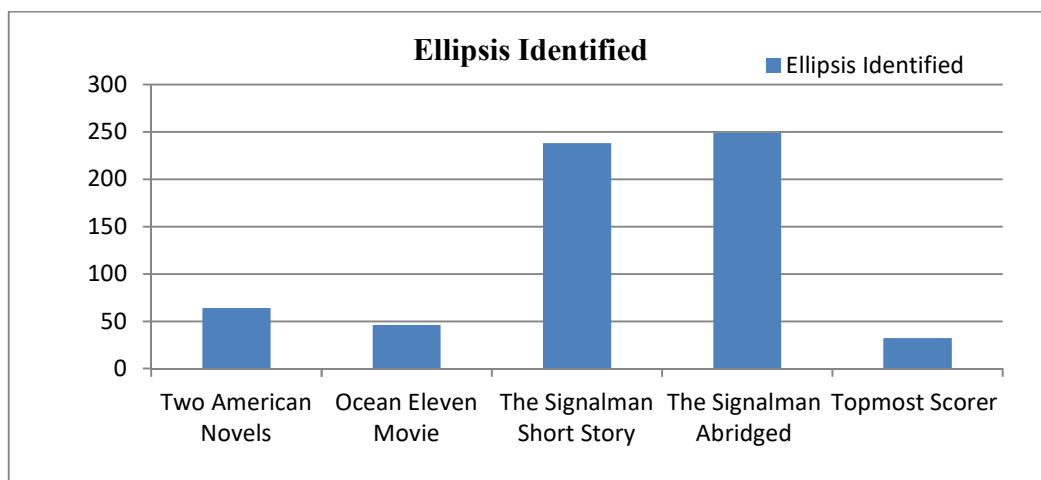


Figure 2 depicts the selected students identification of the ellipsis within the stipulated time of one hour during an assessment is really is in no way lesser than the outcome of previous studies.

Conclusion

After the course was offered, a mid-course assessment was conducted, serving as a Needs Analysis. The study not only highlighted the writing style of Charles Dickens, particularly in his short story *The Signalman*, but also helped the instructor identify key grammatical elements—omitted, optional, or necessary—that enhance effective writing. This focus on ellipsis aimed to improve students' understanding and application of this cohesive device. The study employed a descriptive qualitative method, yielding significant findings. Active participation in class, along with pair and group work, and adequate practice, helped EFL learners develop writing skills, particularly in achieving cohesion and coherence.

In this study, special attention was given to ellipsis, one of the most challenging cohesive devices in *The Signalman*, comparing its use with the students' findings in an assignment. It is hoped that this research will contribute to a better understanding of students' use of cohesive devices in essays and other communicative genres, while also providing valuable data for future studies.

Recommendations

Future studies can explore student's identification of other cohesive devices from a text within stipulated time.

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