



Role of Cohesive Devices in English Reading Exercises of IELTS Examination

Author/s: Ali Furqan Syed

Affiliation: Lecturer, Department of English, University of Sialkot, Pakistan,

Email: alifurqan.syed95@gmail.com

ABSTRACT: This research tried to explore all the types of lexical and grammatical cohesive devices in the IELTS reading passages. The main object of this research is to identify all the types of cohesive devices and functions of these cohesive devices in the reading passages by using the model that was presented by Haliday and Hasan (1976) model of cohesion and its functions in the reading passages and which cohesive device is highly used in the passages and which is the lowest cohesive device. The researcher has used IELTS reading passages because the main purpose of this study is to give benefit to those second language learners who are trying to broaden their reading comprehension skills. Haliday and Hasan presented two types of cohesive devices one is Grammatical cohesive devices (reference, substitution, ellipsis, conjunctions), and the second is Lexical cohesive devices (reiteration, synonyms, meronymy, hyponymy and collocation). The researcher has analyzed all of them by using a mix method approach. Firstly, the researcher has downloaded "Cambridge IELTS Academic Set 1 to 18 Books" the researcher has picked just 1st 10 books from the 18 books and analyzed just very 1st reading passages of all the 1st 10 books. These first ten books contain 133 passages in which the researcher has selected just very 1st reading passages. The researcher has chosen these books because they are available on the internet, and these books contain reading passages in which the researcher has to analyze cohesive devices from them. Firstly, the researcher analyzed all the data and found out all the types of cohesive devices and highlighted all of them by observing the researcher herself and then counted all the devices through the help of "Antconc" software. So, the corpus-based study utilizes to find out the data. The results of the study show that the authors has used reference 28.3%, conjunctions 16.3%, ellipsis 1.4%, substitution 2.8%, repetition 3.2%, synonyms 3.3%, antonyms 2.5%, hyponymy 2.8%, meronymy 1.7%, and collocation 37.2%. The total amount of cohesive devices that are used in all the 1st 10 reading passages are 3,555. The researcher concluded his research to find out that the highest grammatical cohesive device is reference and lowest is ellipsis and the highest lexical cohesion is collocation and lowest is Meronymy.

Keywords: Cohesion, collocations, references, ellipsis, reading passages

To cite: Syed, A.F. (2025). Role of Cohesive Devices in English Reading Exercises of IELTS Examination, *TRANSLINGUA*, 1(1), pages 36-69.

1. INTRODUCTION

Human beings are born with an intellectual mind that is why he is considered to be superior to any other species. His mind is gifted by God. He can learn and speak one or more languages and easily communicate with each other so that is why language is a basic need of human beings to communicate (Boey, 1975). Basically, language is a tool of sharing thoughts, emotions, and ideas. It is the style and vocabulary that distinguish one language from the other language. This shows that people can communicate with each other through many ways. People try to learn language through different ways, the first one is listening, the second is writing and the third is reading. But reading is one of the great sources of getting knowledge therefore, all the writers try to clarify what they want to say or convey a message. They implied different writing techniques to make their work differ from the others. All the writers or authors used cohesive devices in their discourse to unify their concepts or meaning. In this way writers can clearly share their thoughts or ideas to the readers. The reader should know what the writer wants to convey a message or what is the motive behind this writing. Reading is a very important skill for perfect understanding Because reading is one of the most important ways that the authors and readers use it through the text.

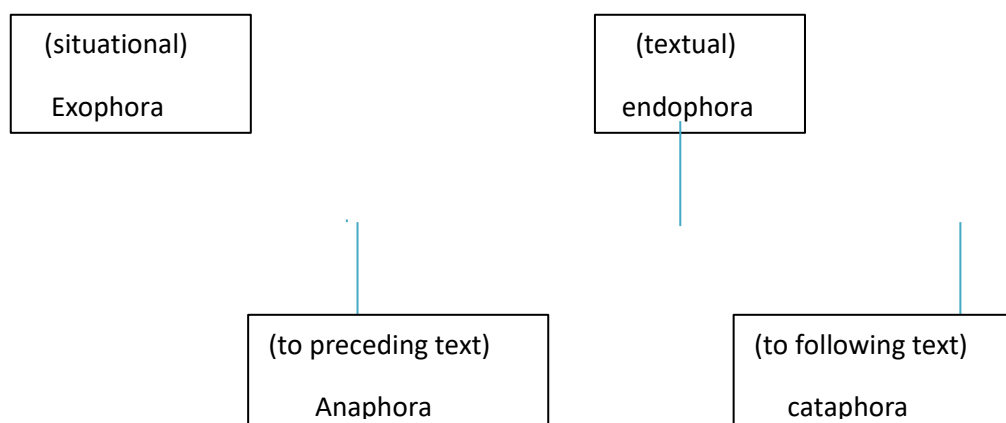
Through this tremendous way the author can easily share his ideas to the readers. He can make his work more predictable for the readers by using all kinds of cohesion. Because cohesion in the text works like a unified the phrases or words to connect the ideas in the sentences and in this way all kinds of cohesive devices make the sentences meaningful and easy for the readers because the readers can easily understand what the writer wants to convey to the readers. Because when the reader reads the text he must have to know what the writer wants to convey the message or what he wants to say through his writing. So, a writer must have clear knowledge about all kinds of cohesive devices, its functions and its importance in any kind of discourse. If a writer has a clear idea about the cohesive devices, he can make his work more attractive for the readers and his work will be differ from the other writers, and the reader will easily understand what the writer exactly wants to say.

Halliday and Hasan have introduced many models on cohesive devices. One of such models is that of Halliday and Hasan (1976) outlined in their work 'Cohesion in English'. Halliday and Hasan (1976), said cohesive devices dealt with five terms the first one is reference, substitution, ellipsis, conjunction and lexical cohesion. He has divided all of these terms into two sections the first one is "grammatical cohesion" which includes (references, conjunctions, ellipsis, and substitution). And the second is "lexical cohesion" that includes (repetition, synonyms, antonyms, hyponyms or subordinate, Meronymy, and collocation). According to Haliday model there are two types of Cohesive devices the one is "grammatical Cohesive devices" in which references, Conjunctions, Ellipsis, and Substitution all these cohesive devices have also several types that are explored in this study by the study of IELTS reading exercises in which the books are taking from internet and the 2nd category is Lexical cohesive devices that includes repetition, Synopsis, Antonyms and hyponyms.

Halliday and Hasan (1976:4), defined that cohesion refers to the idea of the text. Cohesion consists of Lexical Cohesion, and grammatical Cohesion. Lexical cohesion means the use of

vocabulary in the text. By having a strong understanding of lexical cohesion a writer can make his work differ from others by using different kinds of vocabulary in his work. And the writers use grammatical cohesion to create the connection of words and sentences in any kind of discourse. The researcher chooses Reading exercises of IELTS examination to analyze Cohesive devices with the perspective of Halliday and Hassan's 1976 model of Cohesive devices in which they presented two types of cohesion “Grammatical cohesive devices such as: References, Conjunction, Ellipsis, and Substitution and “Lexical cohesion” that includes reiteration and collocation. So, the researcher tried to identify all these types of Cohesive devices in the Reading Exercises of the IELTS Examination. Text structures depend on factors different from those required for individual sentence structures. Cohesion tried to tie the connections within a written discourse (Halliday & Hasan, 1976). It creates meaningful connections for the peruser. Cohesion is used when the explanation of one component depends on another, with one presupposing the other (Halliday & Hasan, 1976).

According to Halliday and Hasan (1976) there are four types of grammatical cohesion, the one is reference, substitution, ellipsis, and conjunction. Reference is used when one component in the written discourse cannot be accessible without introducing another. There are three types of references, Pronouns, demonstratives, and comparatives. Pronoun reference includes, I, We, They, You, Us, and It. For example, “Lucy and David eat ice cream, see how they eat” in this example “They” refers to Lucy and David. Demonstrative reference employs, This, that, those, and the, it clarifies to the location of the object (Halliday and Hasan, 1976). For example, "That book was amazing!". Halliday and Hasan (1976) also use tenure of situational reference, Situational also known as “Exophora” (textual) and “Endophora”. Endophora is also divided into two parts “Anaphora” and second is “Cataphora.” Anaphora (preceding the discourse) and cataphoric (following the text). For example, "Norma ate an apple. She enjoyed it," "She" refers back to "Norma" and "it" refers back to "apple”. The researcher drew a diagram.



The second reference is “substitution” ; it replaces one item with another to avoid repetition. Unlike reference, which deals with meanings, substitution deals with words. Halliday and Hasan present three types of substitution reference: the one is “Nominal”, second is “verbal”, and third is “clausal substitution”. Nominal substitution replaces a noun (e.g., "I have an apartment". this is very beautiful"). Verbal substitution replaces a verb (e.g., "I order you to eat this food before I eat"). Clausal substitution replaces a clause (e.g., "Did you know David did not attend the class tomorrow? No, I don't know"). (Ellipsis) involves omitting a component to

concise the text but this omission cannot change the meaning. It is often an anaphoric relationship. There are three types of ellipsis, the same as substitution, the first is nominal, second is verbal, and third is clausal ellipsis. The last type of grammatical cohesion is “Conjunction” ; it links phrases or clauses between the written discourse Halliday and Hasan also divided them into four sections. The first is “additive”, the second is “adversative”, third is causal, and fourth is temporal conjunctions. Additive conjunctions include (then, first, second, third, and, or, either), adversative conjunctions involves (but, yet, although, rather), causal conjunctions are (because, since, so, if), and temporal conjunctions (when, while).

1.1.Statement of the Problem

The researcher has observed the troubles of English language learners who fail to utilize and identify the cohesive devices in IELTS reading exercises. The students often struggle to interpret a text due to their lack of understanding regarding the connections between words, phrases, sentences, paragraphs, and clauses. Many people are unaware about the main role functions of the words that connect with each other to connect the ideas in the discourse. ESL students often encounter numerous challenges in text analysis. Additionally, IELTS examinations are meticulously designed, with lexical cohesion expected to function in a unique manner. However, analyzing cohesive devices in the IELTS Examination is particularly challenging, especially for ESL students. The researcher highlighted some problems that gave a foundation in this research the first problem is what are the cohesive devices that are used in reading passages and what are the most frequently used items and what are those item that are very oftenly used by the authors and what are the role or functions of these items in the IELTS reading passages.

1.2. Research Objectives

- To identify all types of cohesive devices according to Halliday and Hasan's (1976) model that are used in English Reading Exercises of IELTS examination
- To analyze the frequently used cohesive device according to Halliday and Hasan's (1976) model
- To analyze the functions of cohesive devices used according to Halliday and Hassan (1976) model in English Reading Exercises of IELTS Examination

1.3. Research Questions

The following research questions are highlighted to give directions to the study:

- 1) What cohesive devices are used in English reading exercises of IELTS examination according to Halliday and Hasan's (1976) model?
- 2) What is the frequently used cohesive device in English reading exercises of the IELTS examination?

- 3) What are the functions of cohesive devices used in the English reading exercises of the IELTS examination?

1.4. Significance of the Study

This study will be beneficial for the teachers because it gives information about cohesive devices used in English reading texts of IELTS papers, so they can teach the EFL learners how to use the cohesion devices and how to analyze it in any discourse. This study gave a clear idea about all types of cohesive devices, its frequency and functions as well. So, the students can improve their IELTS test preparation. This study broad reading comprehension skills. This study is expected to widen the circle of understanding and knowledge of cohesive devices especially with the perspective of Halliday and Hasan's 1976 theory about cohesive devices. This research tried to give a starting point for the further researcher.

1.5. Delimitation of the Research

This study is trying to identify cohesive devices that are presented by Halliday and Hasan (1976) model of cohesive devices. The researcher has taken English reading exercises for the IELTS Examination. The researcher has just taken the first 10 books from the 18 books and analyzed just the 1st reading passage from every 1st 10 books.

2. LITERATURE REVIEW

2.1. Halliday's Concept of Cohesion

Cohesion is an integral feature to provide meaningfulness and maintain unity of discourse (Halliday & Hasan, 1976). When all the items are interconnected with each other and a reader can easily understand the proper meaning of a text it means that a text contains cohesive devices. Cohesion occurs when the interpretation of one element depends on another (Halliday & Hasan, 1976). Halliday and Hasan (1976:4), defined in his text that cohesion refers to the idea of the text. Cohesion consists of Lexical Cohesion, and grammatical Cohesion. Lexical cohesion means the use of vocabulary in the text. By having a strong understanding of lexical cohesion a writer can make his work differ from others by using different kinds of vocabulary in his work. And the writers use grammatical cohesion to create the connection of words and sentences in any kind of discourse

2.2 Types of Cohesive Devices

Cohesive devices can be divided into two categories, which are: grammatical cohesion (reference, substitution, ellipsis, conjunction) and lexical cohesion (repetition, synonyms, antonyms, hyponyms, and collocation).

2.2.1 References

Reference is used when one component in the written discourse cannot be accessible without introducing another. There are three types of references, Pronouns, demonstratives, and comparatives. Pronoun references include, I, We, They, You, Us, and It. For example, “Lucy and David eat ice cream, see how they eat” in this example “They” refers to Lucy and David. Demonstrative reference employs, This, that, those, and the, it clarifies to the location of the object (Halliday and Hasan, 1976).

2.2.2 Substitution and Ellipsis

Substitution occurs when one word or phrase is replaced by another. Substitution can be nominal (e.g., same, one, ones), verbal (e.g., do), or clausal (e.g., not, so). It used to replace one item with another to avoid repetition. Unlike reference, which deals with meanings, substitution deals with words. Halliday and Hasan present three types of substitution reference: the one is “Nominal”, second is “verbal”, and third is “clausal substitution”. Ellipsis involves omitting a component to concise the text but this omission cannot change the meaning. It is often an anaphoric relationship. There are three types of ellipsis, the same as substitution, the first is nominal, second is verbal, and third is clausal ellipsis.

2.2.3 Conjunction

Conjunctions connect clauses and ideas. “Conjunction” ; it links phrases or clauses between the written discourse Haliday and Hasan also divided them into four sections. The first is “additive”, the second is “adversative”, third is causal, and fourth is temporal conjunctions. Additive conjunctions include (then, first, second, third, and, or, either), adversative conjunctions involves (but, yet, although, rather), causal conjunctions are (because, since, so, if), and temporal conjunctions (when, while).

2.3. Previous Studies

Cohesion can be elaborated as the chain of lexical, grammatical, items that connect the meaning in the text. The IELTS Writing section is considered as one of the most difficult parts of the test. Second language learners do not know how to complete the task. But they wrote without any proper direction. Therefore, they faced many problems to solve the test. To get to this point the researcher has analyzed all the cohesive devices in English Reading Skills of IELTS examination with the hope that this study will be beneficial for all those ESL learners who found difficulty reading IELTS examination paper. Halliday and Hasan (1976), divides the cohesive devices into two parts the first one is grammatical cohesion consists of reference, ellipsis, substitution and conjunction. Then, lexical cohesion consists of reiteration and collocation. This paper focuses on all these features in the English Reading skills of IELTS Examination.

2.4. The Present Research

This study presented the theory of Haliday and Hasan (1976). The researcher of this study identifies the use of cohesive devices in students' essay writing. The researcher identifies that the students used 71.08% grammatical devices in the form of references. Other percentage is

lower than grammatical cohesion (Bahaziq,2016). The study explored the use of cohesive devices in academic writing. English writing is very challenging for the learners and maintaining coherence is also so difficult for Islamia College Peshawar (Raham, Zaigham, and Umer,2023). This research revealed the functions of lexical cohesion in ESL learners native writing. It revealed how all the types of lexical cohesion affect the overall writing quality of the narratives produced by thirty Indian ESL learners (Raman and Mathew,2020). Renkema (1993) explored that the main function of cohesion is to link the different words or sentences in the text. The writer also explained some interconnections of cohesive devices. The first is that cohesion plays an integral role to connect the sentences in the text. Cohesive devices form unity in the written discourse. The second is through the cohesive devices a syntax structure can be altered to the other to make the text more easy and supple. By using these devices a perceiver can easily understand what the writer wants to convey. Khaleel and Khalaf (2016), gave importance to the use of “references” in the language. The researcher expanded his research by adding that the main function of “references” is that it used to refer to something through language by using “references” in it. The researcher argues that the term “references” can be used to refer or mention anything such as, it can be any person, place, or thing. It can be in a straightforward way or oblique manner. The straightforward means that refers to anything by the person or thing's name. On the other hand, Oblique refers to something or any person without taking names.

3. RESEARCH METHODOLOGY AND THEORETICAL FRAMEWORK

3.1. Research Design

This research is conducted by using a descriptive mixed method approach because firstly the researcher has analyzed the reading passages and calculated the items by using the “Antconc” software to find out the frequency of all the items. The data is obtained from the Cambridge IELTS academic set of one to eighteen books. Moreover, the researcher analyzed the 1st 10 books from the 18 books and reduced the data by analyzing all the very first passages from every 1st 10 books. The total numbers of passages were 133. Actually, Descriptive research design focuses on “What has happened” or “How and why it is happening”. So, in this research the researcher identified what cohesive devices are used by the authors in IELTS reading passages.

3.2. Research Instrument

The researcher used “Antconc” software to analyze the data. The researcher found all the cohesive devices through this software.. The reading passages were taken from the internet <https://wisegot.com/cambridge-ielts-academic-set-1-to-18/>

3.3. Data Sources

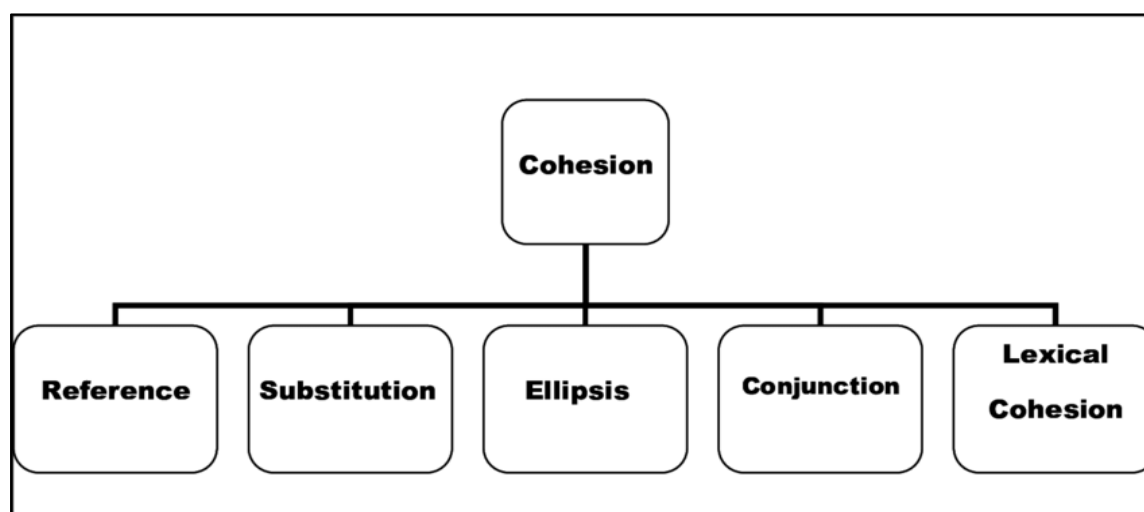
The source of this research is taken from the IELTS Reading passages that are taken from the internet IELTS academies Cambridge IELTS Academic Set 1 to 18 Books from download it through the internet.

4. RESULTS AND FINDINGS

This study deals with the theory of Halliday and Hasan's perspective of Cohesive devices that they described in their model of cohesion (1976). This research has three aims. The first objective was to identify all types of cohesive devices that are used in IELTS reading passages. Halliday and Hassan represented two types of cohesion (grammatical and lexical). Grammatical has references, conjunctions, ellipsis and substitution and lexical has collocation and reiteration. The researcher has identified all of these items in the IELTS reading passages.

The second objective was to analyze the frequently used cohesive device to find out the frequencies of all cohesive devices the researcher has used antconc software to find out the cohesive elements and then presented them through the individual tables and at the end the researcher draw a tables in which she added the total numbers of all the cohesive devices and their percentage. The third objective of this research is to find out the functions of all the cohesive devices in the text. And to find out the answer the researcher firstly analyzes the reading passages. And then observed the role of these devices in the text according to Halliday and Hasan's model of cohesion.

The data is analyzed by the use of Haliday and Hasan's theoretical framework which helps a lot to analyze the work. They have presented two types of cohesion, the one is "grammatical cohesion" which includes references, conjunction, ellipsis, and substitution and the second one is "lexical cohesive devices" that includes repetition or repetition, synonyms, antonyms, subordination (hyponyms), and collocation. The researcher drew a diagram for the clarification.



Halliday and Hasan have introduced many models on cohesive devices. One of such models is that of Halliday and Hasan (1976) outlined in their work 'Cohesion in English'. Halliday and Hasan (1976), said cohesive devices dealt with five terms the first one is reference, substitution, ellipsis, conjunction and lexical cohesion. He has divided all of these terms into two sections the first one is "grammatical cohesion" which includes (references, conjunctions, ellipsis, and substitution). And the second is "lexical cohesion" that includes (repetition, synonyms, antonyms, hyponyms or subordinate and collocation).

4.1. Analysis of IELTS Reading exercises the researcher took 10 IELTS books and analyzed the 1st Reading passage of each book.

The researcher tried to identify all of the cohesive devices That Haliday and Hasan had presented in their theory of cohesive devices in IELTS reading exercises. The researcher also identified what are the most used cohesive devices a, the researcher has also used the most frequently used cohesive devices and its functions in the reading passages of IELTS reading passages. The data was taken from the reading exercises of the IELTS Cambridge book that is taken from the internet. The researcher took the 1st 10 books and analyzed just the 1st reading passages of each 10 books. So, in this research, the researcher limited her study by choosing only the reading sections of the books. The researcher 1st analyzed each reading passage and then tried to clarify for the readers by using a table.

The researcher used the reading section because it can be deeply analyzed compared to the listening section.

Data 1 from the book 1 and its 1st Reading passage

The researcher used all the cohesive devices that are used in the 1st reading passage of the book in which the researcher also drew a table to identify the frequency of the cohesive devices.

Table 1: *Usage of Cohesive devices*

Types of reference	Total number of references	Usage
Grammatical cohesive devices	N	%
Reference	71	24.6%
Conjunctions	52	18%
Ellipsis	09	3.1%
Substitution	10	3.4%

--	--	--

The result reveals that there are all the types of cohesive devices used in the 1st passage of the 1st book. In order to find out the details of what are the most frequently used cohesive devices the researcher has drawn each diagram of every cohesive device to attain the result. The results of reference are below:

Table 2: *Reference Use*

Total Cohesive devices used	Reference use
288	N
	71

Above the table shows there are a total 288 cohesive devices that are used in the IELTS reading exercises. The N symbol shows that there are 71 references used in reading exercises. The researcher analyzed that references are more frequently used in this paper. The main function of the references in this passage is to maintain the previous information or concepts in the text. In this way a reader continuously reads the text without any ambiguity. A reader can easily understand what the writer is discussing throughout the text or discourse. The researcher also identifies the most frequently used personal reference in the reading exercise by draw a table

Table 3: *Personal references*

Total	Personal references	Number of devices used
11	It	09
	Their	02

The above table shows that almost 13% personal reference is used in the reading passage in which article “It” is very widely used in this paper. It proved that the most widely used cohesive device used in the reading passage of the IELTS book is to avoid repetition in the text and make his work more interesting than others.

Table 4: *Usage of Demonstrative references*

Total	Demonstrative reference	Number of devices used
58	This	1
	The	50
	That	07

The above of the table shows that the writer has used just 3 demonstrative references in the text and the most used cohesive device is “The”. The above table proves that “The” is the only demonstrative device that is more frequently used than any other cohesive devices. Basically, the main function of demonstrative references is that they provided some signs or indication of the real location or position of the subject which he talked about for example, in the passage which the researcher has analyzed the writer has used demonstrated references in the form of “This”, “That”, and “The”. The function of “This” and “That” the writer conveyed whether the person or the object which he talked about is near or far away from the writer which he talked about. So, the researcher proved that the writer has used only 3 demonstrative references in the passage that is lower than personal references. Their frequency is just 58, which shows that their numbers are less than personal references and their functions just indicate the object or place which the researcher is talking about to the readers.

Table 5: Usage of Comparative Reference

Total	Comparative reference	Number of devices used
02	More	02

The table shows that the writer has used just 2 comparative references in this paragraph.

The writer has used “more” to talk about greater amounts such as,

“An even more hazardous device, popular America, was the Instantaneous Light Box —”

From the results of the above table it is clear that the author of the IELTS book has widely used the demonstrative reference cohesive because and he also give little bit focus on the personal references as well but he did not focus on comparative reference in the text he just use 1 comparative reference in the whole reading passage. So, if the researcher talked about their frequency in the passage it is cleared from the above that its frequency is just 1. The writer has used 1 comparative reference in the form of “More”.

The result shows that the total number of the demonstrative references are more than the other types of the references. The total number of the demonstrative reference is 58 and the others have just 11 and 2 total numbers. Personal has just 11 total numbers and comparative has just 2 numbers. The researcher identifies that most of the demonstrative device that the writer has used in his book is the determinant “The” It remains prominent throughout while analyzing the reading exercise.

Table 6: *Usage of Conjunction*

Total	Types	Total number of Conjunctions
52	Additive	33
	Adversative	5
	Causal	3
	Temporal	11

The result of the conjunction is explicitly clear that the numbers of conjunctions are lower than references. The total numbers of conjunctions are just 52. If the researcher compared it with the references they are 71 in numbers and they are just 52 in which the author of the IELTS Reading passage.

The table of additive conjunction explored the frequency of all additive conjunction used in the passage.

Table 7: *Usage additives Conjunction*

Total	Additive devices	Total number of additive conjunctions
33	And	14
	Also	1
	First	3
	Finally/ Eventually	2

	Or	06
	That	07

The result that is shown in the above table is that this reading passage contains additive cohesive devices in the form of And, Also, First, Or, finally, and that. And their frequency is 33 but the most widely used additive conjunction is “And” the various devices such as or, also, but are repeatedly used by the author of the reading passage. They play a very integral function to connect the ideas in the passage. The researcher identifies that the writer frequently used the Additive coherence device “And” throughout the reading passage because it plays a tremendous function to join clauses, words, or phrases that have the same concept or idea, it gives flow in the sentence.

Table 8: *Usage of Adversative conjunction*

Total	Adversative	Total number of adversative conjunctions
5	But	02
	However	02
	Instead	01

The above of the table indicates that the author did not use widely adversative devices. He just used 3 adversative conjunctions in the form of “but” , instead, and however. The main function of these adversative conjunctions is that they identify or explain the causes or reasons in the direct manner. “However” also plays the same function in the text it gives background or previous information in the text it also provides information about the background for example “I brought some dresses (the reason is) for festival. So, they both play an important function to clarify the idea or concept for the readers.

Table 9: *Usage of Causal conjunction:*

Total	Causal conjunctions	Total number of causal conjunctions
3	Because	1
	Since	1
	As	1

The total number of Causal conjunctions are 3. It means the writer did not use a lot of causal conjunctions in reading passages. But they play a lot of functions in the text. For example, “But” is used to join or connect two ideas in the sentence. And “since” is used to give a reason or cause.” As” is also used for comparison, or reason. The causal conjunction “So” gives result or purpose. So, all the causal conjunctions play an individual role in the reading passage.

Table 10: *Usage of temporal conjunction*

Total	Temporal conjunctions	Total number of Temporal conjunctions
11	When	04
	After	06
	Before	01

The researcher finds out the use of adversative conjunctions are less than additive.

4.1.1. Ellipsis

Now the researcher reveals the uses of Ellipsis in the 1st passage of the book. Basically, ellipsis can be defined as the omission of words or phrases that can be easily gone through from the eye of the reader. But this omission does not effect on the meaning of the sentence The author has used many ellipsis techniques in his book to make it more easy for the reader The researcher highlighted all the ellipsis that used in sentences The writer of this reading passage has frequently used this type of cohesive device throughout the reading passage. He has used this cohesive device in almost (13) Sentences the researcher has identified each sentence.

The 1st line in which the writer has used ellipsis in the context is given below

The 1st sentence is “**How and where man learnt how to produce flame at will is unknown. It was probably a secondary invention, accidentally made during tawal-making operations with wood or stone (Jakeman, and McDowell 2006).** In this sentence the author omitted the subject "It" at the beginning of the second sentence is given the clear concept that the writer of the sentence goes back to "How and where man learnt." Therefore, he did not repeat the same word at the start of the phrase.

Now the second phrase that the writer used ellipsis is described in the below.

“**European peasants would insert a wooden drill in a round hole and rotate it briskly between their palms “(Jakeman, and McDowell 2006).** Here the omission is "the wooden drill" that the writer gave it in the second clause after the word **rotate** in the second

clause uses of **It** is the omission of wooden drill.

In the 3rd sentence the writer gave a sentence which is that **“In Arctic North America, the Eskimos produced a slow-burning spark by striking quartz against iron pyrites, a compound that contains sulfur. The Chinese lit their fires by striking porcelain with bamboo”** (Jakeman, and McDowell 2006). In this sentence the omission is used in the word “Chinese” for example “Produced a slow-burning spark” after the phrase of “The Chinese” in this phrase “the Chinese understood that it refers back to the first clause of the sentence

In the 4th sentence **“Impressed by the element’s combustibility, several 17th century chemists used it to manufacture fire-lighting devices, but the results were dangerously inflammable”** (Jakeman, and McDowell 2006). In this sentence the “element after “used it” is understood that it refers to the “Phosphorus).

The next sentence in which the writer used the term of ellipsis is **“The first matches resembling those used today were made in 1827 by John Walker, an English pharmacist who borrowed the formula from a military rocket-maker called Congreve”** (Jakeman, and McDowell 2006). In this sentence the word “matches” is understood to be “those used today”

The next sentence in which the writer used ellipsis is that **“Walker never patented his invention, and three years later it was copied by Samuel Jones, who marketed his product as Lucifers”** (Jakeman, and McDowell 2006). in this sentence the phrase “Patented his invention” which is put in the second clause as what was copied.

In the next sentence Ellipsis is found **“About the same time, a French chemistry student called Charles Sauria produced the first 'strike-anywhere' match by substituting white phosphorus for the potassium chlorate in the Walker formula”** (Jakeman, and McDowell 2006) in this sentence the phrase “strike-anywhere match” which is that this is the product produced by “Sauria”

The next sentence is **“Lundstrom’s safety matches were safe because the red phosphorus was non-toxic; it was painted on to the striking surface instead of the match tip, which contained potassium chlorate with a relatively high ignition temperature of 182 degrees centigrade”**(Jakeman, and McDowell 2006) In the given sentence the second phrase the writer has mentioned match tip but in the 1st phrase he has mentioned already mentioned “Lundstroms” safety matches” so the match tip is clearly understood from the previous mention phrase Lundstrom Safety matches”

In the last sentence in which the writer used the term Ellipsis is in the following sentence that is **“Other American innovations include an anti-afterglow solution to prevent the match from smoldering after it has been blown out; and the waterproof match, which lights after eight hours in water”** (Jakeman, and McDowell 2006).In this sentence the word solution that is mentioned after the phrase “the waterproof match” which can be understood from the first clause

Above the great description it is clear that the writer of this reading passage has used Ellipsis frequently in the reading passage. The researcher mentioned all those ellipses that are used in the paragraph with the motive of assisting the readers. so the frequency of the ellipsis that the writer has been used in the paragraph is about (09). And these ellipses play an integral function to omit the word that is understood from the context. The researcher analyzed that this cohesive device makes the sentence more concise without losing its original meaning. The main function of ellipsis is to concise the text.

4.1.2 Substitution

The following paragraph gave the information about substitution that the writer used in the reading passage. Substitution is the most integral term of cohesive devices that the writers used in their discourse. It refers to one phrase to replace another word, phrase, or entire clause that has already been mentioned or can be inferred from the context. This helps to avoid repetition and creates cohesion in the text.

The last grammatical cohesive device that is mentioned by Haliday and Hasan 1976 model is Substitution. The writer has frequently used this technique in this analyzed reading passage. The writer has discussed all the 3 types of Substitution that is presented by Haliday and Hasan (Nominal, substitution, Verbal substitution, and the last one is Clausal substitution) The researcher has analyzed all of them in explicit way The first substitution is **"Fire"** it substituted for " Flame" or "Fire Lighting" Similarly **"It"** substitutes for background information to avoid repetition. " This Process" substitutes for the method of rotating a wooden drill briskly. Likewise **"It"** substitutes for "Phosphorus" and **"The element"** also substitutes for **"Phosphorus"**. The word **"Them"** substitutes for **"Congreves"**, Similarly the word **"His Product"** substitutes for matches, **"Which"** substitutes for the previously mentioned **"substance"** In the next sentence again the word **"Which"** substitutes for **"Potassium chlorate"**. And **"which"** in the next line substitutes for the previously described **"Waterproof match"**. And **"Today book matches"** substitutes for **"book matches"**

So, all of the above substitutions mentioned in the paragraph are analyzed by the researcher in great detail. The researcher has also analyzed the frequency of all the three types of Substitution that is (13) in numbers and their function is very integral in the passage that is avoiding repetition in the context by replacing pronouns or by using shorter phrases

4.2 Data 2 from the 2nd book and his 1st Reading Passage

The researcher has analyzed all the cohesive devices that are used in this passage, and to analyze its frequency the researcher found the following results.

Table 12: *Usage of Cohesive devices:*

Types of reference	Total number of references	Usage
--------------------	----------------------------	-------

Grammatical cohesive devices	N	%
Reference	62	20.9%
Conjunctions	48	16.2%
Ellipsis	03	1%
Substitution	13	4.3%

The findings revealed that they contained all the cohesions in the 1st passage of the 2nd book. From the result it is clear that the “reference” is very dominant cohesion in the IELTS reading exercise. In order to find out the detail on what is most constantly used cohesion in the reading passage, the researcher presents the table with individually cohesive devices with their types to find out the clear detail. The researcher analyzed then individually

The result of references is presented in table 13

Table 13: *Usage of References*

Total Cohesive devices used	Reference use
296	N
	62

Above the table shows there are a total (296) cohesive devices that are used in the IELTS reading exercises. The N symbol shows that there are (62) references used in reading exercises. So, the most frequently used cohesive devices are References that show that they have a very integral function to unify the text. The researcher also identifies the most continuously used reference type in the reading exercise by drawing a table.

Table 14: *Usage of personal references*

Total	Personal references	Number of devices used
	It	06

TRANSLINGUA

08	Their	02
-----------	-------	----

The above table shows that almost 5% personal reference is used in the reading passage in which article “**It**” is the most steadily cohesion used in the passage. It proved that “it” is widely used cohesion by the writer in the IELTS paper to avoid repetition.

Table 15: *Usage of demonstrative references*

Total	Demonstrative reference	Number of devices used
54	This	6
	The	38
	That	06
	There	04

The above explains that the most widely used cohesive device that is used by the author is the article “The to specify the noun.

Table 16: *Usage of comparative references*

Total	Comparative reference	Number of devices used
—	—	—

From the results of the above all tables it is clear that the author of the IELTS book has widely used the demonstrative reference cohesive because the result shows that the total number of the demonstrative references are more than the other types of the references. The total number of the demonstrative references is **54**. Personal has just **08** total numbers and he did not use comparative reference in his book. The researcher identifies that most of the demonstrative device that the writer has used in his book is the determinant **The**. It remains prominent throughout while analyzing the reading exercise.

Table 17: *Usage of Conjunction*

Total	Types	Total number of Conjunctions
48	Additive	25
	Adversative	06
	Causal	09
	Temporal	08

The result of the conjunction is explicitly clear that the frequency of conjunctions is lower than references. The total number of conjunctions is (48). If the researcher compared it with the references they are totally (62) in numbers and they are just (48).

The table below reveals the number of all Additive cohesive devices used by the author of the book.

Table 18: *Usage of Additive cohesive devices*

Total	Additive devices	Total number of additive conjunctions
25	And	14
	Second	01
	Further	01
	That	06
	First	01
	Both	02

The result shows that the writer has used (25) additive conjunctions in the passage. The highest conjunction is “And”. But all the conjunctions have their own role in the text. The main function of “And” is used to connect two different words, sentences or phrases. It is also used to add one element to another. The main function of “Or” is used to introduce alternative

choices. The writer has also used examples in this passage to make his statement more authentic in front of the readers. The writer has used “Then” when he has talked about time, then is also used to explain further information. Similarly, he used “such as” to give examples of something that he described but the writer has used it just 1 time in the passage. The writer has also used adversative conjunctions. The researcher has revealed them through a table.

Table 19: Usage of Adversative *conjunction*

Total	Adversative conjunction	Total number of adversative conjunctions
06	But	03
	However	02
	Rather	01

The above of the table indicates that the author did not use widely adversative conjunctions. He just used 3 adversative cohesive devices in the form of "But and 1 in the form of “However”. The researcher has explored their functions as well. The writer has used “But” when he presents the second clause or sentence as a contrast to the previous one. The function of “However” is used to contrast between two clauses, however is used in positive sentences. The above of the table indicates that the author did not use widely adversative conjunctions. He just used 4 adversative cohesive devices in the form of "But" and 1 in the form of “However”, and "Rather”. The researcher found out that the use of adversative cohesive devices is lower than the use of additive conjunctions the writer has also Causal conjunction. The researcher has explored all of them. The researcher has explored in the form of table

Table 20: Usage of Causal *conjunctions*

Total	Causal conjunction	Total number of causal conjunctions
08	So	02
	As	06

The total number of causal conjunctions is 08. The following result shows that the writer did not use them frequently. But they play a lot of function in the text. The author has used “so” to join two independent clauses in which the second one is connected with the 1st on similarly,

some function has already been described above. The writer has also used temporal clauses as well. The researcher explained it through the table.

The total number of causal conjunctions is 08. The following result shows that the writer did not use them frequently. But they play a lot of function in the text. That has already been described above. The writer has also used temporal clauses as well. The researcher explained it through the table.

Table 21: *Usage of temporal conjunction*

Total	Temporal conjunction	Total number of temporal conjunctions
01	When	01

The writer has used just 01 temporal functions in this passage in the form of “when, and while” The function of “when” is to emphasize two actions happening at the same time. So, from the result of the above tables the researcher concludes that the highest type of conjunction is an “Additive”. And the lowest is temporal but they perform individual roles in the text.

4.2.1 Ellipsis

Now the following paragraph reveals the uses of Ellipsis in the book. Basically, ellipsis can be defined as the omission of words or phrases that can be easily gone through from the eye of the reader but this omission does not affect the meaning of the sentence. The author has used many ellipsis techniques in his book to make it easy for the reader. The researcher highlighted all the ellipses that were used in sentences.

The Ellipsis that is used in the sentence **“The river builds them up, the sea wears them down; their outlines are always changing. The changes in China's Pearl River delta, however, are more dramatic than these natural fluctuations”** in this sentence the word outline is not repeated after their. In the next sentence “

“The new island of Chek Lap Kok, the site of Hong Kong's new airport, is 83% complete. The giant dumper trucks rumbling across it will have finished their job by the middle of this year and the airport itself will be built at a similarly breakneck pace” in this sentence the giant dumper trucks rumbling across it will have finished their job by the middle of this year" does not repeat the subject "The giant dumper trucks" in the following clause.

As Chek Lap Kok rises, however, another new Asian island is sinking back into the sea. This is a 520-hectare island built in Osaka Bay, Japan, that serves as the platform

for the new Kansai airport.” In this given sentence "another new Asian island" does not repeat the information already provided about the island.

Above paragraph explains very clearly the use of Ellipsis in the reading passage.

4.2.2 Substitution

The following paragraph the researcher gave the information about substitution that the writer used in the reading passage “substitution” is the most integral term of cohesive devices that the writers used in their discourse. It refers to the use of one word or phrase to replace another word, phrase, or entire clause that has already been mentioned or can be inferred from the context. This helps to avoid repetition and creates cohesion in the text.

The first is in **land** for **Island**, Similarly “**It**” substitutes “**building**”, and the word “**It**” substitutes for **settlement**, Likewise the word “**Site**” for **location**, “**Them**” substitutes with “**different parts**”, “**that**” substitutes with “**Fate**”. The word “**It**” substitutes with “**soft mud layer**”, “**It**” also substitutes with “**heap of boulders**” “**it**” also substitutes with **sand**. The word “**It**” also substitutes “**The method of using sand and rock to strengthen the seabed**” The word “**There**” substitutes with “**land**”, And **them** substitutes with “**different parts**”. ”**There**” substitutes with “**land**” . So, the total number of substitutes is 14,

4.3 Data 3 from the book 3 and its 1st passage

The researcher has explored all the types of cohesion of the third book and its 1st passage.

Table 23: *Usage of cohesion*

Types of reference	Total number of references	Usage
Grammatical cohesive devices	N	%
Reference	132	30.4%
Conjunctions	63	14.5%
Ellipsis	09	2.7%
Substitution	18	4.1%

The result disclosed that the 1st passage of the third book contains much cohesion. The result revealed that this passage includes all the cohesions, the researcher presents the table with individually cohesive devices with their types to find out the clear detail.

Table 24: *Usage of Cohesion*

Total Cohesive devices used	Reference use
433	N
	132

Above the table shows there are a total 433 cohesive devices that are used in the IELTS reading exercises. The N symbol shows that there are 132 references used in reading exercises. So, the most frequently used cohesive devices are References that show that they have a very integral function to unify the text. The researcher also identifies the most frequently used reference type in the reading exercise by draw a table

Table 25: *Usage of Personal references*

Total	Personal references	Number of devices used
19	It	15
	Their	04

The above table shows that almost 15% personal reference is used in the reading passage in which article. **It** is the dominant term in personal references. The writer has used “It” to avoid repetition in the text

Table 26: *Usage of Demonstrative reference*

Total	Demonstrative reference	Number of devices Used
112	This	05
	The	92
	That	13

TRANSLINGUA

	These	01
	Those	01

The above table revealed “The” demonstrative reference is most repeatedly used cohesion than any others.

Table 27: *Usage of Comparative Reference*

Total	Comparative reference	Number of devices used
01	Another	01

The writer has used just 1 comparative reference in the form of “another”. The main function of this form is to talk about other things. The writer has used it as follows

“Another weapon was the ‘arrow as a flying sabre”

From the results of the above tables it is clear that the author of the IELTS book has widely used the demonstrative reference cohesive because the result shows that the total number of the demonstrative references are more than the other types of the references. The total number of the demonstrative references is 112. Personal has just 19 total numbers and comparative has just 1 number. The researcher identifies that most of the demonstrative device that the writer has used in his book is the determinant “The”. It remains prominent throughout while analyzing the reading exercise.

Table 28: *Usage of conjunction*

Total	Types	Total number of Conjunctions
63	Additive	39
	Adversative	10
	Casual	08
	Temporal	06

The result of the conjunction is explicitly clear that the number of conjunctions with cohesive devices are lower than references. The total number of conjunctions is just 63. If the researcher compared it with the references they are totally 132 in numbers and they are just 63.

The table below reveals the number of all additive cohesive devices used by the author of the book.

Table 29: Usage of Additive conjunctions

Total	Additive devices	Total number of Additive conjunctions
39	And	18
	Then	01
	Either	02
	That	13
	Or	05

The result shows that the highest frequency of additive conjunction is “And”. the various devices that or, then, either are not frequently used cohesive devices. The result shows that the writer has used (39) additive conjunctions in the passage. The highest conjunction is “And”. But all the conjunctions have their own role in the text. The main function of “And” is used to connect two different words, sentences or phrases. It is also used to add one element to another. The main function of “Or” is used to introduce alternative choices. The writer has also used examples in this passage to make his statement more authentic in front of the readers. The writer has used “Then” when he has talked about time, then is also used to explain further information. Similarly, he used “such as” to give examples of something that he described but the writer has used it just 1 time in the passage. The writer has also used adversative conjunctions. The researcher has revealed them through a table.

Table 30: Usage of adversative conjunctions

Total	Adversative	Total number of Adversative
	But	03
	Rather	02

TRANSLINGUA

10	However	02
	Though	02
	Nevertheless	01

The above of the table indicates that the author did not use widely adversative devices. He just used 10 adversative cohesive devices in the form of But, Rather, However, Though and “Nevertheless”. All of them have a lot of functions in the text. For example writer wrote in this paragraph:

“Not only did it solve a problem that had intrigued man for ages, but more importantly it literally opened the door to exploration”.

In the following line the writer has used “but” as a clause to attach to sentences in one. Similarly, the writer has used “rather” to give more detail in the text. For example he used rather in the text.

“By the thirteenth century, powder propelled fire arrows have become rather common”

This sentence rather gave clear information about propelled fire arrows. “However” and “Nevertheless” used to contrast between two clauses. However, it is also used to give the result or conclusion. For example the author used “nevertheless” to contrast the two negative clauses.

“In rocket technology, often with devastating results in the forum of war nevertheless the modern day space space programs....”

The writer has used “however” in the text to give the conclusion. The sentence is given below.

“However, the results were sometimes not that impressive as the behavior of the rocket...”.

The writer has also used “though” three times in this passage because he has used it to make it clear to the audience that the information is already given in the previous clause. For example he wrote

“It is strange that the rocket was generally ignored by writers of fiction to transport their heroes though it had been commonly used in fireworks,”

The writer has also used Causal conjunction that is in below the table

Table 31: Usage of causal conjunction

Total	Causal	Total number of causal
08	So	01
	As	05
	Since	02

The frequency of causal cohesive devices is 8 that is lower than above two tables. The writer has also used temporal words that are explained in the below. They have various functions. “So” used to join two independent clauses. The writer wrote in the below:

“However, it wasn't until the discovery..... and so, represents one of the great milestones”

The writer has used “as” to compare the two clauses or words. . The writer writes in the below lines.

“Another weapon was the arrow as a flying sabre.”

The writer has also used “since’ in just 1 time in the passage but it has many functions. “since” is used to depict an action that started in the past and is still continuous. The below lines make it clear how the writer has used “since” in this passage, “Since then, there have been huge developments in rocket technology”

Table 32: Usage of temporal conjunctions

Total	Temporal	Total number of Temporal
06	During	01
	Before	02
	Until	03

The following table shows that the writer has used just 06 temporal conjunctions in this passage in the form of during, before, until. The writer did not use them frequently but they all have a lot of functions. For example, “during” is used to describe the thing that is already happening. The writer has used it just 1 time in the passage.

"During two world wars, were required before....”

The writer has also used “before” in this paragraph to describe the 2nd event after the independent clause.

“There is evidence that the reaction principle was applied practically well before the rocket was invented.”

The writer has also used “until” two times in this reading passage. The main function of this conjunction is to describe the clause as the event that stopped the first event. The writer used the following sentence.

“They remained a relatively minor artifact of civilization until the twentieth century.”

So, from the above of all types of conjunction it seems that the frequency of temporal devices is as low as above of the tables.

4.3.1 Ellipsis

Now the following paragraph reveals the uses of Ellipsis in the book. Basically, ellipsis can be defined as the omission of words or phrases that can be easily gone through from the eye of the reader. But this omission does not affect the meaning of the sentence. The author has used many ellipsis techniques in his book to make it easy for the readers. The researcher highlighted all the ellipsis that used in sentences

“Not only did it solve a problem that had intrigued man for ages, but, more importantly, it literally opened the door to exploration of the universe.”

The first sentence in which the writer used ellipsis is “The repeated subject " after "but" is omitted for conciseness, assuming the reader understands it refers to the reaction principle.

In the second sentence **“Despite the fact that rockets had been used sporadically for several hundred years, they remained a relatively minor artifact of civilization until the twentieth century.**(“The phrase omits repeating the full clause “the fact that rockets had been used sporadically for several hundred years” by using “they” instead, which refers back to rockets.)

In the 3rd sentence **“The reaction to the ejection of these small particles” in the second half, assuming the reader understands that the rocket’s movement is caused by the ejection.** The omission is used in this way (“The reaction to the ejection of these small particles causes the rocket to move forwards”).

The next line is **“By the thirteenth century, powder-propelled fire arrows had become rather common. The Chinese relied on this type of technological development to produce incendiary projectiles of many sorts, explosive grenades and possibly cannons to repel their enemies.** (“Omit the repeated subject “The Chinese” before “to produce,” assuming the reader understands who is producing these weapons)“The Chinese relied on this type of

technological development to produce incendiary projectiles of many sorts, explosive grenades and possibly cannons to repel their enemies.

The next line is **“A small iron weight was attached to the 1.5m bamboo shaft, just below the feathers, to increase the arrow’s stability by moving the center of gravity to a position below the rocket”** Omit apply by “by moving the center of gravity” a second time after “to a position below”.

The next line is **“It was not until the eighteenth century that Europe became seriously interested in the possibilities of using the rocket itself as a weapon of war and not just to propel other weapons.”** Omit repetition of the phrase “the possibilities of using the rocket itself as a weapon” after “and not just to,” making it concise.

The next sentence is **“Prior to this, rockets were used only in pyrotechnic displays. The incentive for the more aggressive use of rockets came not from within the European continent but from far-away India, whose leaders had built up a corps of rocketeers and used rockets successfully against the British in the late eighteenth century.”** It Omits repeating the subject “the incentive” after “for the more aggressive use of rockets,” assuming it is understood.

The next line is **“Since then, there have been huge developments in rocket technology, often with devastating results in the forum of war.”**(Omits repetition of “huge developments in rocket technology” after “often with,” assuming the context of war results is clear.)

The next sentence is **“Nevertheless, the modern day space programs owe their success to the humble beginnings of those in previous centuries who developed the foundations of the reaction principle.”** Omits repeating “the humble beginnings of those in previous centuries” after “success to,” as it’s understood from context.

Above description explains very clearly the use of Ellipsis in the reading passage. In the 1st column the researcher gives the total number of ellipses that the writer used in the sentences of the paragraph. In the next column the researcher mentioned all those sentences in which the writer used the technique of Ellipsis and in the last column the researcher mentioned all those ellipses that are used in the paragraph with the motive of assisting the readers.

4.3.2 Substitution

The following table gave the information about substitution that the writer used in the reading passage Substitution is the most integral term of cohesive devices that the writers used in their discourse. It refers to the use of one word or phrase to replace another word, phrase, or entire clause that has already been mentioned or can be inferred from the context. This helps to avoid repetition and creates cohesion in the text.

The first sentence in which the writer used substitution is following

“The reaction principle” simplifies and specifies the previously mentioned “mechanism”.

“it” is used as a pronoun to avoid repeating “the discovery of the reaction principle.”

“Enabled space travel”, The phrase substitutes “a more literal expression for the concept of space travel, emphasizing the breakthrough’s impact”.

"this" for "the intellectual breakthrough"

"they" for "rockets", similarly the pronoun “it” replaces “the rocket” to maintain cohesion and avoid redundancy.

“These small particles” substitutes for “the detailed description to simplify the explanation”.

“it” replaces “the pigeon of Archytas” after the first mention to maintain brevity.

"this" for "black powder", "they" for "the Chinese", “it” is used as a pronoun for “a rocket” in the analogy provided.

“These small particles” substitutes for “the detailed description to simplify the explanation”.

"The pigeon of Archytas" for "it"

“this” is used as a demonstrative pronoun to refer back to “black powder.”

"they" for "the Chinese"

arrows" for "'basket of fire' or, as directly translated from Chinese, the ‘arrows like flying leopards’”

this” replaces the longer phrase to simplify the sentence.

the British” is used to refer back to the specific individual or the group he represents.

“it” replaces “the British rocket” to streamline the sentence. “they” is used to avoid repeating “the Americans.” "it" for "the British rocket" "then" for "since the mid-nineteenth century" "those" for "the individuals in previous centuries who developed the foundations of the reaction principle"

5. DISCUSSION AND CONCLUSION

The findings of Nunan (1993), revealed that every sentence of the text must be created well structured in written or orally as well. Cohesive devices deal with lexical cohesion and

grammatical cohesion; they are interlinked with each other. The writer further explored that the main object of cohesive devices is to develop clarification in syntax and provide clear information without any obscurity. So, the first and foremost function of cohesion is to sustain coherence in a sentence. The next research is conducted from Vietnamese EFL students who used cohesive devices in paragraph writing. The findings of this research explored that the percentage of grammatical cohesive devices are higher than the lexical cohesion. In which the references and conjunctions are frequently used than substitution and ellipsis (Tuan, Trang, and Nhu, 2023). So, according to the research results that have been explained, the use of grammatical cohesion (such as reference, ellipsis, substitution, and conjunction) and lexical cohesion (such as reiteration and collocation) play an important function to create a structured and meaningful text. Therefore, the authors of these IELTS books used all the cohesive items in frequent ways, especially references and collocations. in the IELTS reading passages.

Cohesive devices, known as binding or linking the words or phrases in different parts of a text together, But with proper meaning. They help to guide the reader to read the text with proper meaning and understand what the writer wants to convey. There are some factors that make the text more meaningful. Some of those factors are described in terms of cohesive devices. The researcher examined the use of cohesive devices in IELTS reading exercises that focuses on frequency, functions and identifying all the cohesive devices that are used in IELTS reading passages. The findings of the study explored the importance of the cohesive items in the reading passages. This study also revealed how all the types of cohesive items play their function to unify a text and give it a proper meaning. And the researcher has also identified the function of all these cohesive devices. The main function of cohesive devices is to connect the ideas between two sentences, phrases or clauses. The researcher observed that all the cohesive devices play an individual functions into the whole text, for example the function of “References” is to avoid repetition in the text. The result of the study proved that the writer has used a lot of reference cohesive devices used in whole reading passages which the researcher has found. The total frequency of references is 1,007. Similarly, the writer explored that conjunctions have their own functions: they help to connect two different ideas in the sentence, clauses, or phrases. The writer has used almost all types of conjunctions in the passages like adverbial, additive, causal, and temporal to link the ideas.

Ellipsis also played an integral role in the text. The writer has used it to omit the sentences. In this way the writer can easily concise the text but gives the meaning without any hindrances, but the number of Ellipsis is lower than all. The frequency of Ellipsis is just 52 which is just 1.4%. Which means that the writer of all these passages which the researcher has analyzed did not concise the text in a vivid way. The next cohesive device that the writer has used is “Substitution”. The writer has used this cohesive device almost 2.8%. It helps to avoid repetition in the text, for example “It” refers back to “Fire” in which the writer used substitution to avoid repetition of the same word.

Similarly, the 2nd type that the writer has used “Lexical cohesive devices:” plays a very vital role in the text. The writer has used repetition, synonyms, Antonyms, Hyponyms, Meronymy and Collocation to make his work unique than others and the reader does not get bored while

reading the text. So, all the mentioned cohesive devices perform their own role in the text. This research is limited to identified cohesive devices that is presented by Haliday and Hasan (1976) model of Cohesive devices. The researcher has taken English reading exercises for the IELTS Examination. The researcher has just taken the first 10 first books from the 18 books and analyzed the very 1st reading passages of the books.

This study delved into the functions of cohesive devices in Ielts reading passages. This study encourages all second language learners and teachers to concentrate on the use of cohesive devices in reading passages because all these items play an integral role to build a structured and meaningful sentence. A student must have to know what the cohesive devices are and what is the actual function of these items. The study gives knowledge to the students on how they can recognize cohesive devices in the reading passages. This research widens the way of reading comprehension. This research also accommodates the teachers to instruct cohesive devices to their students. These recommendations tried to improve learning, and teaching assessment evaluations related to cohesive devices in IELTS reading exercises.

REFERENCES

