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The Application of Grammatical and Lexical Cohesion in Descriptive Essay

The Case of Second Year LMD Students at University Kasdi Merbah Ouargla

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Dedication

This dissertation is dedicated to our beloved Parents who supported us along our educational career, and to our lovely sisters and brothers as well. Special thanks to our soulmates Ouail, Faycel , Islam and our Spanish teacher Farid Djaroun.

Zayed and Zohir

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Abstract

Cohesion is regarded as a principle element in Academic Essays Writing that should take into account in writing academically, particularly Essays Writings, the present study aims to discover to what extent students of Second Year License at (University of Kasdi Merbah Ouargla-Algeria) can apply Grammatical and Lexical Cohesive Devices in their Academic Writings, particularly Descriptive Essay, it is assumed that there would be a positive feedback form second year license students in embodying Grammatical and Lexical Cohesive devices, an expository- descriptive approach was used as a method in order to collect data there was a questionnaire and a descriptive essay writing, were delivered to thirty one students of second year license at (University of Kasdi Merbah Ouargla-Algeria).The obtained results express that although second year license students use a huge number of Cohesive Devices, but there was no good quality in writing in the majority of the essays and the use of cohesive ties was not well-structured, and there was a missing of some elements from both types Grammatical and Lexical Cohesion. To conclude students should bear in mind that Academic Writing is an essential module that should take into account and that should be acquired from the early university career.

Key words: Academic writing, Academic essay, Cohesion, Cohesive Devices, Descriptive Essay

List of Abbreviations

EFL: English Foreign Language

PER: Percentage

UKMO:University of Kasdi Merbah Ouargla

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General

Introduction

General Introduction

1. Background of The Study
2. Rational
3. Objectives
4. Statement of The Problem
5. Research Question
6. Hypothesis
7. Methodology
8. Structure of The Dissertation

1. Background of The Study

Academic Writing skill is considered as one of the basic skills for graduated students in writing their assignments and dissertations, our topic pursues to motivate and to guide university students to be good writers in order to be acceptable for readers to understand their works. Written texts and discourses cannot be well-formed unless the use of this integral approach which is cohesion.

According to (Gustavus ,2022) ,Cohesion concerns the flow of sentences and paragraphs from one to another. It involves the tying together of old information and new. When we write academic essays, we work hard to foster Cohesion structurally, which enhances the reader's understanding of our ideas.

Thus, our topic will attempt for second year license students to improve their writing skill and be creative in this skill through the use of Grammatical and Lexical Cohesion, we want to apply these types of cohesion on descriptive essay. This later will be our topic, which will be titled the application of Grammatical and Lexical Cohesion in Descriptive Essays.

2. Rationale

This present study is conducted because of the importance of academic essays writing, which are needed in occupational careers and academic studies. Furthermore, the lack of students' knowledge about writing coherent texts and discourses especially essays, is another reason that let us to investigate in this

3. Objectives

Our study aims to discover to what extent students of second year license at (Kasdi Merbah University Ouargla-Algeria) can apply Grammatical and Lexical Cohesion in a Descriptive Essay.

4. Statement of The Problem

Writing is considered as a difficult and challenging skill to be learned mainly in a foreign language. Teachers often complain that students essays are not cohesive thus they fail in writing good and correct essay. In this regard ,the current study attempts to focus on students awareness towards using Cohesive Devices in their essays.

5. Research Questions

In order to fulfill the aim of this study, the following research question is raised:

To what extent are 2nd year students aware about using of Cohesion in their essay writing?

Is cohesion embodied in their essay writings?

6. Hypothesis

To answer the aforementioned question, the following hypothesis is formulated:

Student difficulties in writing skills might be due to their lack of awareness of using cohesive devices in their essay.

7. Methodology

Second year license will be asked about the obstacles and difficulties may face in writing descriptive essays, in a way of questionnaire, and they will be tested by writing descriptive essay in different. A descriptive method, which focuses on the students' production of writing essay, and check whether or not students are aware of using cohesive devices that contribute to a clear and cohesion essay.

8. Structure of The Dissertation

This study is made of three chapters; the first chapter deals with Academic Descriptive Essay. The second chapter defines the concept of cohesion and its types. The final chapter is empirical study. It is concerned with the analysis and the results of the study.

Theoretical part

Chapter One: Academic Descriptive Essay.

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Introduction

Writing skill is regarded to be one of the essential skills in EFL teaching and learning, EFL learners should recognize the importance of Academic Writing which refers to the type of writing that is required in college or university. It is a vital skill needed to complete university essays and assessments. It is distinct from other types of writing, including personal, literary, journalistic, and business writing. Its differences can be explained in part by its particular audience, tone, and purpose.

A descriptive essay is one of the forms of Academic writing that is built around a detailed description about something. Descriptive writing is attached to the senses, so it shows how the described element looks. This genre describes, a person, an object, a place, an event or an experience to create a clear image in the reader's mind.

This chapter is designed to set the process of academic writing and how it is different from other types of writing, specifically the academic essay writing. Also, the present chapter going to shed the light on descriptive essay writing by clarifying its stages of writing a good essay and the types of descriptive essay.

1. Academic Writing

Academic writing is not the same as creative writing, it is the kind used in universities and high schools. Academic writing is formal, so the use of slangs, abbreviations and incomplete sentences is forbidden. Academic writing in native language is different from English academic writing because of the differences in words, grammar structure and the organization of ideas way. EFL learners should take into consideration that the way of writing in English may seem clumsy, repetitive and even impolite. Each language has specific writing characteristics, so cannot prefer English language than native language and vice-versa

2. Academic Essay Writing

The Academic Essay Writing is regarded to be one of the most common assignments that are asked to be written in EFL classes. The essay is considered as a reflection of how well EFL learners have understood the basic course material, how much extra work they have pursued in researching the essay topic and how analytical they have been in selecting and commenting on the material they use. Of course, their essays need to be well written so that the reader can follow and appreciate their ideas.

3. Seven main Stages to Write a Good Essay

According to John Swales and Christine Feak there are seven main stages to produce a good essay.

3.1 Analyzing The Essay Question

The first stage in writing a well-structured essay is to look at the essay prompt (the essay question), in other words it is to interpret the essay question carefully and decide what kind of essay is asked to write.

3.1.1 Purpose of Definition

Different essay questions require to do different things. Some essays need to explain a concept, while others expect to compare and/or contrast; yet others expect to argue a position, or even to describe a phenomenon, an effected event or a known character. This lead to identify briefly types of essays, and what is the purpose that is taken by each one.

Table 1.1 Purpose of Definition

| If you are asked to... | Then you need to..... |
|---------------------------|---|
| Analyze | *Finding some systematic or methodical way of categorizing or a defining topic. |
| (Cause and effect) | *Finding the cause and effect of some phenomenon. |
| Argue | *Finding the solution to a given problem |
| Compare and / or contrast | *Presenting the thesis statement that is your stand and the reasons for it and persuade the reader by the points that you raise |
| Describe | *Presenting a personal view on a topic, and choosing the own interest. |
| Explain | *showing how well is a topic or phenomenon understood. |

3.1.2 Analyzing The Key Words

It is concerned with some words which will need to be defined as part of the essay, a working definition which is the one that will be worked with so you would choose one that suits your thesis.

3.2 Gathering Information by Research and Reading

Gathering information through interviews, questionnaires, surveys or laboratory experiments is called *primary research*. It involves collection of data which does not exist yet. You should have a good idea of how the essay will be developed before beginning in

order to look for the appropriate amount or scope of information. Gathering information by reading is a *secondary research*, it needs to read selectively either from an If you are asked to... Then you will need to choosing the own interest.

Explain showing how well is a topic or phenomenon understood. recommended bibliography or read around the topic in order to confirm which information could be most useful in the essay.

3.3 Sources of Information

It is an academic attitude for EFL learners to acknowledge their sources and to distinguish where source information ends and their own authentic thinking begins. It is the academic way to show that they are not plagiarizing, i.e., stealing somebody else's ideas, which is considered to be cheating.

3.4 Thinking about The Thesis Statement

Now it is time of formulating the essay. The most important idea in your essay is your central idea, which is called the thesis statement. The thesis controls all the main coming points that will be a developed, and all the minor supporting details will illustrate it.

3.5 Organizing Material

After gathering all the ideas, decide what to include and how to make the reader know you are moving from one point to another. It needs to identify the main ideas and making sure that it can be used supported details for each main idea.

Drawing an outline can give a good visual picture of the final essay. Working out an outline that allows to develop and support the thesis. This helps to remember when to use which points of the information that have been gathered.

3.6 Drafting The Essay

After drawing the outline, use it in order to write the essay thoughts down on paper. It does not have to be perfect first time.

Using formal English and aim for an objective tone. Choosing the most precise words and aim for a fluent and coherent style. When referring to sources, paraphrase and use reported speech rather than a lot of direct quotation.

3.7 Revising The Essay

Revision consists of two steps: editing and proofreading. Editing is the process of reading through the essay again and asking how well organized it is and how well your ideas are developed. Do you have an objective tone? Is your choice of words accurate and coherent? Is your writing concise? Are the links within and between paragraphs clear?

Secondly proofreading which deals with read the essay slowly and looking for obvious errors such as spelling, punctuation or grammar and correcting them.

4.Types of Descriptive Essay

There four main types of descriptive essay which are: describing a person, describing an event, describing a place and describing an object.

4.1 Describing a Person

It is the process of describing appearance, action, and thoughts of inspired people discussed within a text, in order to help readers, understand their motivations. In this first type the writer should states general facts about the person when, where and how was the first meeting with him/her. Then he should state the reason for choosing this person. Furthermore,

the writer should describe some of the information about the person such as physical appearance, personal qualities, hobbies/interests, profession/education and accomplishments.

At the end the writer sums up with a conclusion in which he expresses his personal attitude towards the person.

4.2.Describing an Event

This second type of describing, the writer gives a name, time, place and reason for the event. He should describe all of the preparations leading up to the event. He should use as many adjectives as possible, using past tenses to illustrate those events he attended some time ago.

At the end, the writer concludes with his feelings and comments or a final thought about the event.

4.3.Describing a Place

This next type the writer should mention the name and location of the place. And mentioning the reason for choosing it. After that the writer should include many adjectives in order to create a picture of the place he is describing. In addition, the writer can describe what he can do at this place (activities, attractions, etc.)

The writer concludes with his comments, feelings and recommendations regarding this place.

4.4.Describing an Object

In this last type, the writer should give the name of the object and the reason of choosing it. He should describe what the object looks like and giving an accurate picture of it. In describing an object, it should be included information about size, weight, shape, pattern

and color. The writer can describe what he does with the object and/or why it is significant by using as many adjectives as possible.

At the end the writer concludes with his comments, feelings and/or recommendations concerning this object.

Conclusion

This first chapter has shown that the process of Academic Writing has a crucial importance in EFL learners' careers, it has emphasized that Academic Writing is an essential measurement in order to evaluate EFL learners' levels in writing skill , furthermore EFL learners should take into consideration the main stages of writing a good essay as well as the types of essays , which differ from one another, because each essay has its own features and characteristics , writing academically should have regular and formal style rather than personal writing, written texts and discourses can be well-formed and structured through the use of cohesion which will be the next discussion.

Chapter Two:

Grammatical and

Lexical Cohesion

Chapter Two: Grammatical and Lexical Cohesion

1. The Definition of Cohesion

2. Types of Cohesion

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2.2.2 General Words

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Conclusion

Introduction

It has been assumed that EFL students' difficulties in writing skill arise primarily from lack of Vocabulary or the complexity of Grammatical structure at sentence level, whereas difficulties can easily be raised from problems with cohesion. This latter has an effective role in unifying the whole written texts and discourses, it occurs where the semantic interpretation of some linguistic elements in the discourse depends on that of another (Halliday & Hasan, 1976: 5) therefore, this second chapter aims to identify broadly the significance of Cohesion and its importance in making written texts and discourses unified, in addition to its types, Grammatical and Lexical cohesion.

1.The Definition of Cohesion

Cohesion is defined as a semantic concept which "refers to relations of meaning that exist within the text, and that define it as a text" (Halliday & Hassan 1976:4)

"Cohesion occurs where the interpretation of some element in the discourse is dependent on that of another. The one presupposes the other, in the sense that it cannot be effectively decoded except by recourse to it. When this happens, a relation of cohesion is set up, and the two elements, the presupposing and the presupposed, are thereby at least potentially integrated into a text."

According to (Halliday & Hassen, 1976) cohesion is a semantic one it refers to relations of meaning that exist within the text, and that defines it as a text. They depend on cohesive relationships within and between sentences. They state that cohesive devices must operate between sentences in the same way in the first and the second language. Cohesion is the semantic relation between one item and another in a text (Halliday & Hassen,1976). It occurs when the interpretation of one item depends on the other. Cohesion between sentences

is seen as an aspect of language use to be developed after the ability to handle grammar and words within sentences.

Cohesion does not depend only on grammar, but also it deals with vocabulary, therefore it is divided into grammatical and lexical cohesion.

2. Types of Cohesion

According to Halliday and Hassan (1976) types of Cohesion are divided into two types; Grammatical and Lexical Cohesion.

2.1 Grammatical Cohesion

Grammatical cohesion is realized through the use of cohesive devices which link the items that are structurally unconnected through the dependence of one on the other for its interpretation. Without these cohesive ties the text would lose its coherent aspect, furthermore its semantic system cannot be effectively activated, therefore no cohesion at all.

2.1.1 Reference

Reference is considered one of the most frequently used cohesive devices, it is impossible to imagine a sentence which does not make reference in some form; and in most cases those references will perform a function of providing discourse cohesion. It relates one element to another in the text.

According to Cook (1989), Referring expression is used to clarify meaning which can only be discovered by referring to other words which are clear to both sender and receiver.

According to Hassan and Halliday the term reference means “There are certain items in every language which have the property of reference (...); this is to say, instead of being

interpreted semantically in their own right they make reference to something else for their interpretation.

In English these elements are personals, demonstratives and comparatives". Among these referential devices that can create cohesion, we can cite the Anaphoric and the Cataphoric ones which come under the label of endophoric references, and the exophoric references.

What characterizes this particular type of cohesion, that which is called REFERENCE, is the specific nature of the information that is signaled for retrieval. In the case of reference, the information to be retrieved is the referential meaning, the identity of the particular thing or class of things this is being referred to; and the cohesion lies in the continuity of reference.

Halliday and Hassan have classified reference into two types Exophoric and Endophoric; this latter is divided into two types anaphoric and cataphoric.

2.1.1.1 Exophoric Reference

An exophoric relationship plays no part in textual cohesion (Hassan and Halliday 1976: 18) this reference type directs hearers and readers to look outside the text and to interpret the information from the situation's context.

2.1.1.2 Endophoric Reference

It is a general name for reference within the text, it requires the retrieval of the necessary information for interpretation from the given context.

It lies within the text itself; it has two types anaphoric and cataphoric:

2.1.1.2.1 Anaphoric Reference

An Anaphoric Reference refers to a previously mentioned element in the text or speech. To understand the element referred to by an anaphoric reference one would need to look back in the text/speech. Said otherwise, the referent precedes the cohesive device; it occurs when a writer alludes to something that has already been identified, something happens. This is used for referents in a statement or text that refer backwards.

2.1.1.2.2 Cataphoric Reference

A Cataphoric Reference refers to another element that is mentioned later on in the text/speech. To understand the unit referred to as a cataphoric reference one has to look ahead in the text/speech. It is a reference forward in discourse. Something is introduced in the abstract before it is identified and the referent follows the cohesive device.

Cataphoric Reference points the reader or listener forward, it draws further into the text in order to identify the elements to which the reference refer.

2.1.2 Types of Reference

In the other hand, we may mention, functionally speaking the three main types of cohesive devices that are: Personal, Demonstrative, and Comparative reference.

2.1.2.1 Personal Reference

This kind of reference is a function into a speech situation through the person category in the form of a personal pronouns. There three types of pronouns in this category: personal pronoun, possessive pronoun and possessive determiner. These pronouns are all used as the nominals group's head. I/me, you, he/him, she/her, it, we/us, they/them are personal pronouns. Mine, yours, his, hers, it, ours and theirs are possessive pronouns. My, your, his, her, it, our and there are possessive determines.

2.1.2.2 Demonstrative Reference

This second type of reference is essentially concerned with a verbal pointing technique. The speaker locates the referent on a scale of closeness to identify or point it out. “This, that, these and those” are the most common demonstrative pronouns, whereas “here, there, now and then” are demonstrative adverbs.

2.1.2.3 Comparative Reference

Halliday and Hassan categorize the third type of reference into two groups: general (deictic) and specific (non-deictic). General (deictic) deals with identity, similarity, and difference. Identity is indicated by the reference-terms: same, equal, identical, and identically. Similarity is usually termed by: such, similar, so, similarly, likewise. And difference is signaled by other, different, else differently, otherwise.

2.1.3 Substitution

Substitution occurs when one linguistic object is replaced with another. When we talk about replacing one item with another, we're talking about replacing one word or phrase with another. Substitution is merely a technique for avoiding the repetition of a single item.

There are three main types of substitution; nominal, verbal and clausal substitution.

2.1.3.1 Nominal Substitution

The nominal substitution is when a noun or noun phrase is replaced with substitutes such as one, ones; and in some cases, the substitute is same as in:

E.g.,1: John bought a new truck, his neighbors, the Smiths, bought the same.

E.g.,2: These trousers are too small why shouldn't you buy larger ones.

2.1.3.2 Verbal Substitution

The verbal substitution means the replacement of a verb element by a verbal substitute- do, does, or did.

E.g.: Does he buy sweets now? Yes, he does.

2.1.3.3 Causal Substitution

Substitution means simply the replacement of the clause by a clausal substitute-so or not. The substitution so is used in the positive form and not is used to the negative form. This kind of substitution does not presuppose a noun or a verb but the entire clause.

E.g.: they say he will come tonight. If so, the meeting will be held tomorrow. If not, there won't be any meeting tomorrow.

2.1.4 Ellipsis

Halliday and Hassan's (1976) define Ellipsis as zero substitution there is nothing to be added into structural slot of the missing information in ellipsis (Halliday & Hassan 1976: 143). Hillier (2004: 251) defines ellipsis as living out and distinguishes between textual and situational ellipsis. The former can be reconstructed from other parts of the text (exophoric and non-cohesive), whereas the later can be deduced from the current circumstance. Ellipsis according to Hoey (1983: 110) is a deletion that occurs when the structure of one sentence is uncomplete and the missing element(s) may be retrieved an unambiguously from a prior sentence. There are three types of ellipsis, nominal, verbal and clausal.

2.1.4.1.Nominal Ellipsis

Within the nominal group, nominal ellipsis occurs when the function of the absent head is taken up by a modifying element. Deictic (determiners), numerative (numerals or other

qualifiers), epithets (adjectives), and classifiers are examples of such elements (nouns). As Halliday and Hassan (1976: 148) note, deictic and numerative elements are more frequently used as heads than the other elements.

2.1.4.2 Verbal Ellipsis

This ellipsis is defined as the complete omission of a verb phrase, and according to Halliday and Hasan (1976) there are two types of verbal ellipsis: lexical and operator ellipsis.

Table 2.1 Types of verbal ellipsis

| Lexical ellipsis | Operator ellipsis |
|--|--|
| E.g.: Is he complaining? He may be; I do not care. | E.g.: Has he been crying? No, laughing |
| E.g.: John did not know, did he? | E.g.: What must I do next? Play your highest card. |

(Grammatical cohesion in argumentative essays by Norwegian and Russian learners By Anastasia Tsareva)

The difference between the two types of verbal ellipsis is that lexical ellipsis eliminates the lexical verb from the verbal group, whereas operator ellipsis eliminates operators.

Furthermore, the subject is not included in the operator ellipsis. It has to be assumed. "Operator ellipsis" refers to responses that are closely related to a previous query or statement and serve the explicit purpose of supplying, confirming, or refuting a lexical verb (Halliday and Hasan 1976: 178). Question tags are a good example of lexical ellipsis. Other parts preceding the lexical verb may be omitted, but the initial operator is always shown.

2.1.4.3 Causal Ellipsis

Clausal ellipsis occurs when the structure of an element is deleted from the clause; this type of ellipsis occurs within clausal sentences. Halliday & Hasan (1976) categorize clausal ellipsis into four sub-types, according to the structure of the clause in English and various speech functions.

Propositional, modal, general, and zero ellipsis are the four sub-types:

***Propositional ellipsis:** takes a place with inside the clause in which each temper and polarity are expressed.

***Modal Ellipsis:** takes a place in re-action to WH questions in which the selection of the of temper is not always expressed with inside the clause.

***General Ellipsis:** can be expressed by the presence of WH-elements or some other single clause element.

***Zero Ellipsis:** suggest the complete omission of the clause.

Table 2.2 Types of Causal Ellipsis

| Propositional | Modal | General | Zero |
|------------------------------------|---------------------------|----------------------|----------------|
| Who was going to | What was the Duke going | Are you coming? | Spain won the |
| Plant a row of poplars | to do? - Plant a row of | Yes / no | trophy. Who |
| told | | | |
| Plant a row | poplars in the park. | | you? |
| omission of the complement | omission of the subject | all elements but one | entire |
| and the adjunct + lexical ellipsis | and the finite operator + | omitted | clause omitted |
| operator ellipsis | | | |

(Grammatical cohesion in argumentative essays by Norwegian and Russian learners By Anastasia Tsareva)

According to many scholars such as Halliday & Hasan (1976), Martin & Rose (2007), Nunan (1993), they treat conjunction and conjunctive elements as cohesive devices. They note that conjunction expresses cohesive relations indirectly, through certain meanings. These meanings presuppose the presence of other components in the discourse (Halliday & Hasan, 1976)

2.1.5 Conjunction

Conjunctions are considered as linking words or as commonly known "discourse markers". They are used to connect ideas or concepts together. They "do not indicate information present in the text, they rather refer by means of formal markers the way the writer wants the reader to relate what is about to be said to what has been said before" (Baker, 1991:190)

Similarly, Halliday and Hassan (1976) argue that conjunctive elements are cohesive indirectly, through their specific meanings; they are not primarily for reaching out into the previous or the following text, but rather for expressing certain meanings that presuppose the presence of other components in a discourse. The same authors divide conjunctions into four categories: temporal, causal, additive and adversative.

2.1.5.1 Temporal

The basic form of the temporal conjunction is used to establish the temporal conjunctive relationship. Its purpose is to generate a time sequence that shows how one occurrence follows another. Such forms used in the same sequential sense can indicate that two events occur at the same time (at the same time, simultaneously) or that one event occurs before the other (earlier, before that, previously).

Temporal expressions may have some additional components in their meanings to specify the relation of succession in time. For instance, they may be used in the repetitive (next time, on this occasion) or durative (meanwhile, all this time) sense. Such forms belong to the complex temporal conjunction.

2.1.5.2 Causal

Causal conjunctions deal primarily with reason, result, and purpose relation between sentences they express the relationship between the presupposing clause and another action in the presupposed phrase. This kind of conjunction is commonly signaled by the devices (so, then, hence, therefore, consequently, because of this, for this reason, on account of this, as a result, in consequence, for this purpose, with this in mind, for, because, it follows, on this basis in that case, is such an event, that being so, under the circumstances, otherwise, under other circumstances, in this respect, in this regard, with reference to this, otherwise, in the other respect, aside from this.

2.1.5.3 Additive

(Halliday & Hasan 1976: 234) state that Cohesion is established in a text when the words and, or, nor link one sentence to another and thus operate conjunctively. They are used as additive conjunctions to connect two sentences and provide additional information to what has already been said.

2.1.5.4 Adversative

Halliday & Hasan (1976) define adversative conjunction as a contrary point to what has been said. The adversative relation can be characterized as proper, contrastive, corrective and dismissive. adversative conjunction is expressed in its simple form by the words yet, though, only or various emphatic conjunctions, such as however, nevertheless, despite this. All these adversative words can occur initially for the cohesive purpose of creating contrast in a text. Though has its normal position at the end of the clause, but when it occurs initially, it is treated as fully cohesive subordinating conjunction. In case of however, it can occupy both initial and final positions.

2.2 Lexical Cohesion

Lexical cohesion is established through the structure of the vocabulary” (Halliday & Hasan 1976: 318).it occurs when two words in a text are related in terms of their meaning. Lexical cohesiveness varies from grammatical cohesion in that it "frequently overcoming a number of sentences to pick up an element that has not been mentioned in the preceding text."

Halliday & Hasan (1976) distinguish between the two major categories of lexical cohesion: reiteration and collocation.

2.2.1 Reiteration

Repetition, synonym, superordinate, and general words are all included under the definition of reiteration. Reiteration "involves, at one end of the scale, the repetition of a lexical item; at the other end of the scale, the use of a general word to refer back to a lexical item; and a variety of things in between" (Halliday & Hasan 1976: 278). The fact that the repeating lexical item has the same referent as the original is a crucial property of reiteration.

Here are the following types of reiteration

2.2.1.1 Repetition.

It occurs when the same lexical item is used in multiple sentences. Hoey (1983, 1991) differentiates between simple and complex lexical repetition. The former one occurs when a lexical item is repeated with no modification. The second one (complex repetition) occurs when "two lexical items share a lexical morpheme, but are not formally identical, or when they are formally identical, but have different grammatical functions"

E.g.: what we lack in a newspaper is what we should get. In a word, a popular newspaper may be the winning ticket.

2.2.1.2 Synonym

A synonym is a term that has a similar or identical meaning to another word. Synonyms are used to avoid using the same term twice.

According to Cruse (1986) there are two ways of establishing synonymy: first in terms of "necessary resemblances and permissible differences" (1986:266) between lexical items, and secondly in terms of their "contextual relations". He concludes that synonyms are: "Lexical items whose senses are identical in respect of 'central' semantic traits, but differ, if at all, only in respect of ... 'minor' or 'peripheral' traits" (Cruse, 1986:267) In terms of this definition

lexical items such as 'boar' and 'sow' which have a large semantic overlap in that they both refer to the concept 'pig', would not be considered synonymous in that they embody the complementary opposition: male I female. Cruse uses his second means of establishing synonymy, that is, examining lexical items contextually, to point out that there are very few cases of absolute (Cruse,1986:268; Lyons, 1981 :148)

Ex: I turned to climb the peak; the ascent was quite easy.

2.2.1.3 Superordination and Subordination

A superordination is a lexical item that has the same meaning as another word. It is "any item in the lexical taxonomy that dominates the earlier one" (Halliday & Hasan 1976: 280). Words and terms which are in order according to the intended context of the text, they occur either (superordinate) or (subordinate)

Ex: He bought a new Jaguar, he loves that car. from specific → to general

Ex: Do you know that political personality? he the cabinet minister. from general → to specific

2.2.1.4 General Nouns

The familiarity of general words can be determined. Many common terms have an underlying implication of the speaker's mindset (Halliday & Hasan 1976: 280). These can be generic nouns such as thing, object, person, woman, or man, as well as general verbs such as do and happen. The information carried by general nouns and verbs is limited. They rely on the context for most of their meaning, so that listeners or readers may figure out what a given word means. Superordinates of a higher level are also referred to as general terms.

2.2.2 Collocation

Halliday & Hasan (1976:284) define collocation which they describe as the most "problematical part of lexical cohesion" as "cohesion that is achieved through the association of lexical items that regularly co-occur". Under collocation they include items related as part of ordered or unordered sets as well as those items related in terms of opposition and those items which co-occur frequently in similar texts (Halliday & Hasan, 1976: 285 - 287).

Hoey (1991 :7) finds Halliday and Hasan's (1976) definition of collocation problematic in that it includes a variety of lexical relations many of which, he states, have no readily available name. There are other approaches, however, which have tried to systematize the relationships defined as collocational. Reviewing collocation, Carter (1987) suggests that the notion of collocation is often associated with systemic linguistics as an independent level of language. Words which collocate "are grouped into lexical sets as a series of semantically related options from which a coherent text can be constructed" (1987:50). He maintains that lexical sets can be examined in conjunction with lexical fields which are usually concerned with a specific topic around which clusters vocabulary that relates to that topic.

The term collocation, as defined by Halliday and Hasan (1976: 286), refers to pairs or chains of lexical objects that tend to share the same lexical context. They can appear anywhere in a sentence, as well as across sentence boundaries. In some cases, collocation makes it difficult to determine whether the terms are semantically related and constitute a cohesive relationship, or if there is no such relationship. As a result, collocation might present issues with discourse analysis.

Conclusion

It has been shown in this chapter that the importance of both lexical and grammatical cohesion in producing written texts and discourses. Written discourses in the Algerian context as foreign language learners focus only on one target which is sending a message without caring about the academic writing form. EFL learners cannot write a quality descriptive essay or any other writing type unless they are familiar with grammatical and lexical cohesive Devices. Cohesion with its types has particular role in achieving comprehensible discourses.

Practical Part

Chapter Three:

Methodology

and Results

Chapter Three: Methodology and Results

Introduction

1. The Sample

2. Methodology

3. Description of Instruments

3.1 Questionnaire Description

3.2 The Essay Description

4. Administration of instruments

4.1 Administration of The questionnaire

4.2 Administration of The Essay

5. The Student's Questionnaire

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6. The Analysis the Used Cohesive Devices in a Descriptive Essay

Conclusion

Introduction

This current study aims to improve EFL learners' awareness in Academic Descriptive Essay through the effective use of Grammatical and Lexical cohesive devices. Therefore, this present chapter is designed to identify the used methodology of the present study, and defining the utilized sample which presents the case study, it deals also with the used instruments to collect and analyzing data.

1. The Sample

A total of 31 students from second year LMD at Kasdi Merbah University-Ouargla were taken as a part of our case study. This sample has been selected, because of the importance of academic essay writing in the university career, and in which 2nd year license students have already been studied the different types of essay writing, among of them descriptive essay which will tackle our present study.

2. Methodology

In order to collect data about second year license at (University of Kasdi Merbah Ouargla-Algeria) about their effective use of grammatical and lexical cohesive devices, they have been asked to answer 16 questions in a form of a questionnaire as well as writing a cohesive and a coherent descriptive essay.

3. Description of Instruments

This current study is depended on two types of instruments that were used in the present case study.

3.1 The Questionnaire Description

The questionnaire that is used in the present study was utilized as a helping tool in order to achieve the intended objectives, furthermore it is used to discover the students' levels in Academic Writing, and to see to what extent are able to use the formal strategies of writing in an academic manner.

3.2 The Essay Description

The type of essay writing that is used in this present study is a descriptive essay writing, students were asked to write a short descriptive essay about “ describing their houses that were born in “ this topic was designed in order to achieves the intended objectives (the use of grammatical and lexical cohesive devices), and in order to discover students level in Academic Writing; particularly descriptive essay writing which was the first and the easiest type of essays, this type was the first one that second year students dealt with, and it is not complicated like the other types of essays, because of this it was selected.

4. Administration of Instruments

The two used instruments in the present study are administrated as the following:

4.1 Administration of The Questionnaire

The first instrument that was used in the present study which was “the questionnaire “was distributed to 2nd year license students at University of Kasdi Merbah Ouargla-Algeria , they were asked to answer a questionnaire which contains four sections, each section has its own questions, this tool help us to discover to what extent are 2nd year license students are aware of the process of Academic Writing, especially descriptive essay writing, and their use of Grammatical and Lexical cohesive devices in descriptive essay. Actually, everything was

doing well, where second year students did not reject us and 31 of them answer the full questionnaire in a short time.

4.2 Administration of The Essay

The second instrument that was about descriptive essay writing was used as a second tool in order to help us in achieving the intended objectives, the same sample (2nd year license students) were asked to write a short descriptive essay, in which they describe their first places that were grown up in, this as well did not take much time, they have written it at the same time of answering the questionnaire, consequently 31 students answered for as well as the questionnaire.

5. The Students' Questionnaire

Our first instrument about data collection is conducted by a questionnaire, which is divided into four sections, each section illustrates to what extent 2nd year license students are able to apply grammatical and lexical cohesion in their descriptive essay writing.

Section one: Academic Writing and Descriptive Essay.

Q 1 Have you ever learned about Academic Writing?

Table 3.1: Student's knowledge about Academic Writing and Descriptive Essay

| Option | Numbers | Proportions (%) |
|--------|---------|-----------------|
| Yes | 24 | 77.55 (%) |
| No | 7 | 22.45 (%) |
| Total | 31 | 100 (%) |

Table 3.1 expresses that the majority of students (77.55 %) have learned about Academic writing, whereas (22.45 %) of them did not, these results do not mean that students could write academically, even they received some topics by their teachers to write about, but they are not well guided to write academically, they are habituated just to write creatively, because they miss the main principles to write in an academic manner.

Q 2. Do you differentiate between Creative Writing and Academic Writing?

Table 2.2 The Students' differentiation between Creative Writing and Academic Writing

| Option | Numbers | Proportions (%) |
|---------------|----------------|------------------------|
| Yes | 17 | 55.11 % |
| No | 14 | 44.89% |
| Total | 31 | 100% |

Table 3.2 shows that (55.11%) of students distinguish between creative and academic writing, however (44.89%) do not distinguish between the two styles of writing; creative and academic writing, those students who have answered (NO) they may have the ability to write in both styles, but in an unconscious manner.

Q 03. Have you ever tried to write a descriptive essay?

Table 3.3 Students' Experience in Writing Descriptive Essays

| Option | Numbers | Proportions (%) |
|---------------|----------------|------------------------|
| Yes | 25 | 79.59(%) |
| No | 6 | 20.41(%) |
| Total | 31 | 100(%) |

Table 3.3 shows that the majority of students (79.59%) had an experience in writing a descriptive essay, whereas a few of them (20.41%) said no. Descriptive essay is regarded as one of the easiest kinds of academic essays, and it was the first type of essays that students of second year license dealt with, during their academic year.

Q 4. Do you know the types of descriptive essay?

Table 3.4 Students' Familiarity with Types of Descriptive Essay

| Option | Numbers | Proportions (%) |
|---------------|----------------|------------------------|
| Yes | 15 | 48.97% |
| No | 16 | 51.03% |
| Total | 31 | 100% |

Table 3.4 shows that (51.03 %) of students have no knowledge about types of descriptive essay, on the other hand, (48.97 %) students are familiar with types of descriptive essay, it is

possibly proposed that, students did not have sufficient information about types of descriptive essay in the academic class.

Q 5. Do your Teachers give you Practical Tasks after presenting the Theoretical Lessons?

Table 3.5 Having Practical Tasks after The Theoretical Lessons

| Option | Numbers | Proportions (%) |
|---------------|----------------|------------------------|
| Yes | 26 | 83.87% |
| No | 5 | 16.13% |
| Total | 31 | 100% |

Table 3.5 indicates that (83,87 %) of students take practical tasks after the theoretical lessons, however only (16,13 %) of them, said that their teachers do not give them practical tasks, this express that teachers are guiding their students carefully and motivating them to write academically, particularly in writing essays.

Section two: The Notion of Cohesion and its Types

Q 06. Are you familiar with the word of cohesion?

Table 3.6: The Notion of Cohesion

| Option | Numbers | Proportions |
|--------|---------|-------------|
| Yes | 22 | 71.42 % |
| No | 9 | 28.58% |
| Total | 31 | 100 % |

Table 3.6 expresses that the majority of students (71.42 %) are familiar with the term cohesion, while (28.58 %) of students are not familiar with the term. Cohesion is a rolling term for the majority of learners in general, because it is used in all kinds and forms of writing (essays, magazines, reports, surveys etc.) without cohesion, written texts cannot be well structured and understandable for the readers.

Q 7. Do you use Cohesion in your writings?

Table 7: The Use of Cohesion

| Option | Numbers | Proportion |
|--------|---------|------------|
| Yes | 19 | 63.26 % |
| No | 11 | 36.74% |
| Total | 31 | 100% |

Table 3.7 shows that (63,26%) of students apply Cohesion in their writings in general, on the other hand (36.74%) of students do not apply this notion in their writings, this expresses that student are aware of using cohesion in their writings in order to have coherent written texts.

Q 8. Do you know types of cohesion?

Table 8 Knowledge of Cohesion Types

| Option | Numbers | Proportion |
|--------|---------|------------|
| Yes | 4 | 14.28% |
| No | 27 | 85.72% |
| Total | 31 | 100% |

Table 3.8 shows an expected result that most of students (85.72%) have no idea about types of cohesion, however only few of them (14.28 %) agreed with it, because it is assumed that cohesion is known as a general concept used in written texts.

Q 9. Have you ever used Lexical Cohesion in your Written Discourses?

Table 3.9 The Use of Lexical Cohesion in Written Discourses

| Option | Number | Proportion |
|---------------|---------------|-------------------|
| Yes | 12 | 40.81% |
| No | 19 | 59.19% |
| Total | 31 | 100% |

Table 3.9 shows that (59.19%) of practitioners have never used lexical cohesion in their written discourses, while (40.81%) of them have used it in their written discourses, the given results express that learners are habituated to use cohesion its general meaning.

Q 10. Have you ever use Grammatical Cohesion in your Written Discourses?

Table 3.10 The Use of Grammatical Cohesion in Written Discourses

| Option | Numbers | Proportion |
|---------------|----------------|-------------------|
| Yes | 14 | 44.89 % |
| No | 17 | 55.11% |
| Total | 31 | 100% |

Table 3.10 represents a significant convergence in ratios. (55.11%) of students said that they have never use grammatical cohesion in their written discourses. (44.89%) of them had an experience in using it, which may express that learners have a lack in using grammatical devices suitable manner.

Section three: The most commonly used Cohesive Devices

Q 11: Which of the following Lexical Cohesive Devices you mostly use in your Descriptive Essay? (You can mark more than one choice)

Table 3.11 The Most Commonly Used Lexical Cohesive Devices

| Option | Numbers | Proportion |
|---------------|----------------|-------------------|
| Synonym | 20 | 65.30% |
| Repetition | 12 | 38.77% |
| Collection | 10 | 32.65% |

Table 3.11 shows that most of students use synonym (65.30 %), while (38.77 %) of them use repetition, (32.65%) of students use collocation, it is clear that the majority of students depend on synonym more than other lexical devices, it is up to the easiness of using synonym as an effective device in unifying written texts.

Q 12: Which of the following Grammatical Cohesive devices you mostly use in your descriptive essay? (You can mark more than one choice)

Table 3.12 The Most Commonly used Grammatical Cohesive Devices

| Option | Numbers | Proportion |
|---------------|----------------|-------------------|
| Substitution | 8 | 26.53% |
| Ellipsis | 5 | 16.32% |
| Conjunction | 22 | 71.42% |
| Reference | 9 | 28.57% |

Table 3.12 shows that Conjunction represents (71.42 %) as the most used grammatical cohesive device in students' descriptive essays, rather than grammatical cohesive devices which take place under conjunction that is to say reference .

Section Four. The students' difficulties in using Grammatical and Lexical cohesive devices

Q 13: Are you capable to apply Lexical and Grammatical Cohesion in your Descriptive Essay?

Table 3.13 Capacity of Applying Lexical and Grammatical Cohesion in Descriptive Essay

Writing.

| Option | Numbers | Proportion |
|---------------|----------------|-------------------|
| Yes | 12 | 61.29 % |
| No | 12 | 38.71 % |
| Total | 31 | 100 % |

Table 3.13 shows that (63.26 %) of students are able to apply both types of cohesion (Lexical and Grammatical) in their descriptive essays, on the other hand (36.74 %) of them are not capable to apply them, that is to say; students are aware of using the two types of cohesion and they give importance to that during writing academic descriptive essays.

Q 14: Which of the following you find difficult in Descriptive Essay Writing?

Table 3.14 The Difficult Type of Cohesion

| Option | Numbers | Proportion |
|----------------------|----------------|-------------------|
| Lexical Cohesion | 10 | 35.28% |
| Grammatical Cohesion | 21 | 65.30% |
| Total | 31 | 100 % |

Table 3.14 expresses that (65.30%) of students find difficulty in embodying grammatical cohesion in descriptive essay writing, however (34.7%) of students find difficulty in using lexical cohesion, this indicate that students still have grammatical issues in writing a descriptive essay, and they do not take much attention into grammar structure.

Q 15: Which of the following elements you may find it difficult when you use Grammatical Cohesion? (You can mark more than one choice)

Table 3.15 The Most Difficult Grammatical Cohesive Element

| Option | Numbers | Proportion |
|---------------|----------------|-------------------|
| Substitution | 14 | 42.85% |
| Ellipsis | 19 | 59.18% |
| Conjunction | 8 | 24.48% |
| Reference | 6 | 18.36% |
| Total | 31 | 100 % |

Table 3.15 shows that (59.18%) of students find difficulty in using ellipsis more than the other grammatical cohesive devices, (42.85%) of them said that they find substitution is difficult for them to use, however, (24.48%) of students find difficulty in using conjunction, while (18.36%) of students find reference is less difficult in use rather than the other types. This proposed that students still have grammatical issues with the use of ellipsis in descriptive essay writing.

Q 16: Which of the following Elements you may find it difficult when you use Lexical Cohesion? (You can mark more than one choice)

Table 3.16 The Most Difficult Lexical Cohesive Element

| Option | Numbers | Proportion |
|---------------|----------------|-------------------|
| Synonym | 17 | 55.60% |
| Repetition | 7 | 20.40% |
| Collocation | 11 | 34.69% |
| Total | 31 | 100% |

Table 16 shows that more than the half of the respondents 55,60% selected synonym as the most difficult lexical cohesion element, (34.69%) of students find difficulties in using collocation, and a small section (20.40%) declare that they find repetition as a complex element. These results shows that synonym has a larger proportion and that may return to students lack of vocabulary.

3.5.1 Results and Discussion

Section one dealt with Academic Writing and descriptive essay where the majority of students (77.55%) have learned about Academic Writing, (55.11%) of them differentiate between creative writing and academic writing. The majority of students (79.59%) had an experience in writing a descriptive essay, but (51.03%) of them have no background knowledge about types of descriptive essay, (83.87%) of students strongly say that their teachers give them practical tasks after taking theoretical lessons.

Section two shows that the majority of students (71.42 %) are familiar with the concept of cohesion, and 63.26% of them apply it in their writings in general, however, most of students (85.72 %) have no idea about types of cohesion, since they do not know types of cohesion; (59.18%) of them have never use lexical cohesion in their written descriptive essays, while (55.11%) of them have never use grammatical cohesion.

In section three, students declare that the most used lexical cohesive device is synonym; it is used per (65.30 %), students depend on conjunction as the most used grammatical cohesive device per (71.42 %) in their descriptive essays

The last section explains that (63.26%) of students are able to apply lexical and grammatical cohesion in descriptive essay, in the other had (65.30%) of students agree that grammatical cohesion is the most difficult type for learners to be applied in their descriptive essays, ellipsis was the most difficult device per (59.18%), however, in lexical cohesion synonym was the most difficult device per (55.60%) to use in their descriptive essay writing.

6. Practitioners' Use of Cohesive Devices in a Descriptive Essay

This second instrument is designed to analyze the students' quantitative use of cohesive devices in their descriptive essays, this total use is presented in the following tables and figures:

Practitioners ' Use of Substitution Devices

The following table summarizes the total number of Substitution Devices that Practitioners use in their Descriptive Essay:

Table 1 Practitioners' Use of Substitution

| Total | Substitution | Number | Per % |
|-------|--------------|--------|--------|
| 28 | Nominal | 26 | 89.65% |
| | Verbal | 01 | 3.45% |
| | Causal | 02 | 6.70% |

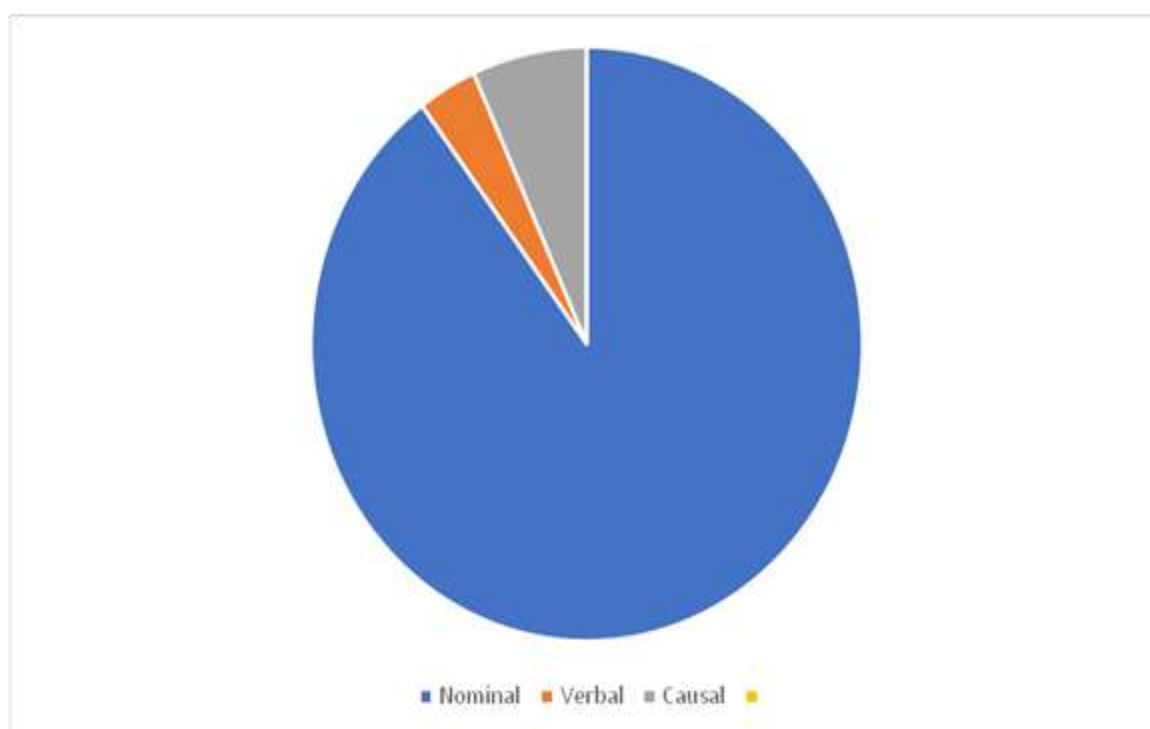


Figure 1 Practitioners' Use of Substitution

Table 1 expresses that the most of students depend on nominal substitution per (89.65 %) followed by the causal substitution per (6.70%) then verbal substitution (3.45%).

Practitioners' Use of The Ellipsis Devices

The following table shows the frequent use of the ellipsis by the students

Table 2 Practitioners' Use of Ellipsis

| Total | Ellipsis | Number | Per % |
|--------------|-----------------|---------------|--------------|
| 06 | Nominal | 04 | 66.67 |
| | Verbal | 02 | 33.33 |
| | Clausal | 0 | 0 |

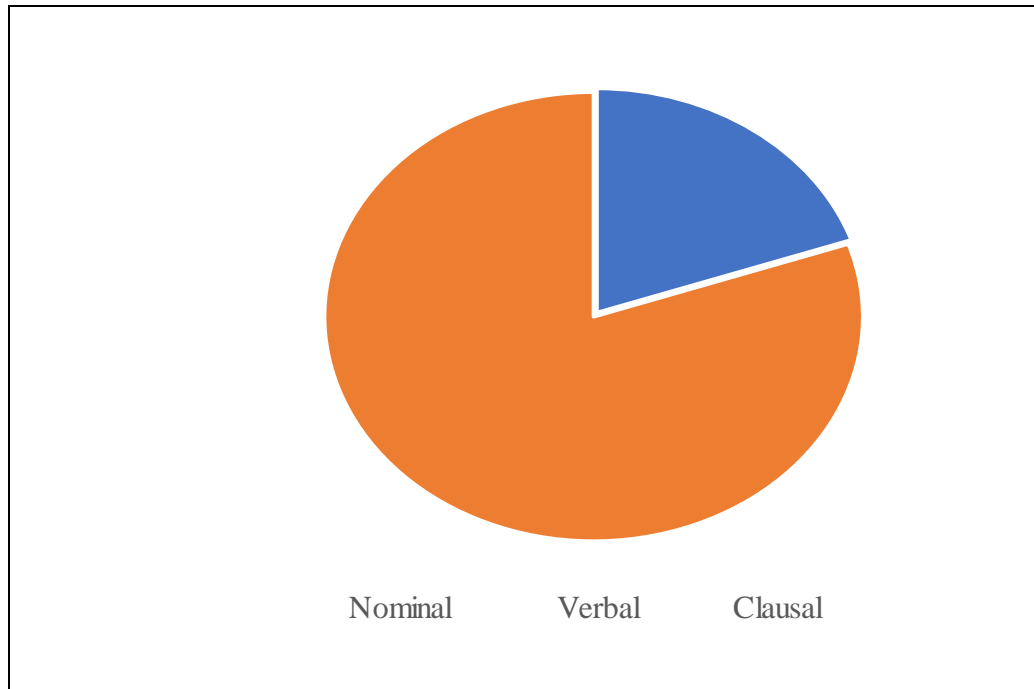


Figure 2 Practitioners' Use of The Ellipsis Devices

In table 2 students strongly agree ellipsis is rarely used in their descriptive essays, according to the table above (66.67 %) of students use nominal ellipsis, and only few of them use verbal ellipsis per (33.33%), however no one of them use causal ellipsis

Practitioners' Use of Conjunction Devices

The following table shows the frequent use of conjunction device by the students

Table 3 Practitioners' Use of Conjunction

| Total | Conjunction | Numbers | Per % |
|--------------|--------------------|----------------|--------------|
| 366 | Additive | 293 | 80.05 |
| | Adversative | 31 | 8.47 |
| | Causal | 30 | 8.20 |
| | Temporal | 12 | 3.28 |

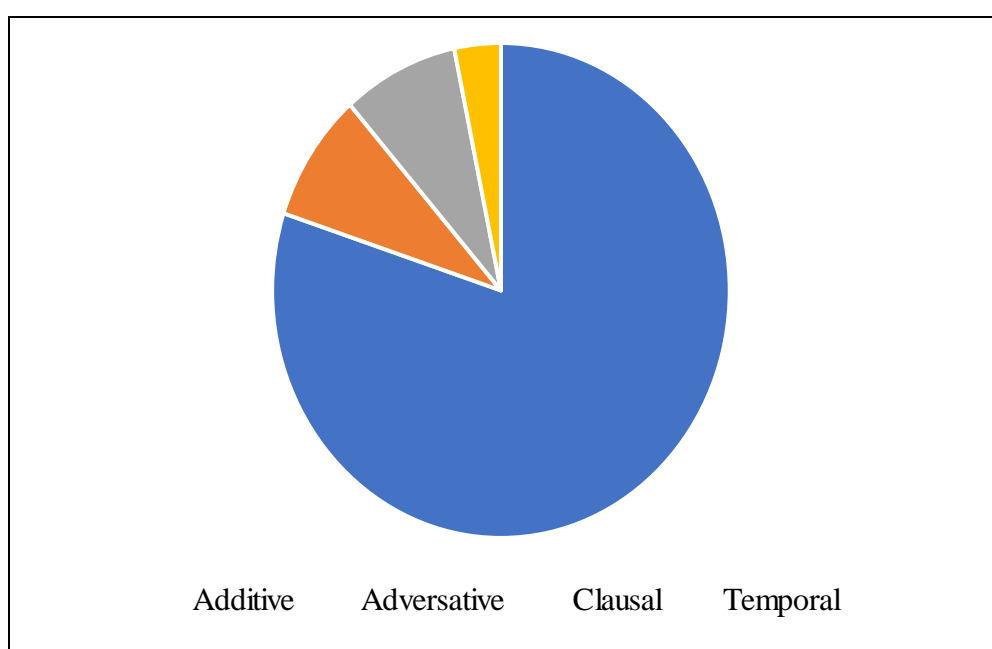


Figure 3 Practitioners' Use of Conjunction

Table 3 shows that the majority of practitioners use additive conjunction per 80.05%, however adversative conjunction and causal conjunction share approximately the same average of use; adversative per 8.47% and causal 8.20%. Only few of them use temporal conjunction per 3.28%.

Practitioners' Use of Reference Device

The table below shows the results of reference that practitioners use in their descriptive essay.

Table 4. Practitioners' Use of Reference Devices

| Total | Reference | Number | Per % |
|--------------|------------------|---------------|--------------|
| 583 | Personal | 509 | 87.31 |
| | Demonstrative | 62 | 10.63 |
| | Comparative | 12 | 2.06 |

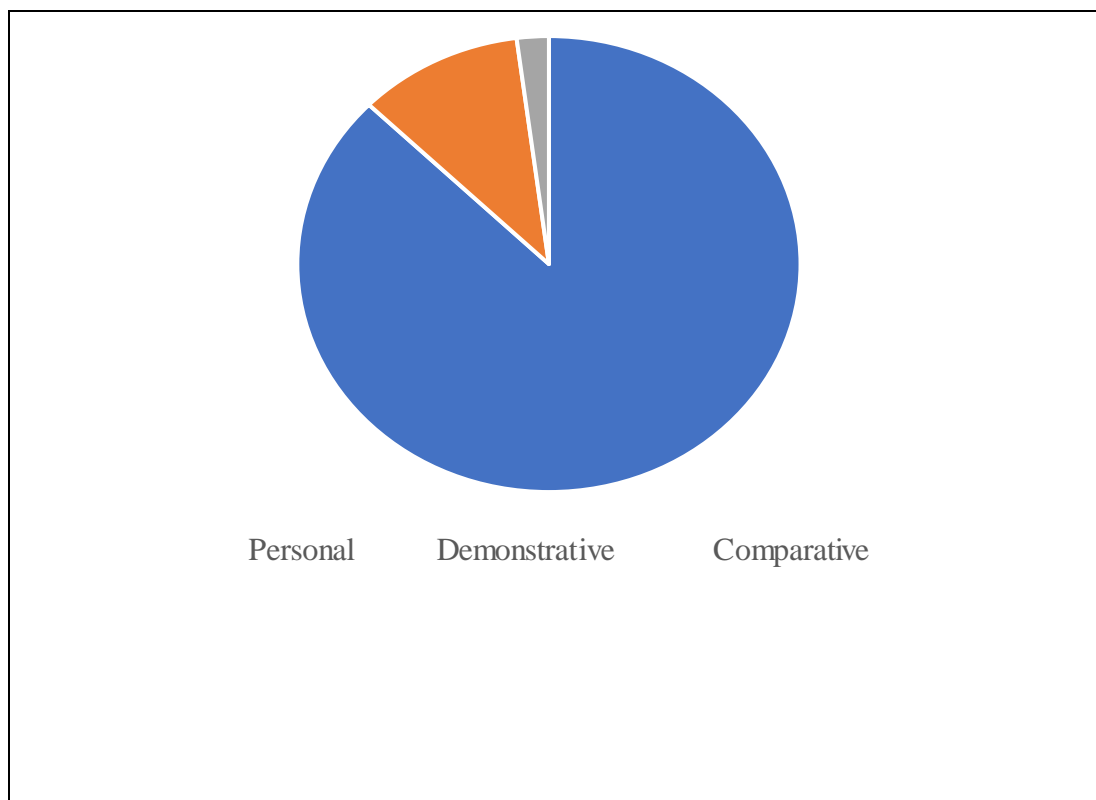


Figure 4. Practitioners' Use of Reference Device

According to the given results in table 04 it is obvious that personal reference is the most used element by practitioners in their descriptive essay per 87.31%, followed by demonstrative reference as second most used cohesive device per 10.63%, but few of them use comparative reference per 2.06%.

The following table shows the total number of collocation device that is used by practitioners in their descriptive essay.

Table 5 Practitioners' Use of Collocation

| Total | Collocation | |
|--------------|--------------------|-------|
| | Number | Per % |
| 16 | 16 | 100 |

Table 5 expresses that the use of collocation was rarely used by practitioners.

This table shows the overall number of reiteration that is used by practitioners in their descriptive essay.

Table 6 Practitioners' Use of Reiteration

| Total | Reiteration | Number | Per% |
|--------------|--------------------|---------------|-------------|
| 95 | Repetition | 70 | 73.69 |
| | Synonym | 25 | 26.32 |

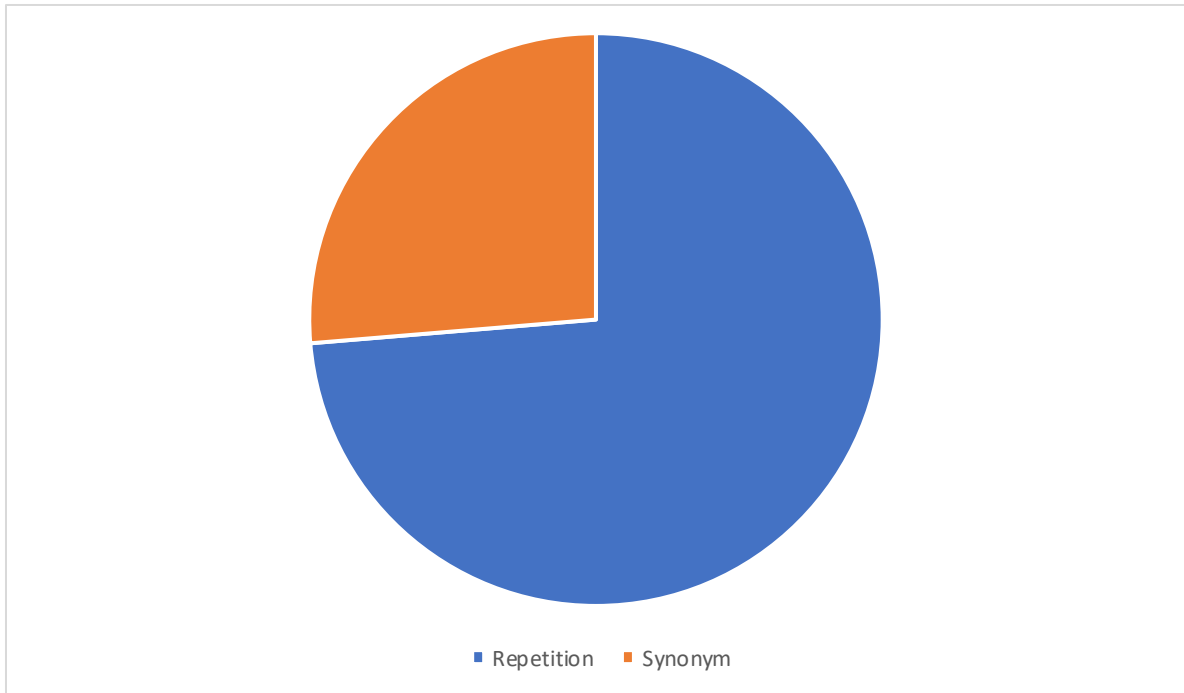


Figure 5 Practitioners' Use of Reiteration

Table 6 expresses that the majority practitioners have widely used repetition in their descriptive essay per 73.69 %, on the other hand only of them 26.32% use synonym.

The following table briefs the total number of lexical devices used by student in their essay writing.

Table 7 Practitioners' Use of Cohesive Devices

| Total | Cohesive Devices | Number | Per |
|--------------|-------------------------|---------------|------------|
| 1095 | Grammatical | 984 | 89.86% |
| | Lexical | 111 | 10.14% |

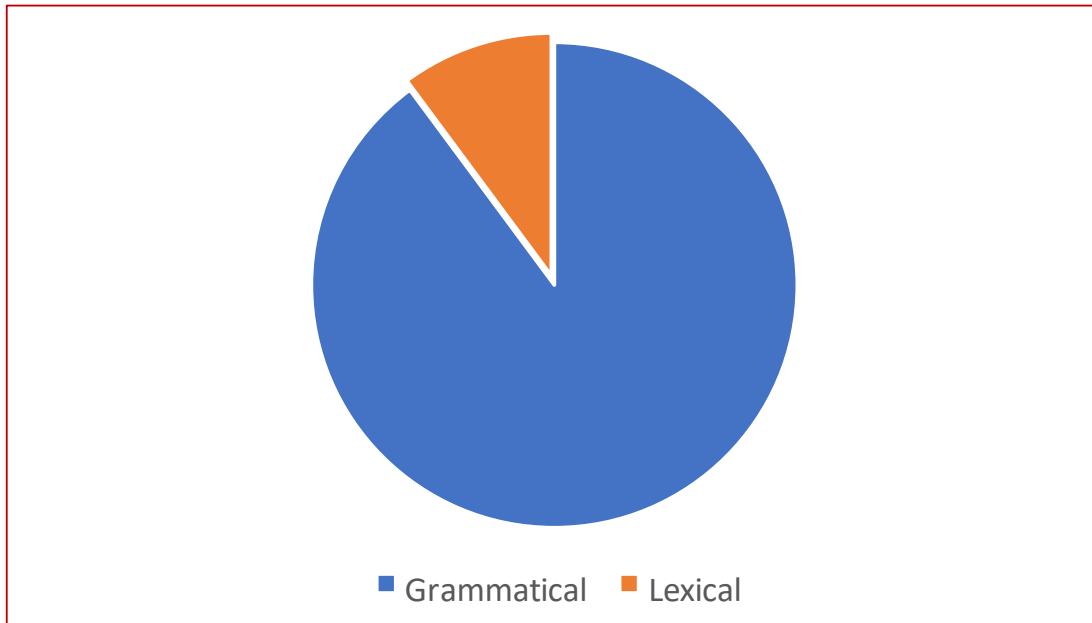


Figure 6 Practitioners' Use of Cohesive Devices

Table 7 shows that grammatical cohesive devices were widely used per 89.86% compared to lexical cohesive devices per 10.14% in students descriptive essays.

Conclusion

What can be recapitulated is that students of second year license at University of Kasdi Merbah Ouargla- Algeria have successfully used cohesive devices, particularly Grammatical Cohesive Devices, rather than Lexical cohesive devices, but what is missed in; is that students' quality in both types of cohesive devices; it does not matter how many cohesive devices are used, what is important is the way cohesive devices are used.

General Conclusion

This present study had shed the lights on the concept of Cohesion as well as Descriptive Essay Writing, cohesive devices are considered as indispensable tools. Where they can help and improve EFL students' level in writing academically. Descriptive essay is one of the most important types of essays, because description is embodied in everything

tangible and intangible around us. The present study assumed that second year license students at University of Kasdi Merbah Ouargla-Algeria will have a good level in writing a well-structured descriptive essay with its cohesive ties on both types Grammatical and Lexical Cohesion.

The results of this present study have shown that most of practitioners failed in producing a cohesive descriptive essay, few members of them did well by writing a cohesive descriptive essay with norms. Cohesive devices in general were the most difficult for them in applying more than description. There was a huge difference between the use of Lexical devices and grammatical devices; this later was a bit easy in using because its use was spontaneous. On the other hand, lexical devices need some intelligence to be used.

To sum up, in academic writing, cohesive devices are quite important. However, using a large number of them is not necessary; which means that writer should use them qualitatively rather than quantitatively. As we all know the importance of academic writing especially essays; writing as a skill should be taught for learners at an early age of learning focusing on writing strategies and tools, so learners be able to perform a meaningful, coherent, and comprehensible essay.

Personally, the final results were not satisfied, so they effect the aim of the present research, which was improving the use of both lexical and grammatical cohesion in descriptive essay.

Limitations of the study

Many barriers were faced during making this research. Batches system and studying online constituted the major obstacles in having a good contact with the second-year English students at University of Kasdi Merbah Ouargla-Algeria, there was no enough time for having a pre-test and at least two sessions with students to give them the needed awareness about the given activities.

In addition, the few numbers of students that was only 31 students making research confused to total number of the second-year students.

Besides, in the collected data between the two instruments that were used (questionnaire and a descriptive essay writing) there was a big contradiction, practitioners did not take seriously, and that is why there was no good quality in writing a descriptive essay.

Recommendations

From the previous discussion, the present study has shown that second year license students are not aware enough about using Grammatical and Lexical cohesive devises with a high quality or at least an acceptable quality, from this perspective we suggest to both students and teachers some advices that may have a good effect on the quality of writing between students:

1. Teachers should make their students think wisely that writing skill is the fundamental skill in the university career, and they should train them form the early years before progressing into a high level.
2. Students should give a big interest to the writing skill and they should know all the basics of writing in an academic manner.

3. Teachers should focus more on practical tasks and assignments rather than theoretical ones, in order to evaluate and to correct the students' mistakes at an early stage.

4. Students should bear in their minds that the concept of Cohesion is a necessary element in academic writing and they should apply it in every type of writing, particularly types of essays, because Cohesion makes the written text coherent and well-structured, through the quality of its use the written texts can be understandable for the readers.

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Appendices

Appendix 01 Students' Questionnaire

Dear students

You are most kindly requested to answer this Questionnaire about Academic writing and The Application of Grammatical and Lexical Cohesion in Descriptive essay writing.

Please, mark (x) in the appropriate circle. Thank you in advance for your help.

Section one

- 1- Have you ever learned about Academic Writing? Yes No
- 2- Do you differentiate between creative writing and academic writing? Yes No
- 3- Have you ever tried to write descriptive essays? Yes No
- 4- Do you know the types of descriptive essay? Yes No
- 5- Do your teachers give you practical tasks after presenting the theoretical lessons?
Yes
No

Section two. The Notion of Cohesion and its Types

- 6- Are you familiar with the word "cohesion" and its meaning? Yes No
- 7- Do you use cohesion in your writings? Yes No
- 8- Do you know types of cohesion? Yes No
- 9- have you ever used lexical cohesion in your written discourses? Yes No
- 10- have you ever used grammatical cohesion in your written discourses?
Yes No

Section three.

11- Which of the following lexical cohesive devices you mostly use in your descriptive essay? (you can mark more than one choice)

-Synonym -Repetition -Collocation

12- Which of the following grammatical cohesive devices you mostly use in your descriptive essay? (You can mark more than one choice)

-Substitution -Ellipsis -Conjunction -Reference

Section four. The students' difficulties in using Grammatical and Lexical cohesive devices

13- Are you capable to apply lexical and grammatical cohesion in your descriptive essay.

Yes No

14- Which of the following you find difficult in descriptive essay writing.

Lexical cohesion Grammatical cohesion

15- Which of the following elements you may find it difficult when you use grammatical cohesion? (you can mark more than one choice)

-Substitution -Ellipsis -Conjunction -Reference

16- Which of the following elements you may find it difficult when you use lexical cohesion? (you can mark more than one choice)

-Synonym -Repetition -Collocation

Couldn't have done it without you.

Dear students

You are most kindly requested to answer this Questionnaire about Academic writing and The Application of Grammatical and Lexical Cohesion in Descriptive essay writing.

Please, mark (x) in the appropriate circle. Thank you in advance for your help.

Section one

1- Have you ever learned about Academic Writing? Yes No

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3- Have you ever tried to write descriptive essays? Yes No

4- Do you know the types of descriptive essay? Yes No

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Section two

6- Are you familiar with the word "cohesion" and its meaning? Yes No

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8- Do you know types of cohesion? Yes No

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10- have you ever used grammatical cohesion in your written discourses?

Yes No

Section three

11- Which of the following lexical cohesive devices you mostly use in your descriptive essay? (you can mark more than one choice)

-Synonym -Repetition -Collocation

12- Which of the following grammatical cohesive devices you mostly use in your descriptive essay? (you can mark more than one choice)

-Substitution -Ellipsis -Conjunction -Reference

Section four

13- Are you capable to apply lexical and grammatical cohesion in your descriptive essay. Yes No

14- Which of the following you find difficult in descriptive essay writing.

Lexical cohesion Grammatical cohesion

15- Which of the following elements you may find it difficult when you use grammatical cohesion?(you can mark more than one choice)

-Substitution -Ellipsis -Conjunction -Reference

16- Which of the following elements you may find it difficult when you use lexical cohesion?(you can mark more than one choice)

-Synonym -Repetition -Collocation

Couldn't have done it without you.

Task: In a form of a short essay describe the house in which you grew up?

..... a lot of people has lived in different houses and every family and every house
 has its own story and like every story in the house it may describe the people who are living
 in it.
 my family had used to live in a small house after it was born they had to move on to
 another house and it was so far from my dad's work and it was in the middle of the desert
 and after 3 years when my younger brother born we moved to another house and it was a
 bit terrible and bad but we accepted the living on it after year and dad want to rebuild it
 we had to move on again to another house I was 17 years old and it was so far from
 my high school but it was fine for me I got used to it we spend such a hard time during this
 3 years but it's something normal and after all of it it was done and we could finally moved to
 it and for me was like a dream the changes that had led to it from a small terrible
 house to a big beautiful house everything on it was good a gift in such a good way
 as a conclusion, every one have their own life and each person not everyone can
 have a good house and can fix big things on it so we should always thanks god for
 everything even when we aren't happy with it and accept it.

| Reference | Ellipsis | Substitution | Conjunction |
|--------------------|-------------|--------------|-----------------|
| Personal → 40 | Nominal → 0 | Nominal → 0 | additive → 15 |
| demonstrative → 02 | Verbal → 0 | Verbal → 0 | adverbative → 3 |
| comparative → 0 | causal → 0 | causal → 0 | causal → 0 |
| | | | Temporal → 03 |

Dear students

You are most kindly requested to answer this Questionnaire about Academic writing and The Application of Grammatical and Lexical Cohesion in Descriptive essay writing.

Please, mark (x) in the appropriate circle. Thank you in advance for your help.

Section one

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9- have you ever used lexical cohesion in your written discourses? Yes No

10- have you ever used grammatical cohesion in your written discourses?

Yes No

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-Synonym -Repetition -Collocation

12- Which of the following grammatical cohesive devices you mostly use in your descriptive essay? (you can mark more than one choice)

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-Substitution -Ellipsis -Conjunction -Reference

16- Which of the following elements you may find it difficult when you use lexical cohesion?(you can mark more than one choice)

-Synonym -Repetition -Collocation

Couldn't have done it without you.

Student 22

Full name:

Task: In a form of a short essay describe the house in which you grew up?

House is a place where I grew up and
grew up with the family that contains furniture
and more things. For example my house where I
I grew up have 3 floors.

The first floor which is the ground floor have a big
garden and small house and a big yard and
ground stairs to go up to the second floor
in the second floor we have living room and it's
beautiful and big and we have 5 bedrooms and guests
room and there is the kitchen which is so beautiful
and wide and and we have another big yard
overlooking a forest and we have 2 bathrooms
and the last floor we have it's just a big yard and we have
put in it some animals a dog and chickens
and goats.

In conclusion, I realized that my home is
is so beautiful and the most comfortable
and safe place for me.

OK

الملخص

يعتبر الانسجام أحد العناصر الرئيسية في كتابة المقالات الأكاديمية والتي يجب على الطلبة أخذها بعين الاعتبار. تهدف هذه الدراسة الى اكتشاف إمكانية طلبة سنة ثانية ليسانس (جامعة قاصدي مرباح ورقلة-الجزائر) على توظيف أدوات الانسجام النحوية والمعجمية في كتاباتهم الأكاديمية، والمقالة الوصفية على وجه الخصوص. من المفترض أن يكون هناك رد فعل إيجابي من قبل طلبة سنة ثانية ليسانس تجاه توظيف أدوات الانسجام النحوية والمعجمية. لاختبار الفرضية المطروحة تم اعتماد اختبارين يتمثلان في الإجابة على الاستبيان وكتابة مقال وصفي بغرض جمع البيانات المطلوبة. كلا الاختبارين تم الإجابة عليها من قبل 31 طالبا سنة ثانية ليسانس (جامعة قاصدي مرباح ورقلة-الجزائر). النتائج المتحصل عليها توضح وأنه رغم توظيف الطلبة لعدد هائل من أدوات الانسجام ولكن أغلب المقالات كانت تفتقر للجودة الأكاديمية، كذلك أدوات الانسجام لم توظف بالشكل المناسب. لوحظ أيضا غياب واضح لبعض العناصر التي تشكل كلا من أدوات الانسجام النحوية والمعجمية. في الختام يتوجب على الطلبة إدراك أهمية الكتابة الأكاديمية وأخذها بعين الاعتبار ولزوماً اكتسابها منذ بداية المسار الجامعي.

الكلمات المفتاحية

الكتابة الأكاديمية ، المقال الأكاديمي، الإتساق ، أدوات الإتساق، المقال الوصفي

Résumé

La cohésion est considérée comme l'un des principaux éléments que les étudiants devinent prendre en considération dans la rédaction d'une dissertation académique. Cette étude a pour objectif de connaître à quel point les étudiants de 2eme année licence de l'UKM Ouargla maîtrisent les règles grammaticales et lexicales dans leurs rédactions, de dissertations académique et descriptive en particulier. Les étudiants de 2eme année licence sont censés connaître et maîtriser l'application des règles grammaticales et lexicales de la cohésion. Pour la vérification de l'hypothèse avancée, nous nous sommes basés sur deux tests ; la réponse à un questionnaire et la rédaction d'une dissertation descriptive. 31 étudiants 2ème licence de l'UKM Ouargla ont répondu aux deux tests. Les résultats obtenus montrent clairement que les étudiants ont respecté certaines règles de cohésion dans leur rédaction, bien que ces dernières manquent de qualité académique ainsi que l'absence de certaines règles grammaticales et lexicales de la cohésion..

En conclusion, il faut que les étudiants soient conscients et qu'ils prennent en considération l'importance de la rédaction académique dès le début de parcours universitaire.

Les mots clés : Écriture Académique, Article Académique, Cohésion, Techniques de Cohésion , Article Descriptif.