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KHÓA LUẬN TỐT NGHIỆP

NGÀNH : NGÔN NGỮ ANH – ANH

Sinh viên : Phạm Thị Như Mẫn

HẢI PHÒNG – 2025

A STUDY OF COHESIVE DEVICES IN ENGLISH JOB INTERVIEWS

KHÓA LUẬN TỐT NGHIỆP ĐẠI HỌC HỆ CHÍNH QUY

NGÀNH: Ngôn ngữ Anh – Anh

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HẢI PHÒNG – 2025

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Tên đề tài: **A Study of Cohesive Devices in English Job Interviews**

NHIỆM VỤ ĐỀ TÀI

1. **Nội dung và các yêu cầu cần giải quyết trong nhiệm vụ đề tài tốt nghiệp**

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CÁN BỘ HƯỚNG DẪN ĐỀ TÀI TỐT NGHIỆP

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Học hàm, học vị   : Thạc sĩ

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Hải Phòng, ngày   tháng   năm 2025

XÁC NHẬN CỦA KHOA

PHIẾU NHẬN XÉT CỦA GIẢNG VIÊN HƯỚNG DẪN TỐT NGHIỆP

Họ và tên giảng viên: Ths. Trần Thị Ngọc Liên

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Chuyên ngành: Ngôn ngữ Anh Anh

Nội dung hướng dẫn: A Study of Cohesive Devices in English Job Interviews

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Hải Phòng, ngày 27 tháng 12 năm 2025

Giảng viên hướng dẫn

(Ký và ghi rõ họ tên)

PHIẾU NHẬN XÉT CỦA GIẢNG VIÊN CHẤM PHẢN BIỆN

Họ và tên giảng viên: ....

Đơn vị công tác: Trường Đại Học Quản lý và Công nghệ Hải Phòng

Họ và tên sinh viên: Phạm Thị Như Mẫn

Chuyên ngành: Ngôn ngữ Anh – Anh

Nội dung hướng dẫn: A Study of Cohesive Devices in English Job Interviews

1. Phần nhận xét của giảng viên chấm phản biện

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Hải Phòng, ngày 27 tháng 12 năm 2025

Giảng viên chấm phản biện

(Ký và ghi rõ tên)

ACKNOWLEGDEMENTS

ABSTRACT

The current study examines the use of the cohesive device in the job interview process in English, specifically on how the respondents use the said linguistic devices in oral communication. According to the model of cohesion that Halliday and Hasan (1976) conceptualize, the research is going to examine grammatical cohesion as well as the lexical one, which involve reference, substitution, ellipsis and conjunction as grammatical cohesion, and repetition, synonymy, antonymy, hyponymy and collocation.

The data was taken out of five English job interview transcripts source of which was both real and simulated interview videos. Candidate responses were transcribed and analyzed only because this study aims at examining discourse production and not interviewer technique. The present study was a mixed-methods design, where the responses of applicants were analyzed qualitatively to offer an interpretation of the functions of cohesive devices based on a spoken discourse approach but in addition quantitative analysis of their application was performed.

The analysis suggests that the most frequently used form of cohesive device in the analyzed data is reference, thus defining the-self-presentational character of job interviews during which a candidate often bases his or her personal experience, abilities, or success on the reference points. The logical relations such as cause-effect, contrast, or exemplification are encoded with heavy use of conjunctions. This renders the job interviews more transparent and structured. Another form of lexical device such as repetition and collocation appear to form a connection or continuity with skills as well as job dimensioning, and the less commonly used substitute and ellipsis.

Overall, the study indicates that cohesive means play some role in building coherent and professional speaking discourse in the English job interview situations. The findings can apply conveniently to the teaching of English language and preparation of interviews to the English language learners to assist them understand more about cohesive speaking skills.

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INTRODUCTION

1. Rational

In discourse analysis, cohesion has been extensively debated as a significant linguistic tool in creating meaningful associations within a text. Unlike sentence-specific levels of meaning, cohesion occurs on a clause or speech level that makes it possible to view a discourse as an integrated meaning. According to Halliday and Hasan (1976), cohesion can be viewed as a range of semantic relationships achieved by various grammatical and lexical techniques such as reference, conjunction, or lexical occurrences. This conceptual view of cohesion stands out as one of the most prominent theoretical models on the subject of cohesion, notably in discourses of an analytical nature.

In the case of spoken communication, the function of cohesion seems to hold special importance. Since spoken communication, unlike written communication, tends to occur with time constraints, the process may lack the time for planning and editing. According to McCarthy (1991), to compensate for this, speakers make use of cohesive devices to ensure linkage and clarity when communicating. If not linked by cohesive devices, communication may result in fragmentation when spoken.

Job interviews can be considered an example of an elliptical form of verbal institutional discourse, where language use is both goal-driven and evaluative. According to Biber et al. (1998), all institutional communication involves speakers organising information for clear presentation as a means of achieving communicative goals. Job interviews involve presenting personal experiences, skills, and plans in an organised and coherent way. Linking ideas together seamlessly and logically is crucial in this area for effective self-marketing. Using cohesive intentional markers can help interviewees in preparing well-organized answers that seem fluent, pertinent, and professional.

Cohesion in previous research has been mainly studied on a written form of discourse such as academic writing and narrative prose (Halliday & Hasan, 1976; Tanskanen, 2006). Even if research on oral discourse has been on an increase, empirical research on professional oral discourse for cohesive devices is limited. McCarthy (1991) states that there is a need to look carefully at oral discourse from an analytical perspective because of its dynamic feature; nevertheless, job interviews have remained an understudied area from a cohesive perspective.

Specifically, in the Vietnamese context, studies have indicated that English learners have good grammar knowledge for sentence-level grammar, yet they encounter challenges in creating rational speech to convey their views in a professional setting (Nguyen Hoa, 2002). The problem becomes more overt in a job interview setting, which requires the candidates to produce a substantial amount of speech logically connected. Although it is an important matter in real-life contexts, there has been a lack of studies exploring how cohesive devices are used in job interviews.

For these purposes, the current research sets out to investigate the application of cohesion devices within English employment interviews. With the theoretical model developed by Halliday & Hasan (1976) to be employed in the examination of the interviewees' verbal reaction to the research, this investigation intends to make a contribution to an increased understanding of the role of cohesion within spoken institutional discourse, as well as aid employment interview preparation in English language classes.

2. Aims and Objectives

2.1. Aims

This paper aims to analyze the application of cohesive devices in the English job interview process and specifically discuss how the linguistic means can be useful in improving the interviewees in the spoken English interview in terms of professional coherence, organization, and clarity. This study aims at investigating,

through interview discourse analysis, the role that cohesion plays in spoken institutional communication.

2.2. Objectives

In order to fulfill the mentioned purpose, the study is done under the following objectives:

- To determine the predominant grammatical and lexical cohesive mechanisms used by the interviewees during English job interviews.

- To examine the role played by these cohesive devices in promoting the clarity, fluency, and professional coherence of the spoken discourse of interviewees.

- To suggest pedagogical implications to the teaching of English language especially in helping learners to pass the discourse competency in the context of job interviews.

3. Research questions

Based on the aims and objectives of the study, the following research questions are proposed:

What grammatical and lexical cohesive devices are employed by interviewees in English job interviews?

How do these cohesive devices function in organizing interviewees' spoken responses and enhancing clarity, fluency, and professional coherence in job interview discourse?

4. Scope of the Study

This paper takes the application of cohesive means in job interview conversations in the English language, especially the answers of the interviewees.

The data includes five European job interviews which were chosen among the real and fake interview videos found on the credible online educational websites. The reason why these interviews were selected is that they are typical situations in a job interview where the candidates are expected to give long oral reports, including giving a personal background, work history, and career objectives.

The chosen interviews are different in terms of the professional area such as the marketing, customer service, project management, sales, and teaching. This difference enables the research to note how cohesive devices are used in varying job-related issues but in a similar genre of interview. The duration of the interviews is adequate to obtain relevant oral data on discourse analysis, and thus, the determination and examination of the cohesive bonds in the responses of interviewees.

Only grammatical and lexical cohesive devices are analyzed in accordance with the framework suggested by Halliday and Hasan (1976). The only discourse under analysis is the spoken one of interviewees and non-verbal communication, as well as questions posed by interviewers, are not analyzed. The study results are more of descriptive and exploratory findings due to the number of interviews and time available than for generalization.

5. Research Methods

The present research is based on mixed method research approach which implies quantitative and qualitative analysis to explore the use of cohesive devices in English job interviews. The quantitative approach is utilized in order to determine and estimate the frequency of grammatical and lexical cohesive means in the interview transcripts. This method gives a summary of the analysis of the distribution and relative prominence of the various types of cohesive devices applied by interviewees.

Besides that, the qualitative analysis is applied to the purpose to investigate the way cohesive devices operate in certain spoken situations. Based on the analysis of the selected examples of the transcripts, the research interprets the communicative functions of cohesive devices in the organization of ideas, the preservation of coherence, and the provision of professional self-presentation in the discourse of the interviews.

6. Structure of the Study

The given study is divided into five significant chapters, which help to answer the research questions and research aims in various ways.

The Introduction gives the background and the justification to the study. It provides the aims, objectives, research questions, scope, as well as research methods thus defining the conceptual and methodological basis of the investigation.

The Literature Review considers some essential theoretical ideas regarding the discourse analysis, spoken discourse and cohesion. It also conducts the review of other prior studies that would be pertinent to cohesive devices so as to contextualise the current research in the current body of literature as well as to give an analytical framework on the research.

The Methodology chapter explains the research design and methodology that was used in the study. The chapter summarises the sources of data, data selection criteria, data collection methods, and data analysis techniques that were applied in researching on cohesive devices in English job interviews.

Findings and Discussion chapter reveals the outcomes of data analysis and provides the interpretation of findings as far as the research questions and theoretical framework are concerned. Analysis procedures of both the quantitative and qualitative type are used to discuss patterns of the use of cohesive devices and their roles in the discourse of the job interview.

The Conclusion recaps the central findings of the study, addresses pedagogical implications and shortcomings, and gives recommendations on the way to research further in terms of cohesion in the institutional discourse under the spoken language.

CHAPTER 1: LITERATURE REVIEW

This chapter reviews the theoretical background that underpins the present study, with a focus on discourse, discourse analysis, spoken discourse, and cohesion. These concepts provide the analytical foundation for examining cohesive devices in English job interviews. By drawing on established theories and previous studies, this chapter aims to establish a clear framework for analysing how cohesion operates in spoken institutional discourse.

1. Discourse and Discourse Analysis

Discourse has always been a key concept in linguistics and applied linguistics, which is typically meant by the use of language above the sentence level. According to Cook (1989) discourse refers to portions of language that are viewed to be meaningful, coherent and intentional. Widdowson (1978) on the same note focuses on discourse, which deals with the language in use as opposed to linguistic forms in isolation. In a more general socio-cultural way, Fairclough (1992) treats discourse as a kind of social practice in that it not only mirrors but also constitutes social relations.

Thus, discourse analysis is devoted to the processes of the construction of meaning that occurs as a result of the interaction between linguistic forms and the contextual determinations. Brown and Yule (1983) described discourse analysis as a study of how speakers or writers structure the use of language in a bid to make the communication process coherent and significant. Stubbs (1983) goes on to indicate that discourse analysis enquires about the process of grammatical, lexical, and pragmatic working jointly in actual communicative circumstances. In the field of applied linguistics, discourse analysis can offer a framework of useful approach to analyzing coherence in spoken and written communication, especially through the analysis of cohesive devices.

1.1. Job Interviews as a Discourse.

Depending on mode, communicative context and function, discourse may be categorized in different ways. Among the basic differences, there is the spoken and written discourse. Written discourse is normally typified by being carefully planned, of a denser lexical density, and by being explicitly grammatically structured. Conversely, spoken discourse is usually generated on the spot, it is dependent on a common context and is usually characterized by aspects like repetition, omissions and unfinished constructions (McCarthy, 1991).

The next significant type is institutional discourse, which is the language that is used in formal environment and is controlled by particular social roles and functions of communication. According to Biber, Conrad and Reppen (1998), the goals of the activity, and expectations of the participants influence institutional interactions. Job interviews are a part of such discourse, as there are (or should be) asymmetrical roles of the interviewers and interviewees and the role of evaluating and making decisions.

Job interviews can thus be considered to be a genre of spoken institutional speech, which combines the improvisation of verbal communication with the limitations of a professional dialogue. According to this genre, participants have to generate very long spoken answers to be able to illustrate their personal experience, professional competence, and career goals. Job interviews are an appropriate scenario to study the organisation of ideas and coherence in communicative pressure because of the goal-oriented character of job interviews.

1.2. Spoken Discourse and Its Features in Job Interviews

Spoken discourse deviates from written discourse in a variety of key ways. As suggested by McCarthy (1991), spoken discourse is usually realized in real time, and as such, repetition, reformulation, ellipses, and discourse markers are a regular occurrence in speech. According to Thornbury (2005), for example, while a lack of formality in structure is characteristic of spoken discourse compared with written discourse, cohesion plays a crucial role in helping to facilitate understanding in speech.

In job interviews, candidates are required to answer questions immediately while ensuring that their responses are cohesive and appropriate. This creates a notable contribution of a range of cohesive devices like reference, conjunction, and lexical repetition to the organization of verbal responses in job interviews. Reference allows candidates to refer to personal experiences cohesively while conjunctions facilitate logical connections of ideas. Lexical repetition makes a contribution to thematic unity during job interviews, especially when candidates discuss issues related to their work or job skills.

These features of spoken discourse immediately affect the use of cohesive devices during job interviews. The use of cohesion to mitigate the lack of planning time makes job interview discourse the type that is most amenable to analysis for cohesive devices.

2. Cohesion and Coherence

Coherence and cohesion are some of the critical constructs of discourse analysis. Halliday and Hasan (1976) defined cohesion in their seminal treatise, Cohesion in English, in terms of the semantic relation of textual constituents, which is realised in the grammatical and lexical means. They also theorized that, cohesion comes about when the meaning of one constituent depends on the other in the same text.

On the other hand, coherence refers to the logical organization of a text and its legibility. McCarthy (1991) differentiates between cohesion which entails formal linguistic connections and coherence which entails conceptual and pragmatic unity. A text can thus be cohesive but not coherent whereby the interlinkages are weak to allow meaning interpretation but coherence may be maintained where the textual sense is logically structured in spite of weak cohesive markers.

De Beaugrande and Dressler (1981) also emphasize on cohesion as one of seven standards of textuality but coherence is the key element of text comprehensibility. Even though cohesion enhances coherence, it is the latter that is determined by the mental and situational interpretative action of the reader or listener.

In the sphere of the spoken job interviews, the terms cohesion and coherence take a vital role. Cohesive devices assist in connecting ideas of the candidates, whereas coherence ensures that the responses of the candidates are logical, relevant, and convincing.

3. Cohesive Devices

Halliday and Hasan (1976) divided cohesive devices into two major categories; grammatical cohesion and lexical cohesion. These language resources are used in linking clauses and sentences hence promoting continuity and cohesion in discourse. Thornbury (2005) notes that cohesive devices cannot be done away with in the spoken communication because it helps to direct the listeners in the message being conveyed by the speaker and also points out the structure of thought.

3.1. Grammatical Cohesion

The grammatical cohesion refers to syntactic processes that connect the components of the language. It involves four major types which include reference, substitution, ellipsis and conjunction.

3.1.1. Reference

Via reference, items within a text are connected by use of pronouns, demonstratives or comparative. Halliday and Hasan (1976) classified reference into three categories,

Personal reference (he, she, it, they).

Demonstrative reference (this, that, these, those).

Comparative reference (same, better, different).

In one case, the candidate made a great response. She had good communication skills. According to Paltridge (2012), reference assists in continuing the topics and preventing irrelevant redundancy.

3.1.2. Substitution

Substitution will be that, to avoid redundancy, one language aspect is substituted with another. Halliday and Hasan (1976) identified three subtypes: Nominal substitution, e.g. I like the red one.

Verbal substitution, e.g. he said he would come, and so he came.

Clausal substitution, e.g. shall she come? I think so."

3.1.3. Ellipsis

Ellipsis is something which is not expressed in a linguistic particularity but perceived through the context. Nunan (1993) argues that the presence of ellipsis in the spoken English is normal due to its ability to make speech more natural and effective. For example:

A: "Would you like coffee?"

B: Yes, pray. = Yes, is something I should like coffee.

3.1.4. Conjunction

The conjunction is used to show the logical association between clauses or sentences. Halliday and Hasan (1976) categorized conjunctions by the following:

Additive conjunctions (and, moreover, in addition).

Adversative conjunctions (but, however, yet).

Causal conjunctions (so, therefore, as a result).

Temporal conjunctions (then, afterwards, finally).

According to Hoey (2001), the conjunctions are used in the guidance of the structure, which demonstrates the relationship of the ideas through addition, contrast, or cause. Cohesive conjunctions used are firstly, however, and as a result as they are frequently used in spoken job interviews to make responses well-organised and professional.

3.2. Lexical Cohesion

Lexical cohesion is achieved through vocabulary choice and the semantic relationships between words. It connects ideas by repetition, synonymy, antonymy, collocation, or hyponymy.

Halliday and Hasan (1976) identified five major lexical cohesive relations:

Repetition – repeating a lexical item for emphasis or clarity.

Example: "Confidence is essential in job interviews. Confidence shows readiness."

Synonymy – using words of similar meaning to vary expression.

Example: "She is very polite and respectful."

Antonymy – using contrasting words to highlight differences.

Example: "He is ambitious but not aggressive."

Hyponymy – the relationship between general and specific terms.

Example: "Fruits such as apples and bananas are rich in vitamins."

Collocation – the habitual co-occurrence of words.

Example: "gain experience," "meet deadlines," "solve problems."

Tanskanen (2006) found that repetition and collocation are the most frequent cohesive devices in spoken English, as they contribute to fluency and lexical density. In job interviews, candidates often rely on repetition and collocations to reinforce key ideas and express professionalism.

3.3. Discourse Features of Job Interviews

Job interview is a specific genre of spoken institutional communication with its goal-oriented communication, roles asymmetry and evaluation functions. Job interviews are institutional interactions which have certain norms, expectations and communicative intent, and thus distinguish job interviews, as a communication interaction, with everyday conversations (Drew and Heritage, 1992).

The first characteristic of job interview discourse is the asymmetrical nature of the participants. Interviewers are usually the in-charge of the interaction pushing the discussion area, posing questions, and regulating turn-taking whereas interviewees are expected to react accordingly within the context of the provided constraints. This imbalance exerts communicative pressure on the interviewees, who have to provide lengthy oral answers, which are clear, coherent, and convincing to enable them to portray themselves in a light that is favourable.

The other important feature of job interviews is that they are self-presentational and evaluative. Through telling their educational history, work experience, weaknesses, strengths, and career goals, interviewees must form a professional identity in the process. Biber, Conrad, and Reppen (1998) further

argued that information in institutional discourse is highly constrained such that speakers of institutional discourse are under the need to arrange information in an effective manner to meet certain communicative objectives. In interviews related to a job, the purpose of this is to portray competence, aptness, and fit to the expectations of the organisation.

Job interviews have also been seen in discourse terms to have a question-answer format where the interviewee often gives long monologic answers as opposed to brief conversational exchanges. Such lengthy replies grow the requirement of successful discourse arrangement. Spoken discourse, as McCarthy (1991) mentions, is created in the present moment and cannot be modified; thus, speakers are forced to use coherent means in order to preserve the flow and clarity. Cohesive devices like reference, conjunction and lexical cohesion used in job interviews aid interviewees to connect their ideas to each other, to indicate logical linkages and freedom of direction in their responses.

Furthermore, time pressure and lack of planning are some of the factors influencing job interview discourse. Interviewees are supposed to answer direct questions, in many instances without beforehand preparation on a particular subject matter. This free quality of speech leads to such characteristics as repetition, reformulation, and selective use of ellipsis which are characteristic of the spoken discourse (Thornbury, 2005). Cohesive devices are very vital in ensuring a compensatory role since they assist speakers to overcome these limitations without affecting coherence.

Lastly, job interviews are very context-oriented because the meaning is created through situational knowledge existing between the interviewer and the interviewee. Reference objects like personal pronouns and demonstratives can also help speakers relate present utterances to already discussed experiences or also contextual assumptions that they share. The use of lexical cohesion, and especially repetition and collocation, supports the most important professional themes and makes the discourse focused and relevant.

In short, job interviews have characteristic discourse features which are institutional control, role asymmetry, self-presentation, long conversational turn taking and real-time language production. It is against these features that job interviews are a very appropriate context to study the application and role of cohesive devices in spoken English. The knowledge of these aspects of discourse offers a required background to studying how cohesion works in promoting coherence and professionalism in the discourse of job interview communication.

The challenges of discourses under the idea of job interviews are serious as seen in the case of the English as Foreign Language (EFL) students especially Vietnamese students. It has been indicated in the previous literature that Vietnamese learners usually have adequate grammatical knowledge at sentence level but find it difficult to produce an extended, logically connected spoken discourse at the workplace (Nguyen Hoa, 2002). All these problems are heightened in job interviews because it is required to deliver impromptu speech, project oneself, and organise thoughts in a clear way with time pressure.

Vietnamese EFL learners tend to utilise very basic sentence structures and use simple conjunctions a lot, whereas they exhibit a poor understanding of how devices of cohesion operate at the discourse level. As a result, their answers during the interviews might be disjointed, redundant or seem illogical in their breaks. Furthermore, ambiguity may occur because of the inadequate reference citing and the lack of lexical cohesion, thus, reducing the coherence and professionalism of their speech.

This means that cognizing discourse features of job interview presumes a significant pedagogical role to Vietnamese learners. Having an awareness of the institutional conventions of the discourse, explicit teaching in the art of cohesion devices will help to teach the learners how to structure their answers better, to preserve the flow of topics, and therefore to speak with more confidence. Having become aware of the functioning of cohesion in the context of a particular discourse (job interview) Vietnamese EFL learners will be able to not only improve their

linguistic accuracy but their discourse competence, without which their successful participation in the English-related professional dialogue is impossible.

3.4. Previous Studies on Cohesive Devices

Cohesion has been a major area of interest in discourse studies since the 1970s, with numerous researchers examining how linguistic elements contribute to textual coherence. One of the most influential studies is that of Halliday and Hasan (1976), who provided a systematic framework for analysing cohesion in English. Their study focused on written texts and identified grammatical and lexical cohesive devices as key mechanisms for linking clauses and sentences. The authors demonstrated that cohesion operates through explicit linguistic ties, which enable texts to be interpreted as unified wholes. This framework has since served as the theoretical foundation for many subsequent studies on cohesion.

Building on this work, Brown and Yule (1983) examined cohesion from a discourse-pragmatic perspective. Their research emphasized the role of context and pragmatic interpretation in achieving coherence, particularly in spoken discourse. Rather than treating cohesion as a purely formal property of texts, they argued that cohesive ties function in interaction with speakers' communicative intentions and contextual knowledge.

McCarthy (1991) further extended the study of cohesion by focusing on natural spoken discourse. Through the analysis of conversational data, McCarthy demonstrated that spoken language relies heavily on grammatical cohesion, such as reference and conjunction, to maintain continuity in real-time communication. His findings highlighted that spoken discourse often exhibits repetition, ellipsis, and reformulation, which influence the distribution and function of cohesive devices. This study is particularly relevant to the present research, as it provides insights into how cohesion operates in spontaneous spoken contexts.

Tanskanen (2006) conducted a comparative study on cohesion in spoken Finnish and English across different genres. Using a discourse-analytic approach, she found that the use of cohesive devices varies depending on genre and communicative purpose. Her findings suggest that cohesion is not used uniformly across discourse types, but is shaped by contextual and functional factors. This genre-sensitive view of cohesion provides an important basis for examining job interviews as a distinct form of spoken institutional discourse.

In addition, Hoey (2001) investigated lexical cohesion through patterns of repetition in texts and proposed the concept of lexical priming. His study demonstrated that lexical repetition and collocation play a significant role in creating textual coherence. Although Hoey's research mainly focused on written texts, his insights into lexical cohesion are applicable to spoken discourse, particularly in professional contexts where thematic consistency is important.

In the Vietnamese context, several researchers have contributed to the study of cohesion. Nguyen Hoa (2002) provided a comprehensive introduction to discourse analysis, including a discussion of cohesion in both English and Vietnamese. His work highlighted the importance of cohesion in language teaching and learning. Hoang Van Van (2006) examined Hallidayan systemic functional linguistics and discussed its pedagogical applications, particularly in teaching cohesion in writing. Nguyen Thi Minh Tam (2015) analysed cohesive devices in Vietnamese students' English essays and found an overuse of simple conjunctions, suggesting limited awareness of cohesive variety among learners.

Despite the breadth of research on cohesion, most existing studies have concentrated on written discourse, such as essays and academic texts. Research on spoken professional discourse, especially English job interviews, remains relatively limited. Moreover, few studies have systematically applied Halliday and Hasan's framework to analyse cohesive devices in job interview contexts. This gap highlights the need for further investigation into how cohesion operates in spoken job interview discourse, which the present study seeks to address.

3.5. Summary of the Chapter

This chapter has reviewed the theoretical foundations related to discourse, cohesion, and cohesive devices. The classification by Halliday and Hasan (1976) serves as the principal framework for analyzing both grammatical and lexical cohesion. The discussion has also examined the discourse nature of job interviews and reviewed relevant studies, identifying a gap in cohesive analysis within this specific spoken genre.

CHAPTER 2 : RESEARCH METHODOLOGY

The chapter outlines the methodological processes that will be involved in the current research. It states the research design, selection criteria of data, data collection protocols and methods of data analysis utilised. More so, it explains the criteria used in selecting material and the structure used in analysis.

1. Research Design

The current study is a mixed descriptive and analytical research study that falls within the paradigm of discourse analysis. The descriptive part aims at listing and describing the types of cohesive devices that are used in the English job interview. The analytical element at the same time asks questions in the way these devices render the organisation, coherence and clarity of what the interviewees speak.

It is not claimed that the study will draw causal correlations or will give broad generalisations, but it focuses on providing the subtle analysis of cohesive device usage in the particular context of communicative aspects of spoken English job interview.

2. Research Approach

This study relies on a mixed-methods research design, which is a combination of quantitative and qualitative methods. The quantitative strand helps to calculate frequency and distributions of grammatical and lexical cohesive devices in the

interview text and thus provides the opportunity to define the patterns and tendencies of their usage.

The qualitative element is used to explain the communicative functions of the cohesive devices in relation. Through close studies of a few examples, the research paper questions how these tools improve the structure, clarity, and professionality of the verbal response of interviewees.

A mixed-method approach is employed in this study, combining quantitative and qualitative methods. The quantitative approach is used to calculate the frequency and distribution of grammatical and lexical cohesive devices across the interview transcripts. This allows the study to identify patterns and tendencies in cohesive device usage.

The qualitative approach is applied to interpret the communicative functions of cohesive devices in context. Through close analysis of selected examples, the study examines how cohesive devices contribute to the organization, clarity, and professional coherence of interviewees' spoken responses.

3. Data Sources

The materials that underlie the current research were sourced out of a collection of 30 English advertisements of job interviews, including both simulated and semi-real interview videos. These adverts were gotten through highly developed educational and career-centric sites like BBC Learning English, Oxford Online English, CareerVidz, EnglishClass101, Speak English with Vanessa, Cambridge English, and British Council LearnEnglish. These sources have been chosen on the basis of their credibility, their teaching significance, and their common use in the English language teaching and job interview preparation.

These ads were taken in due consideration since they represent typical repetitive communicative scenarios in professional recruitment. In these videos, the interviewees have to provide long spoken answers to personal background, work experience, strengths and weak, problem-solving skills and career goals. These communicative activities are quite similar to those that occur during real job interviews and, therefore, represent adequate data that can be analysed to understand the speech of the institutional discourse.

Even though most of the chosen interviews are pedagogic simulations, they are created with the purpose of simulating the real processes of a job interview in the context of discourse structuring, pragmatic aims, and language application. Biber, Conrad and Reppen (1998) state that pedagogically produced spoken data can be said to be valid to discourse analysis provided that they maintain the relevant attributes of natural spoken speech such as spontaneity, self presentation and real time language production. On the same note, McCarthy (1991) proposes that spoken data that is used in the teaching process still contain inherent aspects of spoken discourse and therefore can be analysed by linguists.

To improve the validity and reliability of the study, the number of the interview advertisements included as the corpus was extended to 30 on the base of a smaller original sample. A greater amount of corpus allows a more representative observation of the use of cohesive devices, and it allows counteracting the possibilities of a conclusion based on idiosyncratic or isolated examples. Additionally, the type of profession represented by the chosen interviews is diverse, as it consists of marketing, customer service, sales, project management areas, and education, which guarantees that the results reflect general patterns of the cohesive devices use during job interview discourse rather than the specifics of the language peculiar to one specific occupation.

The transcription and analysis of the interviewees were done with their verbal answers only in order to have the consistency of the analysis. The questions and non-verbal factors of interviewers were omitted because the main aspect of the research

is the production of the discourse and the use of cohesive devices by the interviewees. This was done by meticulously checking accuracy of the transcripts before analysis and each advertisement of an interviewer was coded (AD01 to AD30) to enable it to be easily referenced and discussed in later chapters. The interview data were selected in a systematic manner on well-defined criteria in order to warrant representativeness, reliability and the relevance of the corpus in discourse analysis.

4. Criteria for Data Selection

Originally, all the chosen sources were to be job interview advertisements written in English where the interviewees were asked to give a lengthy oral answer. This criterion was used to make sure that the data contained real communicative tasks of the interview like self introduction, experience explanation, discussion of strengths and weakness and articulation of career aspirations.

Second, it was necessary to conduct the interviews fully in English and include the interviewees who had the intermediate to the high level of proficiency in English. This was done to permit an analysis of grammatical and lexical cohesive devices, in that limited proficiency would inhibit the diversity and prevalence of cohesive resources.

Thirdly, the chosen interviews reflected the most varied samples of professional areas, such as marketing, customer service, sales, project management, and education. This occupational diversity was purposefully added to prevent the problem of discipline-specific prejudice and to make the results consider the overall trends of the cohesive device use in job interview conversation instead of the characteristics inherent to a particular field of occupation.

Fourth, sound was considered and its quality and clarity. Videos that had their pronunciation, little background noise and constant audio were only chosen in order

to ensure proper transcription and sound identification of cohesive tools in oral discourse.

Fifth, the duration of the interviews was taken as a significant condition. The interviews were required to deliver adequate oral information, especially long replies by the interviewees to allow the discourse analysis. Interviews in which only a short or brief response was received were skipped because they could not provide sufficient content on the patterns of cohesions.

Lastly, there were simulated and semi-authentic interviews in the corpus. Although not all the interviews were pedagogical simulations, they were chosen due to the fact that they are close to the real-life interview scenarios in regards to discourse structure, communicative goals, and the use of language. The inclusion of these two forms of interviews makes the corpus more representativeness and the study more acceptable.

5. Data Collection Procedures

There were several steps that were used to collect data. First of all, the appropriate English job interview videos were found used in accordance with the selection criteria. Transcription of the interviewees was done by the transcription of the responses without the inclusion of the interviewer questions and non-verbal aspects. The transcripts have been reviewed several times to validate its accuracy and consistency according to transcripts before being made ready to be analysed.

6. Data Analysis Procedures

The cohesive devices analysis was performed in accordance with the context put forward by Halliday and Hasan (1976). All transcripts were checked to determine instances of grammatical and lexical cohesion (reference, substitution, ellipsis, and conjunction) and synonyms, antonyms, that were used in relation, synonyms, and hyponymy.

After being identified the frequency with which each type of cohesive device occurred was summarised to give a quantitative picture to the distribution of the devices throughout the data. Then qualitative analysis samples were identified to describe the ways of extending cohesive devices in organising spoken speech and achieving coherence in answers at job interviews.

7. Reliability and Validity

In order to increase the level of reliability of the study, the processes of the transcriptions and analysis were performed selectively and in a systematic fashion. Cohesive devices classification was based on the previous theoretical definitions in order to generate uniformity. The validity was supported with the well-known analytic framework and the clear correspondence of research purposes, research questions, and the analytic processes.

8. Ethical Considerations

All the information obtained in online sources about interviews that is used in this study is publicly available and is not utilised outside the academic research. No personal and particular details concerning the interviewed were revealed. The research is also guided by the ethical standards in research since participants are assured of the data transparency and credible processing of data sources.

CHAPTER 3 : FINDING AND DISCUSSION

In this chapter, the empirical studies that define and critically analyse the use of cohesive devices in the English job interview discourse are formulated based on a corpus of thirty recruitment adverts (AD01 through AD30).

The analysis method is based on the theoretical system developed by Halliday and Hasan (1976) who pay attention to the grammatical cohesion (which is reference, substitution, ellipsis, and conjunction) and lexical one, which involves repetition, synonymy, antonymy, hyponymy, and collocation. A mixed approach, combining both quantitative and qualitative measurement, will be taken to determine the frequency, distribution, and discourse-levels functions of cohesive devices that occur in the conversational answers in interviewees.

In line with the research objectives, this chapter is not just an endless listing of the type of cohesive devices used, but rather an interrogation of how and why they are used in job interviewing and how they help bring clarity, fluency and professional register in the spoken institutional discourse.

Frequency of Cohesive Devices

A total of 742 instances of cohesive devices were identified across the corpus of 30 English job interview advertisements. Table 3.1 presents the distribution of grammatical and lexical cohesive devices by type.

Type of cohesive devices	Total occurrences	Percentage (%)	Rank
Reference	272	36.6%	1
Conjunction	168	26.6%	2
Lexical cohesion	156	21%	3
Substitution	80	10.8%	4
Ellipsis	66	8.9%	5
Total	742	100%	

Figure 3.1. Percentage of Cohesive Devices used in the Corpus.

As shown in Figure3.1 the reference device is the most common cohesive device used and this is followed by conjunction and lexical cohesion. Such an allocation reflects the nature of job interviews, which happen to be a self-presentational, explanatory and goal-focused genre; thus, the interviewees are also obliged to mention self, rationalise, and strengthen desirable professional qualities.

In the corpus, reference is predominant with 36.6% indicating the importance of personal and demonstrative reference to continue the topic and express professional identity. Conjunction (22.6%) permanently enrols in logical connexions like causality and opposition, and the lexical cohesion (21.0%) is the source of the thematic integrity and professional attention. Substitution (10.8%), as well as ellipsis (8.9 percent), are relatively little, which is an indication that interviewees prefer to be explicit and clear when it comes to evaluative discourse.

Such a prevalence of reference and conjunction therefore confirm the use of grammatical cohesion by the interviewees to structure their verbal replies, whereas the lexical cohesion is utilised as an additional device to support the fundamental ideas and work-related issues.
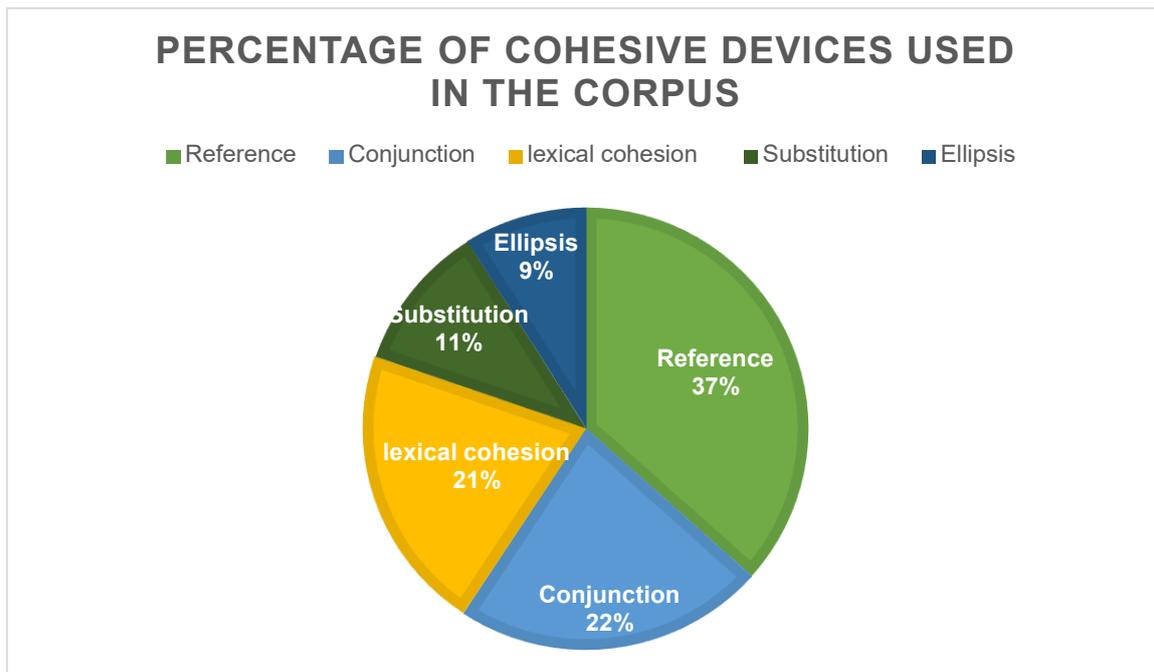
PERCENTAGE OF COHESIVE DEVICES USED IN THE CORPUS

Legend: ■ Reference ■ Conjunction ■ lexical cohesion ■ Substitution ■ Ellipsis

- Ellipsis 9%
- Substitution 11%
- lexical cohesion 21%
- Reference 37%
- Conjunction 22%

Figure 3.1. Percentage of Cohesive Devices Used in the Corpus

Across the interview transcripts, a total of 742 cohesive devices were identified. Table 3.1 summarises their distribution by type.

Reference accounts for the highest proportion (36.6%), followed by conjunction (22.6%) and lexical cohesion (21.0%). Substitution (10.8%) and ellipsis (8.9%) occur less frequently. This distribution reflects the characteristics of job interviews as a spoken, self-presentational genre, where candidates frequently refer to themselves, explain reasons, and reinforce key professional attributes.

The predominance of reference and conjunction suggests that interviewees rely heavily on grammatical cohesion to organise information, while lexical cohesion is used to maintain thematic consistency and professional focus.

2. Grammatical Cohesion

2.1. Reference

According to the results of a corpus of 30 English job interview adverts (AD01-AD30), grammatical cohesion turns out to be one of the most crucial factors in the arrangement and maintenance of coherence in the speech of a job interview. Based on the theoretical context by Halliday and Hasan (1976), grammatical cohesion in this study includes reference, substitution, ellipsis and conjunction. These findings were found to be used in a systematising manner and not in an ad hoc manner, meaning that such cohesive mechanisms are reflective of the communicative goals and restrictions of job interviews as a type of spoken institutional discourse.

2.1.1. Reference

The most commonly used grammatical cohesive tool in the corpus is found to be reference. Personal reference, especially first-person pronouns as I, me and my are consistently used throughout all the adverts across the interviews. This trend is strongly associated with self presentational character of job interviews when interviewees are supposed to speak at length about their own experiences, level of skill, and career hopes.

As an example, in AD01 (BBC learning English), the interviewee indicates: I graduated University of London and have worked in marketing assistant three years. Repetitive use of pronoun I is used to connect several clauses with the same discourse participant so as to maintain continuity of topics. Likewise, there is the use of demonstrative reference to relate current appraisals with past-mentioned experiences. When the cross-examiner asked Rachel about her time at AD12 (Rachel English), he said the following: "Now I learned to cope with deadlines properly. The demonstrative this establishes a retrogrative connexion to the previous discourse, which allows the speaker to compress information and still maintain the coherence.

In the discourse-analytic viewpoint, reference is a major means of developing and maintaining cohesive relationships between clauses and sentences, especially in protracted verbal reactions. Reference facilitates the building of a coherent professional narrative by making interviewees be able to refer to information provided in previous parts of the interview. However, reference can as well be a problem to English-as-a-foreign-language (EFL) learners, particularly the Vietnamese. The overuse of personal pronouns would result in repetitive speech whereas vague demonstrative reference would cause ambiguity as long as the antecedent is not explicitly known. Therefore, as much as reference plays an inseparable role in job interview discourse, successfully using it requires that it should be tightly controlled and critically conscious on the discourse level.

2.1.2. Substitution

Less common and used in reference compared to the corpus, substitution has a secondary place in grammatical cohesion. The cases of the nominal and clausal replacement are not frequent, and they are especially common during the interviews based on comparison or evaluation. To illustrate, in AD09 (British Council LearnEnglish), the interviewee says: "Working on my own is difficult, however, the latter enables me to gain self-discipline. In this case, the latter replaces the aforementioned concept, which diminishes monotony.

Substitution is a factor that helps in cohesion by minimising redundancy and developing fluency in spoken dialogue. The reason why it is not widely recurrent in the corpus is that interviewees are more likely to focus on the explicit, rather than the economic, perhaps because job interviews are highly appraisal environments where clarity is essential. In the case of Vietnamese EFL learners, it may not be an easy task because it can be difficult to find appropriate substitutes and retain clarity in reference. As a result, learners can avoid the utilisation of substitution all together, but resort to the use of repetition so as to achieve atezzio.

To conclude, substitution is a second-level cohesion strategy during job interviews. Although it makes the speech more efficient, concise and fluent, its efficient use requires rather high discourse competence degree.

2.1.3. Ellipsis

Ellips is the most infrequent grammatical cohesive device used in the corpus. It is primarily evident in short responses, affirmations, or gracious phrases and not longer interview responses. As an example, when asked (AD21, EnglishClass101), the interviewee responds: Yes, I would. The missing line, such as I would like to be part of your company can be learnt by observing the underlying context, thus making the answer brief.

Ellipsis helps in cohesion as it presupposed on mutual contextual knowledge between the speaker and the listener and the improvisational countenance of spoken communication. However, when attending a job interview, the interviewees use the ellipsis carefully since responses that are incomprehensible or too implicit can reduce the level of clarity. In the case of Vietnamese EFL students, excessive ellipsis can lead to ambiguous or unclear responses, which can reduce the effectiveness of communication in a working environment.

Therefore, the use of ellipsis in job interview discourse is a very restricted and yet effective way of making the discourse look natural as it is wisely restrained to maintain clarity.

2.1.4. Conjunction

The second grammatical cohesive device that was the most utilised in the corpus is conjunction. Additive (and), causal (because, so), adversative (but, however) and exemplificatory (for example) conjunctions are the most common used by interviewers to organise the responses. The interviewee in AD15 (CareerVidz) says: "I am motivated since I like acquiring new skills, and I

continuously strive to develop myself". The logical relationships between ideas in the response are not only clearly marked thorugh the conjunction use of because, and, but also carry the listener through the reasoned process.

Adversative conjunction is especially noticeable where the interviewees talk about weak points or opposing qualities. An example is given in AD27 when the speaker says: I am watching the details closely but I am learning to utilise my time more wisely. Such contrast enables the interviewee to give weaknesses in balanced and professional way.

The conjunctions are like explicit indicators of the logical relations compensating deficit of time of planning in the spoken discourse and increasing the coherence and intelligibility. Nevertheless, a lot of Vietnamese EFL students are dependent on the small range of simple conjunctions, which could lead to monotonous or bare speech. The limited knowledge of dissimilar types of conjunction is able to lessen the level of sophistication of the responses to the interviewing process.

2.1.5. Summary of Grammatical Cohesion

Grammatical cohesion encompasses the use of sentence-level structures to connect speech elements and form matching sentences within a given speech context. Summary of Grammatical Cohesion In conclusion, grammatical cohesion refers to the ability of humans to interlink the elements of speech at the sentence level to constitute the corresponding sentences in a specific speech context.

To sum up, grammatical cohesion is inherent in the creation of an understandable and professional job interview conversation. The most salient cohesive devices are reference and conjunction, which represent self-presentational and explanatory need of interviews and substitution and ellipsis play the supportive functions. Despite the fact that grammatical cohesive tools enhance coherence, to ensure they are effective, many EFL learners still struggle to use them. This

highlights the essence of developing discourse level competence, especially to the Vietnamese learners who are to be subjected to English-based job interviews.

3. Lexical Cohesion

According to the examination of the corpus of 30 English job interview advertisements (AD01-AD30), they have lexical cohesion that propels a positive continuity of the themes and also lends strength of maintaining professional identity in the discourse of oral interview. Lexical cohesion in this work is realised according to the classification made by Halliday and Hasan (1976) as the repetition, synonymy, antonymy, hyponymy and collocation. Although grammatical cohesion plays a major role by organising structural relationship among clauses, lexical cohesion helps in bringing a general language by forming semantic linkage between lexical words.

3.1. Repetition

The most common form of lexical cohesion that is found in the corpus is that of repetition. The key lexical items related to their background, skills, and area of work are used by the interviewees repeatedly with the usage of such terms as experience, skills, team, customer, and students. This is a constant trend in various interview formats and fields of working (e.g., AD02, AD10, AD18, AD28).

To illustrate this, the interviewee in AD02 (Oxford Online English) points out that, he has experience in dealing with customers and the experience has enabled him to increase his communication. The cyclic application of the word experience supports the main idea of professional competence and makes the listener provide the proper interpretation of the major qualification of the speaker.

In a discourse viewpoint, repetition acts as a stabilisation cohesive strategy in the oral job interview. Since the interviewees generate answers immediately and under pressure, repetition helps to stay focused on the topic and avoid

misunderstanding. The repetitive foregrounding of important ideas helps speakers to control the focus of the interviewer to their areas of strength and organisation to fit the job.

However, too much redundancy can reduce levels of discourse sophistication. The Vietnamese EFL learners, in specific cases, are more likely to be dependent on repetition because of the lack of lexical resources which can lead to repeated or repetitive responses. Thus, repetition is one of the relevant forms of cohesion though it needs to be balanced by the other lexical relations to promote the quality of communication.

3.2. Synonymy and Antonymy

Synonymy is a medium frequent word in the corpus and is most often used to maintain cohesion, as well as alleviate unnecessary repetition. Interviewees tend to replace a lexical word with a close synonym to paraphrase thoughts more easily. The interviewee in the case of AD05 (Speak English with Vanessa) notes, I like helping people and being there beside them when they are struggling. The repetition of the words: helping, supporting contributes to continuity in semantics and brings lexical diversity.

Antonyms on the other hand are not as common and are mostly applied to emphasise the opposite especially when the interviewees talk about strength and weakness. To take one example, the speaker of AD15 (CareerVidz) writes: I believe that I have everything to work with, I just have to learn how to cope with stress. The implicit opposite of the words, *confident and stressful, help create a self-presentation that is well balanced.

Semantically, Lexically, synonymy and antonymy facilitate cohesion in that they provide semantic interdependence as opposed to structural interdependence. Such relations allow the interviewees to make subtle judgments and not boring repeating. Yet, Vietnamese EFL learners can have difficulties with choosing the

right synonyms or antonyms and, therefore, use strange words that reveal themselves or cannot fit into the context, defeating the sense.

3.3. Collocation

Collocation is one of the salient lexical cohesive features in the corpus particularly in interviews that are specific to the particular professional circles. There are repetitive collocations in the data set, including such items as customer service, digital marketing, project management, professional development, and work experience (e.g., AD03, AD12, AD27).

The interviewee mentions in AD12 (Rachel English) that she had been participating in a digital marketing project, as well as closely working with a professional team. The collocations digital marketing and professional team are the conventional lexical combinations that are used in workplace speech, which makes it stronger in the meaning of professionalism and domain competence.

Collocation as a discourse level process can be viewed as a field-building practise that indicates how the speaker recognises the language of his or her job and also elicits thematic coherence. Both the use of proper collocations helps interviewees to fit in their discourse as per the expectations of the institutions, besides, it increases the credibility of their responses.

However, collocation is a major problem when dealing with Vietnamese EFL learners who might have no exposure to natural language in the work place. Fluency and impressiveness may be adversely impacted even when the grammars are correct through inappropriate or unnatural collocations.

3.4. Hyponymy

Hyponymy is more of an exception to the rule of lexical cohesion, but the element has a useful purpose of providing specificity and information clarity.

Interviewees use hyponymic relations when changing from the general terms to the specific examples. The interviewee in AD28 (Teaching interview) adds that, in AD28, she has been teaching various levels of students such as the adolescents, primary students, and the adults. In this case, the hyponym of the general term of students is namely: primary students, teenagers, and adults.

Hyponymy also helps to create cohesion because creating hierarchical relations of semantic relationships, interviewees will be able to develop general statements using concrete data. This strategy adds the sense of clarity and experience depth. Nevertheless, Vietnamese students are possibly under-users of hyponymy because of restrictive lexical coverage which leaves them giving vague or overly general answers.

3.5. Summary

To conclude, lexical cohesion is important to maintenance of thematic continuity and organise professional self in the English job interview discourse. The lexical cohesive devices that are the most salient are repetition and collocation as it is necessary to provide emphasis and domain-specific vocabulary, and the lexical variation with the background semantic depth exists in the form of synonymy, antonymy, and hyponymy. Even though, lexical cohesion improves coherence and professionalism; to be effective, it needs an appropriate level of lexical repertoire which is not always the case with most Vietnamese EFL learners.

4. Comparison between Interview Types.

A review of a collection of 30 job interview ads utilising the English language (AD01-AD 30) indicates that, despite the wide application of the cohesive device throughout the collection of ads, the application frequency and device type differs based on the professional setting. Advertisements describing marketing and business (e.g. AD03, AD12, AD15, AD27) have a significantly increased presence of causal

and adversative conjunctions, including, but not limited to, the usage of, e.g., because, so, but, and however. One can explain such a tendency by the communicative needs of such spheres where interviewees are often called upon to explain the decisions, elaborate on the accomplishments and define the processes of addressing problems in a coherent way; consequently, the use of conjunctions plays the crucial role of organising the logical thinking and making the arguments sound. Conversely, the teaching advertisements (e.g., AD08, AD28) show an increased focus of personal references especially the use of pronouns like, students, my and I. This trend corresponds to the didactic purpose of the teaching discourse that puts learners, classroom conditions, and teaching activities to the foreground: the constant usage of self-referencing allows interviewees to keep the topic constant and to always relate their answers with pedagogical situations. The advertisements that feature customer-service (e.g., AD18, AD19, AD27) are marked by a high level of lexical cohesion, in particular, by the repetition and collocation of the words connected with customers, service, support, and satisfaction. These patterns of lexis support the key themes of the service-oriented discourse and contribute to creating the professional identity consistent with customer-related jobs. Although such differences in contexts exist, the general tendency to use reference and conjunction extensively is similar across the types of interviews, which points to the fact that whereas professional context does determine choice of particular cohesive resources in job interview discourse, the underlying processes of cohesion in job interview discourse are essentially similar.

5. Discussion

The results of the present study introduce practical support to the theoretical framework developed by Halliday and Hasan (1976), according to which reference is a feature characteristic of the spoken discourse, in particular, where the conditions of both interaction and self-presentation are involved. The fact that the majority of personal reference is present in the corpus reflects the evaluative aspect of the job

interview, as interviewees are made to foreground their experiences, competencies. Conjunctions also play a central role in structuring the use of the multifaceted oral response; their common usage confirms the point made by McCarthy (1991), according to which, the discourse of spoken language relies on physical cues in order to indicate logical connexions between thoughts, especially when the communicators have little time to plan their speech. During the job interviews, conjunctions allow the interviewees to explain when giving reasons, comparison of the strengths and weaknesses, and arrange the responses in a logical and convincing way. Semiotic, lexical cohesion with the help of repetition and collocation plays a significant role in thematic continuity and the formation of identity in the field. The use of job lexical materials recurrently enables interviewees to highlight certain important qualifications and also tune their discourse with our institutional expectations. The interviewees that managed to successfully utilise the cohesive devices were reported to generate responses that gave a better measure of organisation, fluent and assured- traits much desired in the job interview situations. Significantly, the results also reveal possible challenges to the English-as-a-Foreign-Language learners, particularly, Vietnamese learners. Although the elementary cohesive devices are often used, the lack of the lexical variety and the excess of common conjunctions can lower the quality of discourse. This is an indication of the need of increased attention to discourse level cohesion and not sentence level cohesion only.

6. Summary

The use of cohesive devices in the job interview discourse in English with reference to frequency, types and functions has been analysed using a corpus of 30 job interview adverts. The discussion reveals that grammar cohesion (especially reference and conjunction) is the key component of the organisation of spoken responses, whereas the lexical one is at the foundation of thematic progression and self-construction of professional identity. Coherence, readable and professionalism

in job interview Coherent devices are based on the findings to play a significant role in enhancing coherence, readability and professionalism in job interview. Simultaneously, they unveil the spheres of challenge in EFL learners, therefore, outlining the significant pedagogical prospects that will be addressed further in the next chapter.

CONCLUSION

1. Recapitulation

The research focuses on the use of cohesive devices in English job interviews in the context defined in the model of Halliday and Hasan in 1976. The research aims to determine the grammatical and lexical devices used in the interview as a method of producing coherence in the interview discourse.

For the five English job interviews, 742 cohesive devices were found. Findings show that reference has the highest frequency of cohesive devices at 36.6%, followed by conjunction at 22.6%, while lexical cohesion comes in at 21.0%. Substitution at 10.8% ranks fourth in terms of frequency, while ellipsis stands at 8.9%.

What emerges from the analysis is the crucial aspect of reference in the creation of topic continuity, especially within a self-presentational context in which respondents refer again and again to their experiences, skills, and goals. Conjunctions have been revealed to be crucial in the organization of replies in an explanatory manner, especially in the context of explaining reasons, exemplifying, and explaining contrast. The function of lexical cohesive devices, like repetition and collocation, also enhances key themes within the context of professionalism. Though substitution and ellipsis have been revealed to be less common, they remain relevant within the context of speech fluency.

The results show that the use of cohesive devices plays a significant role as a linguistic tool that enables the interviewed individuals to deliver coherent, fluent, and professional answers.

2. Limitations

However, the current study is also faced with a number of limitations that are worth considering.

To begin with, despite the corpus size of thirty English job interview advertisements, similar to the previous example, the data mainly consisted of the simulated and semi-authentic interviews which were created to be used in teaching. Despite the fact that these materials simulate the reality of job interview situations in real life, they might not sufficiently represent the spontaneity and complexity of interaction that occurs in actual job interviews.

Second, the research is limited to verbal communication and investigates just the speech of the interviewees. Non-verbal signals such as gestures, facial expressions, intonation, and looks were not included though they were found to be significant to the performance of the interview.

Third, the use of manual coding also with Halliday and Hasan (1976) framework allowed identifying and classifying the cohesive devices. Although the process of analysis has undergone intensive processes aimed at maintaining uniformity, some element of subjectivism might still be left in the final analysis.

Lastly, the scope of the current research is limited to the application of cohesive devices in the context of the English job interview discourse; the other aspects of discourse, including the choice of interactional strategies, politeness, and pragmatic markers were beyond its scope.

3. Recommendations

According to the results of the study, English learners, as well as the English learners in employment, can be given several recommendations that could be applied to both teachers and job seekers primarily in English-as-a-foreign-language situations like in Vietnam. In the case of English learners, a combination of the discourse -level competence should be considered and not sentence-grammar

strictly. The practise of the use of cohesive devices such as reference, conjunction, and lexical cohesion should also be provided to learners to make it possible to structure long spoken responses under job interview conditions. In the case of teachers, it is highly advisable to include cohesion-based exercises in the speaking and interview-preparation courses. The types of classroom activities might include the analysis of real or semi-real interviews transcripts, the exercise in using the cohesive- devices in presents interviews, and the increase in awareness among learners in the importance of using cohesion in contributing to coherence and professionalism in spoken words. As far as the conscious use of the cohesive devices can go, it is possible to note that the evidence of the cohesive mode can significantly enhance the clarity of the interview responses, their fluent, and persuasive quality. Having learned to organise responses in a logical manner and create thematic flow, the candidates can be confident and most effective when presenting themselves during professional interviews.

4. Suggestions for future studies

Future studies in this area can further to the current study by analysing larger sets of natural discourses of job interviews and hence, allow a thorough comparison of simulated and natural interview discourse. This research would result in more insightful conclusions about how the cohesive devices are utilised in real life recruitment contexts.

Additionally, the comparative analyses of native and non-native EFL interviewees, especially Vietnamese EFL students, would provide further understanding of cohesive device use and discourse strategies difference in order to enhance knowledge on challenges of the EFL students in professional communication.

Other dimensions of job interviews that may be studied with the help of additional researches are related to discourse, e.g. politeness strategies, turn-taking,

and pragmatic markers, non-verbal communication. By combining the analysis of cohesion with such lenses, the analysis of job-interview discourse would be provided with a more comprehensive picture.

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APPENDICES

APPENDIX A: List Of Interview Sources

The corpus of the present study consists of 30 English job interview advertisements collected from reputable educational and career-oriented online platforms. These sources were selected due to their pedagogical reliability, clarity of spoken discourse, and relevance to real-world job interview contexts. The interviews include both simulated and semi-authentic job interview situations, covering a wide range of professional fields such as marketing, customer service, project management, sales, and education.

All interview videos are publicly available and were produced by well-established English-learning channels such as BBC Learning English, Oxford Online English, careervidz, englishclass101, Speak English with Vanessa, Cambridge English, and British Council learnenglish. Only the interviewees' spoken responses were transcribed and analysed, in accordance with the scope of the study.

Code	Video title	Source / Channel	Duration	Type	Accent
AD01	Job Interview Skills – How to Answer Questions in English	BBC Learning English	6:12	Simulated	British
AD02	Mock Job Interview – ESL Practice	Oxford Online English	7:48	Simulated	British
AD03	Top 10 Job Interview Questions and Answers	CareerVidz	9:22	Simulated	British
AD04	Job Interview Conversation in English	EnglishClass101	8:05	Simulated	Neutral
AD05	Job Interview Example – English Speaking Practice	Speak English with Vanessa	5:47	Simulated	American
AD06	How to Answer Job Interview Questions in English	Oxford Online English	18:53	Lesson-based	British
AD07	Job Interview Demo	Cambridge English	6:20	Simulated	British
AD08	Let's Learn English – The Interview	VOA Learning English	5:10	Simulated	American

AD09	Job Interview Tips	British Council LearnEnglish	5:22	Lesson-based	British
AD10	How to Interview for a Job in American English (Part 1)	Rachel's English	18:00	Simulated	American
AD11	How to Interview for a Job in American English (Part 2)	Rachel's English	7:32	Simulated	American
AD12	How to Interview for a Job in American English (Part 3)	Rachel's English	7:25	Simulated	American
AD13	How to Interview for a Job in American English (Part 4)	Rachel's English	16:17	Simulated	American
AD14	How to Interview for a Job in American English (Part 5)	Rachel's English	15:41	Simulated	American
AD15	Tell Me About Yourself – Interview Answer	CareerVidz	12:00	Simulated	British
AD16	Basic Job Interview Questions and Answers	EnglishClass101	8:45	Simulated	American

AD17	Job Interview Questions & Answers in English	EnglishClass101	9:00	Simulated	American
AD18	Job Interview Role Play	English Language Practice	4:30	Simulated	British
AD19	Job Interview Roleplays – English Speaking Practice	English Speaking Practice	8:45	Simulated	American
AD20	English Job Interview Dos & Don'ts	English Conversation Practice	10:15	Lesson-based	American
AD21	Job Interview Practice – Daily English Podcast	EnglishClass101	21:00	Simulated	American
AD22	Job Interview Simulation – Max & Mia Podcast	EnglishClass101	21:00	Simulated	American
AD23	Job Interview Roleplay for ESL Learners	ESL Learning Channel	6:40	Simulated	Neutral
AD24	English Job Interview – Example Dialogue	Dream English Lessons	10:30	Simulated	American
AD25	Job Interview Roleplay – All Levels	English Connection	4:20	Simulated	American

AD26	Realistic Job Interview Practice	Easy English	7:45	Semi-authentic	British
AD27	Job Interview for Customer Service Position	Career-focused Channel	9:10	Simulated	Neutral
AD28	Teaching Job Interview – Sample Answers	Speak English with Vanessa	11:00	Simulated	American
AD29	Sales Job Interview Practice	Business English Channel	8:50	Simulated	Neutral
AD30	Project Manager Job Interview – Sample Responses	CareerVidz	12:30	Simulated	British

Appendix B

Transcript of Job Interview Advertisement AD01

Source: BBC Learning English

(Interviewee responses only)

I graduated from the University of London with a degree in Business Administration. I have been working as a marketing assistant for three years, and during this time I have gained experience in planning campaigns and analysing customer needs. This experience has helped me develop strong communication and teamwork skills, and I believe it is highly relevant to this position.

Appendix C

Transcript of Job Interview Advertisement AD02

Source: Oxford Online Skills

I have experience working with customers in a retail environment. In this role, I learned how to handle complaints professionally and communicate clearly with different types of customers. Because customer satisfaction is important to me, I always try to provide helpful and friendly service.

Appendix D

Transcript of Job Interview Advertisement AD03

Source: CareerVidz

I am highly motivated because I enjoy solving problems and working under pressure. In my previous job, I managed several projects, and these projects helped me improve my organisational and time-management skills. As a result, I became more confident in handling responsibilities.

Appendix E

Transcript of Job Interview Advertisement AD04

Source: EnglishClass101

This position matches my qualifications and long-term career goals. I have relevant skills and experience, and I believe they allow me to contribute effectively to your organisation. Therefore, I am very interested in applying for this role.

Appendix F

Transcript of Job Interview Advertisement AD05

Source: Speak English with Vanessa

I worked as a customer service representative for two years. During this time, I communicated with customers on a daily basis and handled difficult

situations calmly. This experience helped me become more confident and patient in my work.

Appendix G

Transcript of Job Interview Advertisement AD06

Source: Oxford Online Skills

I have a background in digital marketing, and I have worked on several online campaigns. In these campaigns, I focused on content creation and audience engagement. This experience helped me understand customer behaviour better.

Appendix H

Transcript of Job Interview Advertisement AD07

Source: Cambridge English

I am a detail-oriented person, and I always try to complete my tasks carefully. I pay attention to accuracy and quality in my work. This quality helps me perform effectively in a professional environment.

Appendix I

Transcript of Job Interview Advertisement AD08

Source: VOA Learning English

I have teaching experience with students of different ages and levels. In my classes, I try to create an engaging learning environment. These experiences helped me improve my communication and classroom management skills.

Appendix J

Transcript of Job Interview Advertisement AD09

Source: British Council LearnEnglish

I prefer working in a team because it allows me to share ideas and learn from others. However, I can also work independently when necessary. Both situations help me develop professionally.

Appendix K

Transcript of Job Interview Advertisement AD10

Source: Rachel's English

I have experience working in an international environment. In this setting, I communicated with people from different cultural backgrounds. This experience helped me become more adaptable and open-minded.

Appendix L

Transcript of Job Interview Advertisement AD11

Source: Rachel's English

I always plan my work carefully so that I can manage my time effectively. I set clear priorities and follow schedules. This habit allows me to meet deadlines consistently.

Appendix M

Transcript of Job Interview Advertisement AD12

Source: Rachel's English

I worked on several projects in my previous job. These projects required teamwork and responsibility. Through this experience, I learned how to cooperate with others and complete tasks efficiently.

Appendix N

Transcript of Job Interview Advertisement AD13

Source: Rachel's English

I enjoy learning new skills, and I always try to improve myself. I believe continuous learning helps me stay motivated and effective at work.

Appendix O

Transcript of Job Interview Advertisement AD14

Source: Rachel's English

I can handle multiple tasks at the same time because I am used to working under pressure. I try to stay organised and focused. This ability helps me work efficiently in fast-paced environments.

Appendix P

Transcript of Job Interview Advertisement AD15

Source: CareerVidz

I am motivated because I enjoy facing challenges and setting goals for myself. I learn from my previous experiences and always try to improve my performance.

Appendix Q

Transcript of Job Interview Advertisement AD16

Source: EnglishClass101

I communicate clearly with my colleagues and listen carefully to others. This skill helps me work effectively in a team and avoid misunderstandings.

Appendix R

Transcript of Job Interview Advertisement AD17

Source: EnglishClass101

I pay close attention to details in my work. This helps me avoid mistakes and maintain high quality. I believe accuracy is very important in my job.

Appendix S

Transcript of Job Interview Advertisement AD18

Source: English Language Practice

I work with customers every day and try to understand their needs. By listening carefully, I can provide better service. This experience has made me more patient and professional.

Appendix T

Transcript of Job Interview Advertisement AD19

Source: English Speaking Practice

I enjoy helping customers and solving their problems. I believe good service creates positive experiences and builds trust.

Appendix U

Transcript of Job Interview Advertisement AD20

Source: English Conversation Practice

I am reliable and hardworking. I always complete my tasks responsibly and support my colleagues. These qualities help build trust in the workplace.

Appendix V

Transcript of Job Interview Advertisement AD21

Source: EnglishClass101

Yes, I would accept this position. I believe it matches my skills and interests, and I am willing to learn and improve continuously.

Appendix W

Transcript of Job Interview Advertisement AD22

Source: EnglishClass101

I can handle pressure effectively because I have previous experience in similar situations. I try to stay calm and focused when facing challenges.

Appendix X

Transcript of Job Interview Advertisement AD23

Source: ESL Learning Channel

I have worked in different environments throughout my career. Each environment taught me something valuable. This experience helped me become more adaptable.

Appendix Y

Transcript of Job Interview Advertisement AD24

Source: Dream English Lessons

I believe clear communication is important in the workplace. It helps create effective teamwork and reduces misunderstandings.

Appendix Z

Transcript of Job Interview Advertisement AD25

Source: English Connection

I can work independently when required, but I also enjoy teamwork. Both approaches help me grow professionally and learn new skills.

Appendix AA

Transcript of Job Interview Advertisement AD26

Source: Easy English

I am comfortable speaking English in real-life situations. Through practice, I have become more confident when communicating with others.

Appendix AB

Transcript of Job Interview Advertisement AD27

Source: Customer Service Interview

I focus on customer satisfaction in my work. I believe good service helps build long-term relationships with customers.

Appendix AC

Transcript of Job Interview Advertisement AD28

Source: Speak English with Vanessa

I have taught students at different levels and backgrounds. I enjoy helping students improve their skills and confidence through learning.

Appendix AD

Transcript of Job Interview Advertisement AD29

Source: Business English Channel

I gained valuable experience in a business environment. This experience helped me understand professional communication and teamwork.

Appendix AE

Transcript of Job Interview Advertisement AD30

Source**:** CareerVidz

I am willing to learn continuously and develop my skills. I believe improvement is essential for long-term professional success.