

Cohesive Devices on the Abstracts of Select Research Articles Presented in the International Academic Forum (AIFOR): A Discourse Analysis

Maribeth Mr. Cabrejas, Ph.D.
Lourdes College, Inc.
Cagayan De Oro, Philippines

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ABSTRACT: *This linguistic research analysis investigates the cohesive devices found in the Abstract of select Asian Conference of Education 2019 research articles. This study also endeavors to disclose the contributions of the cohesive devices in the comprehensibility of the text. This corpus-based study utilizes qualitative descriptive research that specifically employs the evocative discourse analysis. It considers the use of Halliday and Hassan's taxonomy on Cohesive devices as a basis for investigation. A total of twenty-eight (28) research abstracts are chosen from abstracts compiled in the program and abstract book of the Asian Conference on Education (ACE) presented during the International Academic Forum (IAFOR) held in Toshi Hotel, Tokyo, Japan last October 31 to November 3, 2019, as the main source of data. The data are analyzed using Halliday and Hasan's taxonomy of cohesion which is divided into two aspects, grammatical and lexical cohesion. The result of the study reveals that researchers utilize two grammatical cohesions namely: reference and conjunctions in their research abstracts. The conjunctive features of the grammatical device found are additive, causal, adversative, and temporal. Moreover, the referential grammatical devices found are demonstrative, personal, article, and comparative. There is no usage of substitution and elliptical cohesion or ellipsis found. In terms of lexical cohesion, Reiteration devices such as repetition, synonymy, and antonymy are utilized by the researchers in their abstracts. There is no evidence of meronymy found in the analysis. Collocation devices are widely used in the abstract. In the analysis, the presence of the cohesive devices in the abstracts functions to keep track of the participants, organized in logical order the concepts in the abstract, and help in avoiding repetition and text redundancy which significantly contributes to the text comprehensibility of the research abstracts. Thus, the researcher designs and presents an English workbook for classroom use in which the drills provided focus on the correct usage of cohesive devices in any written discourse.*

KEYWORDS: abstract, cohesive devices, discourse analysis, grammatical cohesion, lexical cohesion

INTRODUCTION

Understanding language from different perspectives depends on the situation and context in which the discourse transpires. Discourse is any oral or written language that comprises verbal and nonverbal elements that are meaningful. Alo, (131) posits that discourse is concerned with how different parts of the text are intertwined to achieve the desired outcome. Crystal (16) asserts that discourse implies how sentences work in sequence to produce coherent stretches of language. Pritchard and Dipper (4) support the concept by stating that discourse is the use of language in speech and writing to yield meaning. Language is studied to see the connection between the different parts of the text. The different parts of texts are linked using words or phrases called cohesive devices, linking words, linkers, connectors, discourse markers, or devices.

The language in communication is meaningful when it is well arranged and relevant to the context surrounding communication. The arrangement and relevance of language is discourse. A written discourse like an abstract provides an excellent means to study the arrangement and relevance of language.

An abstract according to Erbert (14) is a critical part of any scientific investigation that encapsulates the most substantial points in the paper. Readers, conference organizers, and journal research publishers use the abstract to have a glimpse of information on the entire research article and decide whether it should be read and accepted for international research presentation and publication.

However, Ghasemi (1) believes that abstract writing is perceived by students and researchers around the globe as one of the most daunting skills to learn. Some students and researchers struggle with this process specifically in choosing the best sentences since the abstract is a summary of the whole thesis that should cover all parts of the thesis written in limited sentences. The difficulty derives both from generating and organizing ideas and translating these ideas into understandable text.

The phenomenon is observed in the researcher's college classroom in writing students' thesis requirements specifically in the proofreading process. Many graduating students are confronted with linguistic difficulties such as punctuation, grammar, vocabulary, organization, and most of all the discourse features including coherence and cohesion in making their abstract comprehensible to the readers. Most of the students lack competence in using cohesive devices in organizing the relevant information in an abstract.

Consequently, the above-noted challenges persuade the researcher to delve into abstracts as the source of verbal data to address the problem perceived. This study, therefore, investigates the cohesive devices specifically Halliday and Hassan's grammatical and lexical cohesion found in the abstract, and reveals their contributions to establishing the comprehensibility of the text.

The study assumes that the presence of cohesive devices contributes to the comprehensibility of the select Conference Abstracts in the International Academic Forum. This assumption is supported by Halliday and Hasan's (74-84) taxonomy on Cohesive devices. They theorize that cohesive devices are categorized into grammatical and lexical cohesion. This cohesion according to them, has a semantic concept that provides the inter-sentential relationship of texts. This semantic concept is the relationship of meaning that occurs within the text and defines it as a text (Rahimi and Ebrahimi, 2). Halliday and Hasan posit that linguistic or textual cohesion needs the basic tools to determine the sentences whether or not they establish the organization in a text. These basic tools necessary for text comprehensibility are the cohesive devices. These cohesive features contribute to the abstract text's unity and create its texture or its status of being a text. Cox, Shanahan, and Sulzby (19) reinforce the notion that cohesion is essential for the reader in creating meaning from a text and for the writer in creating a written discourse that can be easily understood.

Consequently, the cohesion in the research abstract is analyzed based on Halliday's and Hasan's (76) concept of grammatical and lexical cohesion. This sheds light on the present study on how the cohesive devices connect words, phrases, and sentences to establish the logical sequence of the entire discourse in an abstract. This is also hinged on the concepts of foregrounding categories of De Beaugrande and Dressler (3). They posit that cohesion and coherence contribute to the stability of the text as a system. Also, they clarify the distinction between cohesion and coherence. Cohesion, according to them is associated with the continuity of occurrences realized by syntax, and functions in short-term memory while coherence is associated with the continuity of senses encoded in a formation of concepts and relations, and functions in long-term or semantic memory.

Thus, for a written discourse like an abstract to be organized, it must have cohesion and coherence. The aforesaid writing skills are essential components and predictors of text comprehensibility. They are relevant in generating and constructing a well-organized and meaningful written text in a research abstract. Also, this linguistic analysis is anchored on the theory of Noam Chomsky's Syntactic structure which introduces the idea of generative- transformational grammar. Chomsky's theory states that the processing of grammatical knowledge involves the human brain. Transformational grammar refers to a form of language analysis that establishes a relationship with the different elements in the sentence of a language and makes use of rules or transformations to recognize these relationships. (Structure of Grammar, 13)

American Linguist, Noam Chomsky emphasizes in this theory the interrelationship between human language and the mind. He tries to describe that when an endeavor like abstract writing involves using a language, a writer is guided by a system of rules in forming grammatical sentences with the help of his or her linguistic competence and knowledge through which the human mind constructs and comprehends sentences. In this study, Generative grammar theory highlights describe the competence of a language user in written discourse to produce language specifically

in writing an abstract, and the competence of readers to understand the language or the message conveyed in the research abstract.

In this investigation, cohesive devices are subdivided into two main cohesive devices: grammatical and lexical cohesion which are proposed by Halliday and Hasan (76). Halliday and Hasan (76) categorize Grammatical cohesion into four namely: reference, repetition, ellipses, and conjunction while lexical cohesion is categorized into two: reiteration and collocation The categorization of the cohesive devices is of great importance in discourse analysis.

Like Halliday and Hasan, De Beaugrande and Dressler (2) outline their taxonomy of cohesive devices. This taxonomy consists mainly of recurrence, partial recurrence, parallelism, paraphrase, pro-forms, ellipsis, tense, aspect, junction, and FSP (to which should be added intonation in the case of spoken texts). In this study, the researcher makes use of Halliday and Hasan's (75) two main cohesive devices: grammatical and lexical cohesion. They categorize grammatical cohesion into four namely: reference, repetition, ellipses, and conjunction while lexical cohesion is categorized into two reiterations and collocation.

The term cohesive devices refer to the words or phrases like conjunctions, connectives, and pronouns use to connect the parts of a piece of written or oral discourse. O'Regan (1) posits that the writing is coherent when sentences, ideas, and details link together smoothly and clearly, and readers can easily understand the text. Malmkjaer (549) supports the idea and notes that a coherent text is the result of interaction between the readers' world and the text, with the readers making credible interpretations. However, Rhaman (13) states that overusing cohesive devices or not using them enough affects the reader adversely.

One type of cohesion is grammatical cohesion which deals with the relationship of word meanings that exist within a text. It is categorized by Halliday and Hassan (22) into reference, substitution, ellipsis, and conjunction. Reference according to Halliday and Hasan (404) is a word or words that cannot be interpreted semantically on its own. It can be understood or interpreted by looking at other elements it refers to within (endophora) or outside the text (exophora). Substitution takes place when one word or element replaces another element to avoid repetition. Bahaziq (112) states that the difference between substitution and reference is that substitution lies in the relation between words, whereas reference is between meanings.

Another type of cohesion categorized by Halliday and Hassan (82) into reiteration and collocation is the Lexical cohesion. Lexical cohesion involves the choice of vocabulary. It is a concern with the relationship that exists between lexical items in a text such as words and phrases. McCarthy (65) defines lexical cohesion as a relationship between vocabulary items in the text specifically the content words and the connection between them. Reiteration is one type of lexical cohesion that is further sub-divided into repetition, synonymy, antonymy, and meronymy. It is defined by Kadirire *et al* (4) as stating a word in a later part of a discourse by direct repetition or reasserting

its meaning by exploring lexical relations. Collocation according to Halliday and Hasan (82) pertains to lexical items that are likely to be found together within the same text or they tend to occur within the same lexical environment.

Conjunctions in grammatical cohesion are words that serve as the linking devices between sentences or clauses in a text. Halliday and Hassan (80) propose four different types of conjunction which are additive, adversative, causal, and temporal conjunctions. Ellipsis on the other hand is omitting words to avoid repetition or to create an effect. Bahaziq (112) defines Ellipsis as the method of omitting an unnecessary word or words, which has been mentioned earlier in a text and replacing them with nothing.

Statement of the Problem

This linguistic research analysis investigates the cohesive devices found in the Abstract of select Asian Conference of Education 2019 research articles and their contributions to the comprehensibility of the text in the abstracts. Specifically, this study seeks to answer the following questions:

1. What are the cohesive devices found in the select Conference Abstracts in the international academic forum in terms of:

1.1 Grammatical Cohesion; and

1.2 Lexical Cohesion?

2 How do these cohesive devices contribute to the comprehensibility of the select abstract?

3 Based on the findings of the study, What Cohesive Devices in Writing can be developed or proposed.?

This study is limited to the cohesive devices used in the select abstract of researchers presented during the Asian Conference Education 2019 sponsored by the International Academic Forum (IAFOR). The researcher focuses on analyzing the types and the usage of cohesive devices that are used in the sentences in the abstract Using discourse analysis, the study focuses mainly on how words complement one another in the research abstract.

The scope of the study is focused on the discourse analysis of conference abstracts and the analytical limitation is fixed on the cohesive devices, such as grammatical cohesion (reference, substitution, ellipsis, and conjunction) and lexical cohesion (reiteration and collocation), and the monograph construction.

Research Methodology

This study is qualitative descriptive research that specifically employs the evocative discourse analysis and interpretation of data. Discourse analysis is an analytical technique for analyzing data in qualitative research design. It explores the meanings produce by language use in

communication, Discourse analysis aims to perceive and categorize various meaning-making processes, networks, and practices from the data.

Zohra (2) states that discourse analysis is considered an umbrella term for all those studies within applied linguistics, which focuses on units of language beyond the sentence level. Thus, discourse analysis studies the relationship between the language which can be in written or spoken discourse, and the contexts in which it is utilized. One example of discourse analysis is the cohesion of Halliday and Hasan in 1976. Halliday and Hasan's taxonomy of cohesion is divided into two aspects, grammatical and lexical which are utilized in this study.

The corpora for this research constitute abstracts belonging to Asian Conference on Education 2019 journals which was organized by the International Academic Forum (IAFOR) with the IAFOR Research Center at Osaka University and IAFOR's Global University Partners. There are three hundred ninety (390) abstracts compiled in the program and abstract book presented during the International Academic Forum (IAFOR) held in Toshi Hotel, Tokyo, Japan last October 31 to November 3, 2019. The researcher was one of the presenters at the said International Academic Forum and was given a copy of the Book of Abstracts which is the source of data for this investigation.

Out of the three hundred ninety (390) abstracts in the conference abstract book, twenty-eight (28) are chosen as the source of data in this study. Criteria are established by carefully selecting the twenty-eight (28) abstracts considered for the analysis. First, care is taken to ensure that the select abstracts are similar in length as indicated during the submission of the abstracts that they must contain less than 250 words. Second, the select abstracts show a relevant connection to the present undertaking. Abstracts related to teaching Language pedagogy which is also categorized by the conference organizer into English as a Foreign language, Language Learning- Writing, Language and Cultural Identity, Language Learning-Vocabulary, Language Learning-speaking, Language Learning Methodology, Language Learning: computer-assisted, Language Learning: tools for Learners, and Language Learning: English as a Second Language. Lastly, Hassan & Badi (69) claim that non-native English speakers around the globe had difficulties in using referencing, citations as well as logical organization, coherence, and text comprehensibility cohesion when writing. Thus, this study endeavors to examine the abstracts of non-native English speakers-researchers.

There are three phases in the data-gathering procedure which are used in this study. Phase 1 focuses on the Identification and categorization of the Cohesive devices found in the Abstract. The cohesive devices are carefully and individually searched among the select conference abstracts. The cohesive devices identified in the select conference abstracts are categorized using Halliday and Hasan's taxonomy of cohesive devices which are subdivided into two main categories: grammatical and lexical cohesion. The sentences with identified cohesive devices are noted for further analysis. Identification of the cohesive devices will be based on Halliday and Hassan's Taxonomy of Grammatical Cohesion.

Phase 2 involves the analysis of the contribution of the Cohesive devices to the Abstracts' Comprehensibility. The identified cohesive devices used in the conference abstracts are analyzed on how it contributes to the logical organization, cohesion, and coherence of this written discourse. Relevant findings of the different local and foreign studies are explored and examined to support the findings of the present investigation.

Phase 3 involves designing an Instructional Workbook as a Monograph. The instructional workbook designed addresses the issues and problems in writing specifically in an abstract investigated in this study. It shares important discussions on writing micro-skills such as Halliday and Hassan's cohesive devices which focus on grammatical and lexical cohesion; and how could the teachers utilize such writing skills in a language classroom. Essay writing activities and the use of cohesive devices in the instructional book help learners keep in mind the proper and effective use of parallel structures and cohesive devices in writing meaningful sentences, especially in writing an abstract.

RESULTS AND DISCUSSION

This chapter presents, analyzes, interprets, and supports the data taken from the select research abstracts of the Asian Conference on Education 2019 journal. The discussions are organized based on the following research problems: identification and categorization of the cohesive devices found in the abstract into grammatical and lexical cohesion, the analysis of their contribution to the abstracts' comprehensibility, and the proposed monograph based on the findings.

Cohesive Devices used in the Research Abstracts

Halliday and Hasan (58) classify cohesive devices into grammatical and lexical. Afrianto (100) reiterates that these linguistic devices are established in the written discourse with two different elements. Ampa and Basri (2) articulate that grammatical cohesion is the relationship of the elements of grammar that include references, substitutions, ellipsis, and conjunctions while lexical cohesion is the link between parts of the text to achieve unity of the sentence structure. The lexical elements include synonym, antonym, hyponym, repetition, general noun, and collocation. These elements are a vital component in writing to make sentences related to each other.

Grammatical Cohesion

Afrianto (100) indicates that grammatical cohesion is established using grammatical elements of the text articulating the semantic relationships within and between the sentences. This includes reference, substitution, ellipsis, and conjunction.

A. Use of Reference

Reference is consisting of four types (personal, demonstrative, article, and comparative reference). It connects two items. It means that reference is used to refer to one item which refers to another item mentioned previously or after the first item discussed (Halliday & Hasan, 38).

Table 1 below displays the grammatical cohesive devices categorize as the reference cohesion found in the Select Abstracts of Asian Conference on Education Journal. It exposes the reference devices such as personal, demonstrative, article, and comparatives used in the abstracts.

Table 1: Reference Cohesion found in the Select Attracts of Asian Conference on Education Journal

It can be gleaned from the table that personal references like them, there, it, and they are used the most with the majority of occurrences. Further analysis of the personal references used in the text shows that the pronouns “them”, “they”, and “their” are used the most occurring among the personal pronouns in the abstracts studied. These personal pronoun references are allocated to the participants of the research investigation. Such excessive usage of the reference of the personal pronoun indicates that instead of repeating the same words or avoiding repeating a noun monotonously, the researchers replace them with pronouns which helps in the cohesion of the abstracts. Other personal references that are not found in the conference abstracts are *I, you, we, me, him, her, and us*.

According to Halliday and Hasan (404), Reference cohesion can be understood or interpreted by looking at other elements found in the text. it refers to within (endophora) or outside the text (exophora).

*“This literature review, therefore, synthesizes research that has empirically examined factors related to the relationship between cultural identity and learning Chinese as a foreign language. **Their** relationship is discussed concerning three main themes.*

GRAMMATICAL COHESION	A. Reference			
	Personal Pronouns	Demonstrative Pronouns	Article	Comparatives
	They It Them their	These This Those	the	more higher highly more interesting more innovative likely less stress too much

The reference “their” occurs several times in the research abstract. In the given sample above, “their” was used as a generalized exophoric reference because the writer referred to “their” as cultural identity and learning Chinese as a foreign language which is not indicated in the sentence. The readers need to read the prior sentence to be able to understand the reference indicated in the text. Readers must look outside the sentence to get the meaning of the reference “their”.

On the other hand, demonstrative pronouns *these*, *this*, and *those used as reference* are also found in the select abstracts. The following excerpt exemplifies the use of demonstrative pronouns in the conference abstracts.

*Extensive Reading has been touted as beneficial for improving students reading fluency, speed, confidence, and vocabulary. This paper explains how teachers can observe and measure **these** last two claims.*

Other comparative references identified by Halliday and Hassan are *such similar, same, identical, equal, bigger, faster, and different* which are not found in the research abstracts under study. An excerpt of the abstract below shows the utilization of this subtype of reference.

*Convince teachers who would like to see **more** evidence of the benefits that result from Extensive Reading.*

In hindsight, the analysis shows that all the types of reference as cohesive devices are used in the abstracts under study. Based on the analysis of the abstract, personal reference and comparatives devices are frequently used. It is worth noting that personal references are used to avoid repetition and wordiness in a text while comparative reference is used to compare the likeness or unlikeness of terms, or two things may be the same, similar or different.

Overall, among the four types of references, dominating are the personal pronouns used as reference cohesion in the abstracts. The result implies that using reference as a cohesive device must not be taken for granted to achieve cohesive paragraphs. It is also imperative to provide the accurate use of reference to make the referred subjects or objects clear to the readers. These findings are similar to the study of Nurhidayah, *et al*, (9) and Mokrani (25).

B. Use of Conjunctions

Another category of grammatical cohesion is a conjunction that is used to construct strong unification of the ideas in the text by the virtue of their specific meanings. In using specific conjunction, text can relate to the previous or following text which is meaningfully connected to what has gone before. Afrianto (103) acknowledge that conjunctions establish the semantic relation in the text. Halliday and Hasan (248) posit that conjunction has four types which are additive, adversative, causal, and temporal. These types have different signal words and connect sentences in different ways based on their meaning. The analysis of the corpus shows the usage of conjunctions in the abstracts.

Table 2 below shows the conjunctive cohesion found in the research abstracts. The analysis of the corpus can be gleaned in the table which discloses the use of the additive sub-type of conjunctions in the highest occurrences.

Table 2 Conjunctive Cohesion found in the Select Abstracts of Asian Conference on Education Journal

GRAMMATICAL COHESION	A. CONJUNCTIONS			
	<i>Additive</i>	<i>Adversative</i>	<i>Causal</i>	<i>Temporal</i>
	And moreover as well as in addition additionally furthermore also along with too include besides further nor or	however in comparison in contrast, but even though although yet	Therefore because so that hence thus specifically due to as a result overall in sum consequently that is In conclusion	Finally first second then meanwhile while

In the category of conjunction, the most occurring type is additive conjunction. This happens because the researchers describe and explain the study by often providing additional information. This notion is supported by the result of the study of Afianto (101) which also shows additive conjunction as the most recurring conjunction because students describe and provide information in their essays.

As shown in the table found above, there are occurrences of conjunctions such as *and*, *moreover*, *as well as*, *in addition*, *additionally*, *furthermore*, *also*, *along with*, *too*, *include*, *besides*, *further*, *nor*, and *or* which belong to additive conjunctions. These additive conjunctions are used in the select abstracts to connect or link words, phrases, clauses, or sentences that are grammatically equivalent in the text. Other additive conjunctions that are not found in the corpora under study are *not only*, *but also*, *alternatively*, *in the same way*, *for instance*, *neither*, *similarly*, and *together with*.

Causal conjunctions found in the research abstracts are, *therefore*, *because*, *so that*, *hence*, *thus*, *specifically*, *due to*, *as a result*, *overall*, *in sum*, and *consequently*. *Otherwise*, *that is why*, *to*, *though*, *for this reason*, *now that*, and *accordingly* are some causal conjunctions that are not found in the analysis. An effective example of using and cohesively connecting the relationship of two ideas where one causes the other to happen can be seen in this sentence below taken from the select abstracts.

*That is especially true for the Japanese language **because** being a*

Similarly, the writer's usage of adversative is relevant, usually placed in the middle of the sentence or text to express opposition or contrast between two ideas. It can be noted that the adversative conjunctions are used to mark a contrastive idea. Also, the above table discloses the occurrence of the adversative conjunctions such as *however, in comparison, in contrast, but, even though, although, and yet*. Adversative conjunctions like *whereas, nevertheless, instead, on the contrary, whichever, anyway, and anyhow*, are not found in the conference abstracts. The excerpt below exemplifies the use of adversative conjunction in the abstracts.

However, further analysis indicated that Modified Lab Rotation Model is not certainly superior to the chalk-talk in the MLRM processes, **thus** not all the lessons can be blended.

In terms of

temporal devices, the words *finally, first, second, then, meanwhile, next, and while* were used by the researchers coherently in their abstracts to show the contextualization of information in terms of a sequence of events. Temporal devices like *afterward, at once, this time, meanwhile, last time, at this moment, up to now, in the end, briefly, here and now, in the end, and to sum up* are not found in the corpora used in the analysis. The results displayed in Table 3 denote the fewer use of adversative conjunctions. The sample excerpt of the abstract below shows the use of temporal devices to show the cohesion of the text.

First, the basic phonetic resemblance was ascertained at 21.07. **Second**, since most kanji have multiple readings, the rate of use of on'yomi in the 1078 kanji was calculated at 59.72% [2] by factoring the frequency of all words (total of 9233 words) that contain these kanji and are classified in the JLPT word list. **Third**, a questionnaire was distributed

Generally, the abstract writers' implementation of conjunctive devices shows variety and is not limited. This could be due to their linguistic knowledge of cohesive devices which help them in conveying the abstract meaning, thus, facilitating comprehension

C. Use of Substitution and Ellipsis

Hidayat (236) explains that substitution occurs to avoid the repetition of a particular item. A particular word is not omitted but is substituted for another more general word to avoid repetition. According to Bahaziq (115) substitution happens when an item is replaced by another item in the text to avoid repetition. He demonstrated that substitution is different from reference for substitution lies in the relation between words while referencing between meanings.

Regarding the substitution and elliptical ties, the analysis reveals that there are no incidences of ellipsis and substitution in the text because the text does not have missing words. Almutairi (5) postulates that even though the usage of substitution and ellipsis in an abstract is limited, it is acceptable considering that substitution and ellipsis occur more in spoken discourse. This notion

is supported by Tsareva (169) and Eggins (147) by stating that ellipses and substitution usually occur in sentence fragments which is common in conversation situations or oral discourse

Overall, from the findings of the analysis, it can be inferred that the researchers mostly use reference and conjunctive cohesion to develop text cohesion. It is assumed that the reference item is mostly recognizable by the researchers in writing their abstracts. On the opposite side, no researcher applies substitution and elliptical tie to develop text cohesion in the study.

The findings are in consonance with the result found by Muhassin (131) and Zohra, et al (59) in their study which discloses reference and conjunction as the grammatically cohesive markers used in the abstract and limited for substitution and ellipses. Similarly, Abdurahman (17) study confirms the same findings. His study affirms that despite the missing of substitution and ellipsis, the numbers of grammatical cohesive devices used by students are quite varied. It can be concluded that cohesion is achieved in the text despite the absence of substitution and ellipses.

Lexical Cohesion used in the Research Abstracts

Another device that builds the cohesion of any written text is lexical cohesion. It deals with the connections based on the words used not on grammatical connections. It is achieved through vocabulary using semantically close items.

A. Reiteration

Halliday and Hasan (300) describe reiteration as two items that share the same referent and could either be repeated or have alike meanings in a text. The types of reiteration are repetition, synonymy, antonymy, and meronymy. The occurrences of lexical cohesive devices in the text of the select abstracts are shown in table 3 below.

Table 3 Reiteration Devices found in the Select Abstracts

LEXICAL COHESION	REITERATION		
	<i>Repetition</i>	<i>Synonymy</i>	<i>Antonymy</i>
	Students English language language learning cultural identity	anxious-worried views – opinions evaluation- assessment challenges-problems	increased-decreased start – end minority-majority cause-effect weakness- strength autonomous-dependent

The table presents the elaboration of each lexical cohesive device found in each sentence of the preceding text. In the select abstracts studied, the researchers use variations of reiteration such as repetition, synonymy, and antonymy. However, meronymy is not used as shown in Table 6 above. The researchers use repetition in emphasizing ideas in the text. Repetition involves the use of the same word over again but is not restricted to the same morphological form.

Lexical cohesion identified in the analysis is a synonym. A synonym is used to mean sameness of meaning. Lexical items used that are synonymous or nearly synonymous in the select abstracts include *anxiety* and *worry*, *views* and *opinions*, *evaluation* and *assessment*, and *challenges* and *problems*. To illustrate the occurrence of this device, an excerpt is shown below:

As a result, while speaking English, the majority of EFL students feel *anxious* and uncomfortable, *worry* about making mistakes, *fear* criticism or losing face, have poor thinking habits and low motivation to express themselves, and experience first-language interference

The word *worry* and *anxious* are synonymous which are found in the text.

For antonymy, the findings disclose the following words as synonymous: *increased* and *decreased*, *start* and *end*. *minority* and *majority*. *cause* and *effect*, *weakness* and *strength*, and *autonomous* and *dependent*. *Antonymy is a word that has a contradiction of words in the meaning relation.*

Based on the finding of the analysis of lexical cohesion in the select abstracts, the researcher found repetition as the dominant type of lexical device followed by antonymy and synonymy. It was found that there was no evidence of the use of meronymy or the relation of a whole to a part. in the text since an abstract presents the synthesis of the research.

Parallel findings are found by Budi (10), Binjai (67), and Berowa (42) which imply that the repeated word allows a writer to emphasize things they choose as significant in the text, hence,

making the reader understand the content of the abstract In conclusion, the researchers use repetition, as the dominant lexical cohesion found in the select abstract to make the meaning of the idea conveyed comprehensible to the readers.

Collocation

The second category of lexical cohesion is collocation. It involves the relationship between words that often occur in the same text. Amperawaty (42) postulates that collocation is part of lexical cohesion that is achieved when the lexical items are associated which occur in the same text. It is the combination of words to achieve meaning which occurs in the same text. Shammass (2013) claims that lexical Collocations are combinations of nouns, adjectives, verbs, and adverbs.

Table 4: Collocation Devices found in the Select Abstracts

LEXICAL COHESION	COLLOCATION				
	<i>adverb + adjective.</i>	<i>adjective + noun</i>	<i>noun + noun</i>	<i>noun + verb</i>	<i>verb + noun</i>
	closely related equally important significantly important highly positive	<i>careful examination</i> <i>fossilized pronunciation</i> <i>receptive vocabulary</i> <i>qualitative analysis</i> <i>independent learners</i> <i>independent learners</i> <i>specific score</i> <i>many studies</i> <i>low motivation</i> <i>effective way</i> <i>sufficient guidance</i> <i>different countries</i> <i>intercultural dialogue.</i> <i>proper knowledge</i> <i>phonetic resemblance</i> <i>significant gap</i> <i>correct words</i> <i>valuable indicators</i>	achievement test vocabulary knowledge foreign language research instruments language learners text structure. grammar textbook sound recognition students habits	study investigated teachers participating situation burdens	administering tests designated fields create variations speaking section fossilized mistakes. licensed pharmacist making mistakes teaching approaches writing procedure spoken grammar provide feedback seek facts increase retention

Based on the data on the previous page, it can be seen that the researchers are inclined into using lexical collocation in their abstract. The combination of adverb + adjective lexical collocations found is *closely related*, *equally important*, *significantly important*, and *highly positive*. The following abstract excerpt shows the use of lexical collocation by combining adverbs and adjectives.

*There were **statistically significant** differences between pretest and posttest scores, including the mean scores of the group of employees.*

Another type of lexical collocation is the combination of adjective and noun. Analysis of this study found the following meaningful texts such as *careful examination, fossilized pronunciation, receptive vocabulary, and qualitative analysis. independent learners, specific score, many studies, low motivation, effective way, sufficient guidance, different countries, intercultural dialogue, proper knowledge, phonetic resemblance, significant gap* categorized as lexical collocation.

The following are found in the research abstract which shows noun and noun combination as another type of lexical collocation: *achievement test, vocabulary knowledge, foreign language, research instruments, language learners text structure., grammar textbook, sound recognition, and students' habits.*

For noun and verb combinations, the following are found in the select abstracts: *study investigated, teachers participating, and situation burdens.* A sample excerpt is presented below. *This **situation burdens** and bores the students, resulting in students giving up learning English.*

The last type of lexical collocation is the combination of verb and noun. The following are found in the select abstracts during the analysis: *administering tests, designated fields, creating variations, speaking section, fossilized mistakes., a licensed pharmacist, making mistakes, teaching approaches, writing procedure, spoken grammar providing feedback, seeking facts, and increase retention.* The sample abstract below shows lexical collocation combining verb and noun.

*Through the analysis of learners' logging data, we **seek facts** about students' habits of using the app for word learning.*

This result indicates that the use of lexical collocation provides semantic ties. The use of lexical collocation is widely used in the select abstracts under study. This implies that researchers use collocation to make their text meaningful and make the reader acquire a better understanding of their abstracts. Parallel findings conducted by Alwan and Bose (25) and Qader (43) support this implication.

Contribution of Cohesive Devices to the Abstracts' Text Comprehensibility

This section includes the analysis of the contributions of cohesive devices used to the comprehensibility of the select abstracts. The analysis endeavored to identify the significant contributions of the cohesive devices found in select abstracts.

The cohesive devices keep track of the participant.

This contribution of cohesive devices is established through reference. This contribution of reference is proposed by Eggins (2004) who said that using cohesive device reference in the text is the way the writer introduces participants and then keeps track of them as long as they are mentioned in the text. The example below will exemplify the use of reference as a means of introducing the participant. In the excerpt below, it is identified that the reference item refers the to criteria of the book that has been mentioned earlier.

The cohesive devices organize in logical order the concepts in the abstract

The second most used cohesive device is a conjunction which helps the researchers to arrange the synthesis of their research in the abstract logically. The conjunction employed in the abstracts contributes to the cohesion of their abstracts. This cohesive device occurred in all the abstracts and is used more than once.

The contribution of conjunction toward the cohesion of the text in the abstract is exemplified in the following example:

First, the basic phonetic resemblance was ascertained at 21.07% [1] according to the result of a survey of nine native Chinese speakers teaching Chinese to Japanese students; Second, since most kanji have multiple readings (on'yomi [chinese reading] and kun'yomi [Japanese reading]), the rate of use of on'yomi in the 1078 kanji was calculated at 59.72% [2] by factoring the frequency of all words (total 9233 words) that contains these kanji and are classified in the JLPT word list. Third, the shape resemblance (71%) and semantic resemblance (about 90%) were analyzed in our previous two studies for the same database, which signifies that most characters have the same form and meaning in both languages.

In the above text, the prevalence of conjunctions is indicated by first, second, and third as the manifestations of continuity or sequential. In the excerpt above, the words first, second, and third refer to logical conjunctions which are categorized as additive-enhancement conjunctions which contribute to adding the logical information concerning the three findings (Dania, 154). Therefore, the prevalence of those conjunctions connects the preceding statements which reveal the three main points of the findings. Furthermore, the writer intends to convey logically arranged ideas by using conjunctions.

The cohesive devices help in avoiding repetition and text redundancy

Personal and demonstrative pronouns are cohesive tools used to avoid repetition and text redundancy. The use of personal and demonstrative pronouns which is applied by the researchers to substitute one item for another to avoid repetition also gives a significant contribution to the abstract. The example below shows the usage of personal pronouns.

The study reveals that even though students feel the importance and benefits of vocabulary learning, especially ESP-related vocabulary, they are not making efforts to increase their vocabulary

Pronouns in the text above are indicated by the use of the words their and them. The words their and them refer to students in the preceding sentence. It implies that the researcher tries to avoid repetition by substituting the word students with the word their and them. And, it is also crucial to make the text more efficient and comprehensible as a whole.

In summary, the use of cohesive devices in the abstract such as keeping track of the participants organizes in logical order the concepts in the abstract and helps in avoiding repetition and text redundancy indicating comprehensibility of the text.

This result is similar to Potoy's (150) findings which identify the contribution of the usage of cohesive devices to the text comprehensibility namely: avoiding the repetition of certain words in the sentence, emphasizing specific ideas or points vital in the understanding of the address, to link utterances from one point to the other and to develop variety in the structure and language choice. Consequently, such usage paved way for the effective understanding or comprehension of the text.

In a nutshell, this study has similar findings to the investigation conducted by Sekwo (88) and Emah (79) which prove that a written text achieves text coherence and comprehensibility through the deployment of cohesive devices. Similarly, Kirana & Jayanti (1) and Muhassin (14) confirm that the presence of both grammatical and lexical cohesion contributes to the accuracy and clarity of the abstract.

Proposed Monograph based on the findings

The findings of the study reveal that the select abstracts demonstrate the use of the lexical and grammatical cohesion device. Thus, the selected abstracts are meaningful to the reader and show evidence of cohesion. The utilization of the grammatical and lexical cohesion in the select abstracts contributes to its text comprehensibility. The results imply that teachers can engage their students in discourse analysis that help students enhance their linguistic awareness and appreciation of writing and deepen their knowledge of writing cohesively and coherently specifically in writing an abstract.

Therefore, the researcher formulates a proposed monograph: The outlined teaching activities in this monograph have been developed to help college students gain more insight into some of the possibilities for combining ideas and information in written English. It is hoped that these activities will help teachers with some ideas for designing their activities for the students to help them develop cohesion and coherence in writing.

CONCLUSION

The findings of the study confirm the researcher's assumption that the use of cohesive devices in the select Conference Abstracts of the International Academic Forum contributes to its text comprehensibility. Also, Halliday and Hassan's theory specifically on the semantic concept that provides the inter-sentential relationship of texts is confirmed in the study.

Based on the preceding findings and conclusions of the study, the following recommendations were drawn:

1. The concept of cohesive devices may be introduced to the students through different exercises in their English classes and adopt a more cohesive-oriented approach to teaching writing
2. Language teachers and other educators may give emphasis on teaching cohesive devices to improve the writing quality of the students.
3. Corpus-based data may be used by the language teachers in teaching students' topics in writing like the use of cohesive devices for this data provides samples of real or actual use of language.
4. Further studies may be carried out to investigate effective approaches in teaching cohesive devices to equip the students with the linguistic resources necessary to write quality written discourse successfully.
5. Future researchers may also be guided on writing their abstracts and the use of cohesive devices in making their abstracts comprehensible to the readers. They may also explore parallel study on text cohesiveness using other genres or corpora for corpus analysis

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