

COMPARATIVE LINGUISTIC ANALYSIS OF NOMINAL GROUP COMPLEXITY

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ABSTRACT

This research aims to analyze the genre and field-appropriate language of two texts related to Covid-19 frequently asked questions (FAQ). This used Pakistan FAQs (text 1) and World Health Organization FAQs (text 2) as data. This analyzed the internal structure of the nominal group based on systemic functional linguistics (Halliday, 2014). This was found that text 1 (Pakistani instructions for Covid-19) had a simple nominal group 31.48% and 68.51% extended nominal group. In-text 2 (WHO's Instructions for Covid-19) the simple nominal heads were 49.29% and extended nominal heads were 50.70%. This was likely to infer that text 2 has used more appropriate language according to its genre requirements. Thus, readers could understand text 2 more than text 1 because it is written according to the educational background of a common reader. This work suggests that language needs to be tailored according to the genre audience analysis to convey its message properly.

INTRODUCTION

The nominal group is very important in the English language. Without it, language comprehensibility decreases. This research analyzes whether WHO and Pakistan writers in covid-19 FAQ followed the procedure genre writings. For this purpose the investigator took data from two websites Pakistan instruction of covid-19 (<http://covid.gov.pk/faq>) & and WHO instruction of covid-19 (<http://www.who.int/home/search/3?>) to examine the nominal group by using the theoretical and functional framework of systemic functional linguistics (Halliday, 2014).

Nominalization is one of the characters to measure the complexity of language (Banks, 2005; Martin H. &, 1993; Halliday & Matthiessen, 1999; Halliday & Matthiessen, 2004; Martin, 1993; Martin J., 2008; Martin J., 2008; Martin J., 2008). EFL textbooks will provide useful implications for language teaching, textbooks. Selection and writing of text depends on a context as in the case of TEF in Vietnam and elsewhere. This research identifies the main error of Pakistani writer's FAQ does not follow genre writing. It found that the procedure genre of the Pakistani FAQ instructions was very hard. It used

a more extended nominal group. The nominal group could be difficult for a common person to follow the instructions. The instruction of text 1 did not match the procedure of the genre. That's why it cannot fulfill the requirement of the language of the procedure genre. If the context or texts could not understand by a layman then how could be able to follow it and it is a great drawback of the Pakistani instructions.

Research Objectives

This research aims

- To examine the role of language to achieve the purpose of genre for better understanding of the text.

Research Questions

This study used the following research question:
Q1: Do WHO and Pakistan instruction genre writer in covid-19 FAQ follow the linguistic requirement of procedure genre?
Q2: Which text has more effective language to achieve the understanding of genre procedure message?
Q3: Out of Pakistani and WHO genre procedure, which writer use more nominal group?

LITERATURE REVIEW

Genre originates from the French word meaning kind or type. According to Swales (1990:58), "A genre comprises a class of communicative events, the members of which share some set of communicative purposes. These purposes are recognized by the expert members of the parent discourse community and thereby constitute the rationale for the genre. This rationale shapes the schematic structure of the genre and influences and constraints choice of content and style" (Swales, 1990)

Procedural texts list a sequence of actions or steps needed to make or do something. Procedural texts list a sequence of actions or steps needed to make or do something. Typical examples of procedural texts include recipes, science experiments, assembly manuals, or instructions for playing games. Whenever you read how-to guides or follow step-by-step instructions, you're using procedural writing. Using procedural writing helps you accomplish a goal; it gives instructions for completing both common and complex goals.

Nominal Group

As a grammatical category, nominal describes words or groups of words that function together as a noun. The words in a nominal grouping give more detail about the noun (the headword), making it specific. Nominal phrases and clauses can include other parts of speech such as articles, prepositions, and adjectives. The structure of a nominal group comprises the modifier (m) which is the element that appears before the headword, the headword (h) itself which usually a noun, and the qualifier (q) which is the element that occurs after the headword. Of these three constituents, both the modifier and the qualifier are optional elements. Consider the following example

In the noun phrase

- *A nice cup of tea,*

It makes sense to say that *nice* is a modifier of a *cup of tea*, rather than just the head noun *cup*," says Author Geoffrey Leech in "A Glossary of Grammar." In this phrase, "nice cup of tea" is a nominal; it provides more description than simply saying "cup." Using a nominal gives the reader a more complete sense of what the writer is trying to convey.

Nominal Phrases

When constructing a nominal phrase, the headword for the phrase is a noun or pronoun, though it may not always be at the front of the phrase, as you would think from just looking at the term. Headwords can have articles, pronouns, adjectives, or even other phrases before them, and they may be followed by prepositional phrases, subordinate clauses, and more.

Author G. David Morley gives these examples of nominal phrases. The headwords are in italics.

- This Russian course
- My most enjoyable climb
- Her sister's new bicycle

In all of these examples, the nominal gives more context to the noun. It's not just a course; it's this Russian course. It's more than just a climb; it was my most enjoyable climb. And, it's much more than just a bicycle; it's her sister's new bicycle.

Nominal Clauses

Nominal clauses contain a verb and often begin with words such as *what* (or other *wh-words*) or *that*. These are called *that-clauses* and *wh-clauses* or *relative clauses*. Consider, for example, the sentence "He can go *wherever he wants*." The clause starts with a *wh-word*, contains a verb, and functions, taken whole, as a noun. You can tell it functions as a noun because you could replace it with a noun or a pronoun. For example, you could say, "He can go *home*," "He can go to *Paris*," or "He can go *there*."

Because the *wh-* clause doesn't have a headword, it's called a free (nominal) relative clause.

Nominal clauses are dependent clauses. They cannot stand alone as a sentence but do contain a verb.

- I believe *that grammar is easier than it seems*. (The noun clause acts like an object, as in "I believe *it*.")
- *What I had for lunch* was delicious. (The noun clause acts as a subject, as in "*The soup* was delicious.")

Types of the Nominal Group

The nominal group has two distinct types. These are:

A Noun-headed Nominal Group

This has a noun as the headword. For example:

- Some boys stole the ball. (m, h)

- The cruel dictator is dead. (m, m, h)
- My father bought a new car.

Adjective-headed Nominal Group

This has an adjective as the headword. This normally comes up under the complement aspect but can also feature in the subject position. For instance:

- *The room is too dirty.* (m, h) 'Dirty' is the headword, while 'too' is the modifier.
- *The man is very poor.* (m, h)
- *His father is very poor* (m, h, q)
- *The rich also cry.* (m, h)

The Constituents of the Modifiers

The following grammatical entities can occupy the position of the modifier in a nominal group. They include:

- **Determiners** – a determiner is a word which 'determines' or 'specifies' how we should understand the reference of a noun phrase. E. g. some boys, any leader, many articles, much money, this table, each one, etc.
- **Articles** e. g. the bag, a European, an eagle, etc.
- **Genitive**, Deictic, or the Possessive e. g. James's pen, Sandra's purse, children's class, His father's property, etc.
- **Adjectives** e. g. beautiful girl, fat lady, slim chance, rich ones, poor masses, etc.
- **Verbal Nouns**, Gerunds, or Progressive forms (-ing) e. g. sleeping beauty, dancing doll, swimming team, etc.
- **Perfective forms** – (ed/en') e. g. frightened kid, convicted man, threatened citizens, expected largesse, etc.

The Constituents of the Qualifiers

The following grammatical entities can occupy the position of the qualifier in a nominal group. They include:

- **Adverbs** e. g. there, here, etc.
- **Adverbial group's** e. g. in the class, on the field, from the city, under the table, over the bar, near the corner, etc.
- **Verbal Nouns**, Gerunds or Progressive forms (-ing) e. g. the man standing over there (m, h, q), the girl running on the field, (m, h, q) many politicians canvassing for votes, etc.
- **Perfective forms** – (ed/en') e. g. the man disturbed, (m, h, q), the girl threatened, (m, h, q), etc.
- **Clause** – finite or non-finite e.g. the woman shouting for help, (non-finite clause) the

woman who is shouting for help, (finite clause), etc.

Syntactic Functions of Nominal Groups

The nominal group or noun phrase performs several syntactic functions. Let us consider some of these functions:

The subject of a sentence

Consider the following examples:

- *The cows went berserk.*
- *The man's eldest son was elected governor.*
- *Paul, the Apostle wrote two-thirds of the New Testament.*

Direct Object

See the following sentences:

- The Senator stole a large amount of money.
- The judge transferred the accused case.
- They have found the thief.

Indirect Object

Consider the following examples:

- My mother gave the beggar her old clothes
- The Registrar bought the clerk a new motorcycle.
- The governor built the students a laboratory.
- He bought his wife an expensive ring.

The nominal group in systematic Functional Grammar Prescriptive

Another linguistic concept that is regarded as typical complexity in academic and scientific discourse is nominalization (Banks, 2005; Halliday, 1993b, 1998, 2004; Halliday & Martin, 1993, Halliday & Matthiessen, 2004; Martin, 1993a, 1993b, 2008). Nominalization is the process of deriving nouns from other word classes (Eggins, 2004; Martin, 2008; Humphrey et al., 2012); for instance, education for education or importance for importance. As such, a verb, an adjective, an adverb, or conjunction in a process becomes a noun in another process (Bloor & Bloor, 1995). When nominalization is involved, the meaning is compacted, condensed, and difficult to process (Wenyan, 2012). In addition, a clause can be turned into a nominal group using nominalization. As a nominal group can pack a great number of lexical items and building long noun phrases using pre-modifiers, post-modifiers, or both (Banks, 2005), it results in lexically dense style. In other words, nominalization occurring in the nominal group

can make the text denser. Take Example 4 below as an example.

1. Clean *your hands* frequently.
2. Stay in a *separate room* from other *family members*, and if not possible, wear a *medical mask*.
3. Keep *the room* well-ventilated.
4. If *you share a room*, place beds at least 1 meter apart.

In these examples, the nominal groups are in italic form. In 1st example, the head is present in the subject position. In the 2nd example the nominal head present in both subject and object position. In 2nd last example, the nominal head is present in the subject position. In the last example the nominal head present in subject and object place.

As far as the functions of nominalization are concerned, Eggins (1994) argues that “although heavily nominalized language can sound pretentious and may make the meaning obscure, the real motivation for this grammatical process is a functional one: by nominalizing we can do things with the text that we cannot do in the nominalized text” (p.59). Accordingly, nominalization has two textual advantages: first, it helps organize the text rhetorically; second, it helps pack more lexical content per sentence (Eggins, 1994). In this sense, nominalization is realized as a cohesive tool to create a coherent text (Halliday, 1993b; Humphrey et al., 2012; Martin, 2008) and this is particularly relevant and important in the teaching of writing. In this teaching of reading, it would be helpful to unpack nominalization to the nominalized form to help students to decode and comprehend the text more easily and then repack them to enable students to have access to abstraction and technicality. An example is that:

Example 5: The caregiver should wear a surgical mask when in the same room with you.

In this example, the nominal groups are “**The caregiver**”, “**a surgical mask**”

The nominal group in systematic functional grammar Complexity in the instruction of the covid-19 WHO and Pakistan research has been conducted to investigate the complexity of the structure of WHO and Pakistan from the SFL point of view (see Banks, 2003, 2005; Halliday, 1993a, 1993b, 1993c, 1994, 1998, 2004; Halliday& Martin, 1993; Martin 1993, 2008). WHO texts are considered to have a heavily dense

and nominalized style (Halliday, 1993a, 1993b, 1994, 1998, 2004; Halliday& Martin, 1993; Martin 1993). Due to the denseness and heavy nominalization, instruction of the text1 is difficult for a common man as follow to the instruction of WHO and Pakistan (Halliday, 1993a). Halliday (1993b) argues that although the instruction of the Pakistan text 1 is generally found to be difficult to understand because it used more difficult language, “the difficulty lies more with grammar than with the vocabulary” (p.71). This is to say, the problems are more with the complex relationships among technical terminology than the technicality itself (Halliday, 1993b). Halliday (1993c) suggests the Pakistan and WHO instruction of the covid-19 the scientific English to help understand why the instruction of text1 & text2 is written in the way it is, and lexical density is one of the grammatical factors that make the text 1 difficult. It has been found that the lexical density goes up higher in scientific texts as many lexical items are packed into nominal groups which build up strings of lexical words and make the text difficult to understand. Illustrations are found in some examples taken from WHO and Pakistan instruction of covid-19, which are discussed by Halliday (1993a).

Examples from Pakistan Covid-19 Directions

- What precautions do I need to take at home?
- Stay in a well-ventilated single room.
- Limit the movement within the house
- Avoid shared spaces.
- Use a surgical mask at all times.

Examples from WHO Covid-19 Directions

- Call your health care provider or COVID-19 hotline to find out where and when to get a test.
- Cooperate with contact-tracing procedures to stop the spread of the virus.
- If testing is not available, stay home and away from others for 14 days.
- While you are in quarantine, do not go to work, school, or public places.
- Ask someone to bring you supplies.

Various researchers have investigated the role of nominal groups in a different genre. Blake (1990) believes that syntax is the best place to start the analysis, mostly because exposing the structure of a text leads straight to its heart. In this regard, he categorizes three ways of approaching the

structure: “the clause elements which go to make up each sentence; the presentation of the content in theme/rhyme and topic/comment formats; and the wider organization of each sentence into declarative, interrogative or imperative patterns” (p. 11). He claims each sentence consists of clause elements, of which in English there are five: subject, predicator, object, complement, and adjunct. Each of these elements can be represented by a group of words, such as noun group, adjective group, verb group, adverb group, or prepositional group of these, the noun group is perhaps the most important because of its make-up and role. Blake claims that a noun group consists of up to five elements: pre-determined, determiner, modifier, head, and qualifier (also called post-modifier). It is crucial to note that the order of elements is important. This, however, does not mean that the presence of all the elements is needed to name a group of words a nominal group. Simply stated, one element cannot precede another. While Blake (1990) differentiates five elements, other scholars like Wright and Hope (1996) merge the pre-determiner and determiner, thereby identifying the structure of a noun group in terms of four predetermined slots that are: determiner (enumerator), pre-head modification, head noun, and post head modification. In the nominal group below, these are identified: -

“Call your health care provider or hotline in advance for direction to the right health facility.”

In this noun group, “your” is the determiner; is a health care adjective that represents pre-modification; provider or hotline is the head noun and in advance for direction to the right health facility is the post-head modification (also known as a qualification). As Blake (1990) goes on to bring out, only one of the aforementioned elements, the head, is obligatory, while all the others are optional. A brief explanation of each element will be in order here. Pre-determiners, as the name suggests, precede determiners. The words indicating a quantity such as all and half can act as pre-determiners. Determiners belong to a closed class of words which are in traditional grammar classified as articles, possessive adjectives, demonstrative adjectives, or interrogative adjectives. It is also interesting to know that they are mutually

incompatible, that is, you cannot have two words in the same class following each other. Modifiers, on the other hand, belong to an open class of words.

Wright and Hope (1996) show that modifiers are single words that are either adjectives or nouns with adjectival functions. In contrast, Blake (1990) points to the fact that some modifiers may be preceded by intensifiers such as very. This, he believes, is one of the few instances in which a modifier consists of more than a single word. Qualifiers or post-modifiers are the units, mostly in Hallidayan perspective a phrase or a clause, which follow the head in a nominal group (e.g. Halliday, 1985, 1994; Halliday and Matthiessen, 2004; Halliday and Matthiessen, 2014).

Blake (1990) distinguishes different types of qualifiers, the most common types of which are prepositional phrases, relative clauses, appositions, and the adjectives used after the noun. Examples of these are offered below: -

- Qualifier as Prepositional Phrase: The boys with black tattoos on their noses
- Qualifier as Relative clause: The boys who are my friends
- Qualifier as appositive: John, the postman
- Qualifier as a post-nominal adjective: A love blackened and tired

A final point to be made, in Blake’s terms, is that the nominal groups in most forms of literary writing carry the bulk of the linguistic embellishment. This is so because, among other units of language, it is the noun group that can be expanded and adapted most, with many verb groups accompanied by both a noun group as subject and one as an object. In this respect, the modifying and post-modifying elements are used to add to the weight of noun groups.

According to Thompson (2004) and Eggins (1994), one important function of nominalization is condensation. Collective texts typically initiate new meanings in the form of clauses, since clauses are negotiable, they present claims by the writer that the reader can reject. Once meaning has been introduced in this way and has been accepted, it can then be used as a basis for the next step in the argument. Nominal groups have two qualities: First, a noun typically refers to a thing, that is, something that exists. By

Nouning a process, writers can mirror the fact that they have discussed and created the meaning of clause concentrated on the process-in other words, that meaning can now be handled as having existence. Second, the nominalization is itself accessible to act as a participant in another process. It can also function as Theme. One reason why nominalization is in accord with the ideology of scientific, academic, and formal writing in general, is that it makes it easy for processes to be objectified- to be transmitted without the human doer. Consider the following examples by Egging (1994, p.57):

1. I submitted my essay late because my kids got sick (Congruent).
2. The reason for the late submission of my essay was the illness of my children (GM).

It can be said that the same content, the same set of actions and events in the real world get connected with two very various linguistic forms according to whether we are speaking or writing. The sentences (2.1. b) display that the message has somehow been condensed to fit into only one clause. Thus, nominalization conceptualizes and objectifies the process or action and also, it decreases the number of clauses and more information is compacted into each nominal group. Each metaphorical domain has its congruent realm (Kazemian, Behnam&Ghafoori, 2013). The metaphorical domain explicates the situation more intriguing, academic, and formal as compared with the congruent one.

RESULTS AND DISCUSSIONS

Analysis: Pakistani Instructions for Covid-19

Table 1: Pakistani Instructions for Covid-19: Nominal Group Internal Structure

Sentences	Clauses	Determiners	Pre-modifier	Head	Post modifier
54	76	35	38	130	43
	%age	$35/76 \times 100 = 46.052$	$38/76 \times 100 = 50$		$43/76 \times 100 = 56.578$

Table: 1 presents that text 1 has 54 sentences and 76 total numbers of clauses. There were 130 heads in text 1. It had 46.052% Determiners, 50% pre-modifiers and 56.578% post-modifiers.

MATERIAL AND METHODS

Research Design

This research has exploratory design. In this research design the researcher collects the data from the preexisting text and the researcher explore the data for analysis of the result.

Research Methodology

Quantitative research focuses on gathering numerical data and generalizing it across groups of people or to explain a particular phenomenon. Thus, the researcher's data was the based on quantitative research method. There was a quantitative method used for the analysis of WHO and Pakistan instruction of covid-19.

Procedure

This text was taken from the two cites used for procedure genre during Covid-19. These procedure genres were issued by two agents: Pakistan and WHO. These texts were retrieved from <http://covid.gov.pk/faq> & (<http://www.who.int/home/search/3?>). Text is related to the instruction of the Covid-19. This research is based on the identification of all nominal groups. It evaluated the internal structure of nominal groups. The researcher segregates the sentences into the clauses. After the segmentation of the clauses, the internal structure of nominal groups (**the determiners, Pre- modifier, and head, post-modifier**) was evaluated.

Table 2: Pakistani Instructions for Covid-19: Nominal Group Internal Structure at Word Level

WORD LEVEL		
Subject (determiners, pre-modifier)		Object (qualifier, post-modifier)
Determiners	Pre-modifier	post-modifier
35	30	1
54.687%	46.875%	1.5625%
Total In Word Level: 64		

Table: 2 described (text 1) word level. There was subject (determiners, pre-modifier) and Object (qualifier, post-modifier). This classification was based on word level. On word level determiners are 54.687%, pre-modifiers were 46.875% and post-modifier was 1.5625%. Total numbers in word-level was 64.

Table 3: Pakistani Instructions for Covid-19: Nominal Group Internal Structure at Phrase Level

Table: 3 present texts 1 was about to phrase level. There was subject (determiners, pre-modifier) and Object

PHRASE LEVEL		
Subject (determiners, pre-modifier)		Object (qualifier, post-modifier)
Determiners	Pre-modifier	post-modifier
0	8	27
0	23.529%	79.411%
Total In Phrase Level: 34		

(qualifier, post-modifier). This classification was on the base of phrase level. On phrase-level determiner was 0, pre-modifiers are **23.529%** and post-modifiers were **79.411%**. Total numbers in phrase-level was 34.

Table 4: Pakistani Instructions for Covid-19: Nominal Group Internal Structure at Clause Level

CLAUSE LEVEL		
Subject (determiners, pre-modifier)		Object (qualifier, post-modifier)
Determiners	Pre-modifier	post-modifier
0	0	15
0	0	100%
Total In Clause Level: 15		

Table: 4 showed text 1 was about to clause level. There was subject (determiners, pre-modifier) and Object (qualifier, post-modifier). This classification was based on clause level. On clause level determiner is 0, pre-modifier was also 0 and post-modifiers were with **100%**. Total numbers in clause level were 15. There was only a post-modifier fall in the table.

Table 5: Pakistani Instructions for Covid-19: Nominal Group Internal Structure of Phrase Type

PHRASE TYPE		
Adjective Phrase	5	0.1851%
Adverb Phrase	0	0
Noun Phrase	22	81.481%
Total: 27		

Table: 5 presented text 1 was about to phrase type. There was an adjective phrase, adverb phrase, and noun phrase. This classification was based on phrase type. In phrase type adjective phrases were **0.1851%**, adverb phrase is 0, and noun phrases are **81.481%**. Total numbers in clause level were 27.

Table 6: Comparative Analysis of Clause Type in Pakistani Instructions for Covid-19

CLAUSE TYPE		
Adjective Phrase	0	0
Adverb Phrase	0	0
Noun Phrase	16	100%
Total: 16		

Table: 6 offered texts 1 was about to clause type. There were adjective phrases, adverb phrases, and noun phrases. This classification was the base of clause type. In clause type adjective phrase was 0, the adverb phrase is also 0 and the noun phrase was **100%**. The total numbers in clause level are 16. It had only noun phrases.

WHO's Instructions for Covid-19

Table 1: WHO instructions for Covid-19: Nominal group Internal Structures

Sentences	Clauses	Determiners	Pre-modifier	Head	Post modifier
142	206	55	102	305	155
		$55/206 \times 100 = 26.6990\%$	$102/206 \times 100 = 49.514\%$		$155/206 \times 100 = 75.2427\%$

Table: 7 showed text 2. It had 142 sentences and 206 total numbers clauses. It had 55 determiners 26.6990%. It had 49.514% pre-modifiers and the head in numbers was 305. It had 75.2427% post-modifiers.

Table 2: WHO instructions for Covid-19: Nominal group Internal Structures at Word Level

WORD LEVEL		
Subject (determiners, pre-modifier)		Object (qualifier, post-modifier)
Determiners	Pre-modifier	post-modifier
55	78	20
35.9477%	50.9803%	13.071%
Total In Word Level: 153		

Table: 8 presented texts 2 were about to word level. There was subject (determiners, pre-modifier) and Object (qualifier, post-modifier). This classification was based on word level. On word level determiners are **35.9477%**, pre-modifiers were **50.9803%** and post-modifiers were **13.071%**. Total numbers in word-level were 153.

Table 3: WHO instructions for Covid-19: Nominal group Internal Structures at Phrase Level

PHRASE LEVEL		
Subject (determiners, pre-modifier)		Object (qualifier, post-modifier)
Determiners	Pre-modifier	post-modifier
0	24	77
0	23.762%	76.23%
Total In Phrase Level: 101		

Table: 9 describe texts 2 were about to phrase level. There was subject (determiners, pre-modifier) and Object (qualifier, post-modifier). This classification was on the base of phrase level. On phrase-level determiner was 0, pre-modifiers are **23.762%** and post-modifiers were **76.23%**. Total numbers in phrase-level were 101.

Table 4: WHO instructions for Covid-19: Nominal group Internal Structures at Clause Level

CLAUSE LEVEL		
Subject (determiners, pre-modifier)		Object (qualifier, post-modifier)
Determiners	Pre-modifier	post-modifier
0	0	58
0	0	100%
Total In Clause Level: 58		

Table: 10 showed text 2 was about to clause level. There was subject (determiners, pre-modifier) and Object (qualifier, post-modifier). This classification was on the base of clause level. On clause level determiner was 0, pre-modifier was also 0 and post-modifiers were **100%**. Total numbers in clause level were 58. It showed only post-modifier in this table.

Table 5: WHO instructions for Covid-19: Nominal group Internal Structures Phrase Types

PHRASE TYPE		
Adjective Phrase	4	4.5977%
Adverb Phrase	3	3.448%
Noun Phrase	80	91.95%
Total: 87		

Table: 12 text 2 was about to phrase type. There were adjective phrases, adverb phrases, and noun phrases. This classification was based on phrase type. In phrase type adjective phrases were **4.5977%**, adverb phrases were **3.448%** and noun phrases are **91.95%**. Total numbers in clause type were 87.

Table 6: WHO’s Instructions for Covid-19: Comparative analysis of Clause Type in Nominal Group Table: 12 described texts 2 were about to clause type. There was an adjective phrase, adverb phrase, and noun phrases. This classification was based on clause type. In clause type adjective phrases were **2.9411%**, adverb phrase was **11.4705%** and noun phrases were **95.58%**. Total numbers in clause level were 68.

CLAUSE TYPE		
Adjective Phrase	2	2.9411%
Adverb Phrase	1	1.4705%
Noun Phrase	65	95.58%
Total: 68		

Table 7: Comparative Analysis of Simple Nominal Group in Instructions for Covid-19 of Pakistani & WHO’s

Simple Nominal group in (text 1) % age	Simple Nominal group in (text 2) %age
31.48%	49.29%

Table: 13 offered Comparative Analysis of Simple Nominal Group in Text 1&2 were **simple (without any subject or object) noun head**. There were **31.48%** simple heads without any subject and object in text 1. It had 49.29% in text 2.

Table8: Comparative Analysis of Extended Nominal group in Instructions for Covid-19 of Pakistani & WHO’s

Extended Nominal group in (text 1) % age	Extended Nominal group in (text 2) %age
68.51%	50.70%

Table: 13 offered Comparative Analysis of Extended Nominal Group in Text 1&2. There were 68.5% extended nominal groups in text 1 and 50.70% extended nominal groups in text2.

Table 9: Comparative Analysis Instructions for Covid-19 of Pakistani & WHO’s at Word, Phrase & Clause Level

Elements	Word level %		Phrase level %			Clause level %	
	T1	T2	T1	T2	T1	T2	
Determiners	54.687%	35.9477%	0	0	0	0	
Pre-modifier	46.875%	50.9803%	23.529%	23.762%	0	0	
Post-modifier	1.5625%	13.071%	79.411%	76.23%	100%	100%	

Frequently asked question text (text 1-2) were about to comparative analysis. There was comparative analysis between text 1 and text 2 based on word level, phrase level, and clause level with respective to

determiners, pre-modifiers, and post modifiers as well. The percentage of determiners on word level in text 1 is 54.687% and in-text 2 is 35.9477%. The percentage of pre-modifiers on word level in text 1 is 46.875% and 50.9803% in text 2. The percentage of post-modifiers on word level in text 1 is 1.5625% and in-text 2 is 13.071%. On phrase level, the determiner is 0 in texts 1 and 2. The percentage of pre-modifiers on phrase-level in text 1 was 23.529% and in-text 2 is 23.762%. While the percentage of post modifiers in phrase-level text 1 is 79.411% and in-text 2 is 76.23%. On the clause level, the determiner and pre-modifier in text 1 and in-text 2 were 0. But the percentage of post-modifier on clause level in text 1 is (100%) and in-text 2 (100%).

Table 10: Comparative analysis Instructions for Covid-19 of Pakistani & WHO’s at Phrase and Clause Types

	Phrase type		Clause type	
	T1	T2	T1	T2
Adjective Phrase/clause	0.1851%	4.5977%	0	2.9411%
Adverb Phrase/clause	0	3.448%	0	1.4705%
Noun Phrase/clause	81.481%	91.95%	100%	95.58%

Frequently asked question text (text 1-2) were about to comparative analysis on the base of phrase and clause types. There were three kinds of phrases and clauses which were Adjective Phrase/clause, Adverb Phrase/clause, and Noun Phrase/clause. The percentage of adjective phrase/clause on the base of phrase type in text 1 0.1851% and in-text 2 is 4.5977%. The percentage of adverb phrase/clause on the base of phrase type in text 1 is 0 and in-text 2 is 3.448%. The percentage of noun phrase/clause on the base of phrase type in text 1 is 81.481% and in-text 2 is 91.95%. The percentage of adjective phrase/clause on the base of clause type in text 1 is 0 and in-text 2 is 2.9411%. The percentage of adverb phrase/clause on the base of clause type in text 1 is 0 and in-text 2 is 1.4705%. The percentage of noun phrase/clause on the base of clause type in text 1 was 100% and in-text 2 is 95.58%.

Figure 11: A Comparative Analysis of Nominal Groups in Instructions for Covid-19 of Pakistani & WHO’s

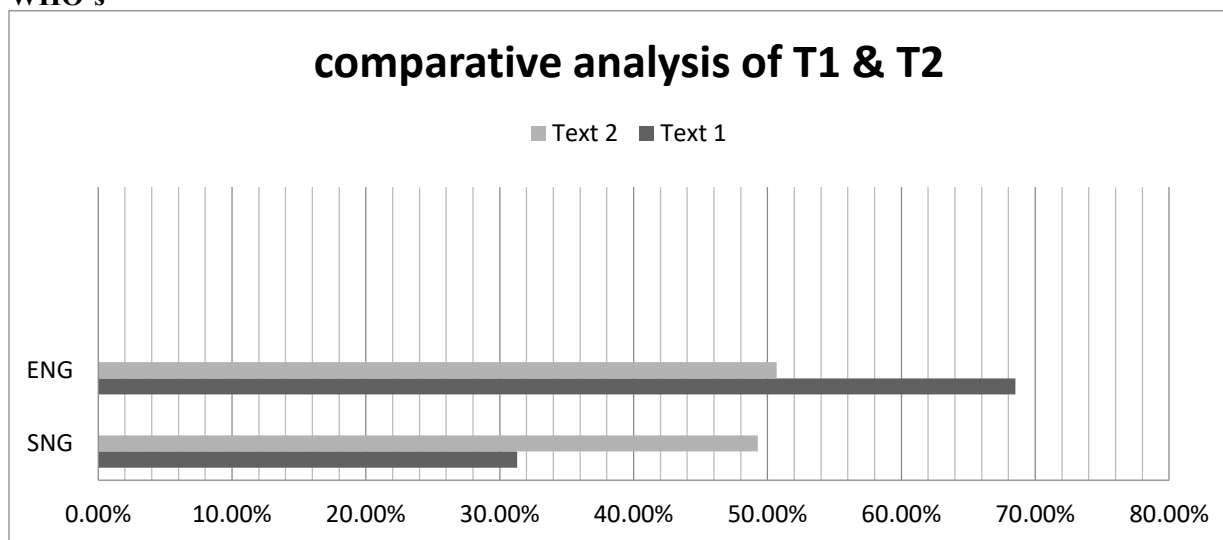


Figure 1 showed a comparative analysis of nominal groups of text 1&2. There were 31.48% simple nominal heads and 68.51% Extended Nominal groups were in text1. In-text 2 Simple Nominal groups were

49.29% and Extended Nominal groups were 50.70%. This chart was showing that the greater simple nominal heads in text 2.

In short this study analyzed nominal groups Text 1 & Text 2. Text 1 Pakistan FAQ procedures genre had a total nominal head of 130 in 54 sentences and 76 clauses. It has more Simple Nominal group 31.48% and 68.51 %Extended Nominal groups. On the other hand, text 2 showed a total nominal head of 305 in 142 sentences and 206 clauses but there was 49.29% Simple Nominal group and 50.70% Extended Nominal group. Text 2 has a simpler nominal head 50.70% than text 1. Its writing style fulfills the language requirement of the Procedure genre. Its writing style was so simple and easy. It offered its instructions in bullets form which was very easy for a common man to understand. The percentage of all tables also showed the more effective instructions of WHO. Hence, it proved that text 2 has greater reading comprehension as compared to text 1. It is written according to the needs of audience analysis. The audience of frequently asked questions about covid-19 is common people. They are not well-qualified readers of complex text. Hence, Text 1 complexity was due to a greater number of extended nominal group.

CONCLUSION

The procedure genre describes instructions to follow to save oneself from the coronavirus. It is written for a common man having average educational background. By comparing text 1 and text 2, it was found that text 2 of covid-19 is better than text 1 because it fulfilled the requirement of procedure genre. Text 2 has greater simple nominal heads 49.29%. It made the language of text 2 quite easy for every common person to understand the basic purpose of Covid-19 instructions. This work proposes that language should be used according to the purpose of the genre. Though this work has small data, it has the potential to generalize its result.

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