

## **The Importance Of Lexical Cohesion In Writing Descriptive Essays For Students Of Iraqi Universities**

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### **Abstract:**

For the purpose of writing a good essay, the students must have ability to use lexical cohesive devices. The present study aimed to show which categories of lexical cohesive devices are less or more frequently used by students in writing essays at Iraqiya University. The study sample consists of 50 students' essays from the English department| College of Arts at Iraqiya University. The present study used a writing test as an instrument to collect data. To achieve the aims of the present study, a mixed method was used to describe the results of the data analysis quantitatively and qualitatively.

The results of the study showed the use of lexical cohesion in terms of reiteration which included the use of Repetition 27.9%, Synonymy 19.2%, Antonymy 17.6%, Superordinate 13.8%, General words 23%. From the five kinds of lexical cohesion in terms of reiteration used by students in writing essays, the repetition was mostly used by the students. Furthermore ,lexical cohesion in terms of collocations showed the use of five kinds of patterns of collocation which included the use of adjective +noun 13.8% , noun + verb 21% , noun + noun 10.6%, verb +prepositional noun 8.8% , and verb + adverb 11.8% .The implication of the present study might be used as the base for improving writing descriptive essay in Iraqi Universities.

Keywords: (lexical coherence, descriptive articles).

## أهمية التماسك المعجمي في كتابة المقالات الوصفية لطلبة الجامعات العراقية

حاتم جاسم خضير

الجامعة العراقية / كلية الآداب / قسم اللغة الإنجليزية

الملخص:

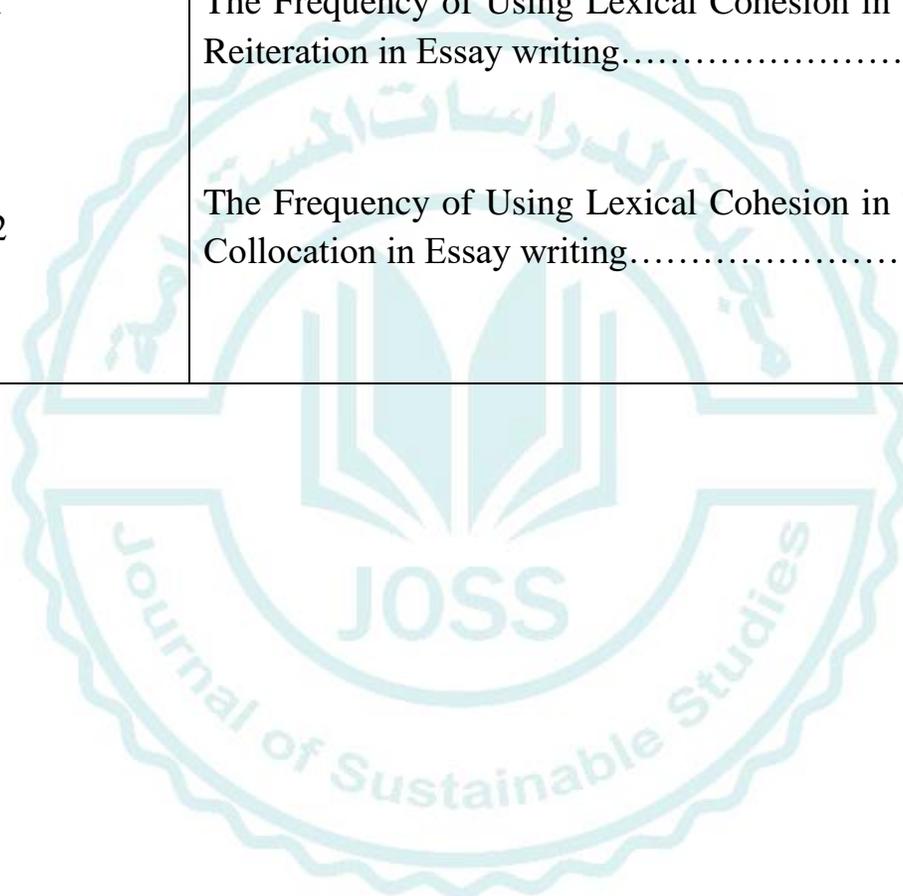
لغرض كتابة مقالات جيدة, يجب على الطلبة أن تكون لديهم قدرة للاستعمال ادوات الالتصاق اللغوي. تهدف الدراسة الى عرض أي الأنواع من أدوات الالتصاق اللغوي الأكثر أو الأقل استعمالاً من قبل الطلبة في كتابة المقالات في الجامعة العراقية، تتكون عينة الدراسة من خمسين طالباً من قسم اللغة الانكليزية/ كلية الآداب/ الجامعة العراقية، ثم استعمال الاختبار المكتوب في الدراسة الحالية كأداة لغرض جمع البيانات، لغرض تحقيق أهداف البحث, تم استعمال الطريقة المزدوجة لوصف نتائج تحليل البيانات كماً ونوعاً، وضحت نتائج البحث استعمال الالتصاق اللغوي من حيث الاعدادة والتي تتضمن استعمال التكرار بنسبة ٢٧,٩ % والمترادفة بنسبة ١٩,٢ % والاضداد بنسبة ١٧,٦ % و الدلالة العامة بنسبة ١٣,٨ % والكلمات العامة بنسبة ٢٣ % حيث أن من هذه الأنواع الخمسة المتعلقة بالتماسك اللغوي هو التكرار وهو الأكثر شيوعاً في المقالات المكتوبة، وبالإضافة الى ذلك فإن التماسك اللغوي عرض استعمال الملازمة الكلامية او المصاحبة اللفظية والتي تتضمن استعمال خمس أنواع من أنمطة المصاحبة وهي الصفة + الاسم بنسبة ١٣,٨ % ، الاسم + فعل بنسبة ٢١ %، اسم + اسم بنسبة ١٠,٦ %، فعل + اسم مجرور بنسبة ٨,٨ % وفعل + ظرف بنسبة ١١,٨ %، ومن الجدير بالذكر فإن نتائج البحث ممكن أن تكون القاعدة الاساسية لغرض تحسين اداء كتابة المقالات الوصفية في الجامعات العراقية.

الكلمات المفتاحية: (التماسك المعجمي، المقالات الوصفية).

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## Chapter One

### 1.0 Introduction

Language is the system of human communication which consists of structured arrangements of sounds into larger units. Recently, it has been made clear that linguistic investigation can no longer treat the sentence as the ultimate unit since language does not occur in stray words or sentences, but in connected discourse (Stern:1983).

### 1.1 The Statement of the Problem

The effect of discourse on writing is very strong since it provides various kinds of cohesive devices which are used to stretch any piece of text to be cohesive. It is clear that without having linguistic ties one can never form a cohesive text. Thus, there is a need to have sentences in combination which are created with discourse analysis attempts. Therefore, Lexical relations are used for resolving ambiguities of complex language that makes the reader's task more difficult.

Researchers such as Halliday and Hasan see that using lexical devices make texts more cohesive. But, it seems that students in Iraqi universities are unable to organize their written texts by means of lexical cohesive devices accurately. Therefore, a good essay should pay attention to the relationship between one sentence and another within a paragraph and between one paragraph and another within an essay. Hence, this matter becomes essential for the students of universities to learn.

### 1.2 The Aims of the study

- 1- Investigating learner's performance of organizing written texts by means of the categories of lexical cohesion.
- 2- Explaining which category of lexical cohesion is more widely used in written texts.
- 3- Showing which types of lexical cohesive devices are less frequently distributed in written texts.
- 4- Suggesting appropriate strategies for enhancing students' performance in using lexical cohesive devices.

### **1.3 The Question of the Study**

- 1- To what extent are Iraqi students of universities able to use lexical cohesive device in written essays?
- 2- Which category of lexical cohesive device is more widely used in writing descriptive essay?
- 3- Which category of lexical cohesive device is less frequently used in writing descriptive essay?

### **1.4 The Procedures of the Study**

- 1- Explaining the concept of cohesion and its type (lexical cohesion) as created by Halliday and Hasan model (1976).
- 2- Explaining the types of lexical cohesion and their subcategories from semantic point of view.
- 3- Showing the frequency of occurrence of lexical cohesion through an analytical study in writing descriptive texts.
- 4- Identifying which type of lexical cohesion is non-frequent in use than the others.
- 5- Analyzing the results which are obtained with some tables, that illustrate the frequency of occurrence of lexical cohesion in writing descriptive essay. Besides, the results are compared statistically to assist drawing out the finding of the study.

### **1.5 The limits of the Study**

The study limits itself to the fourth year students in English department/ college of arts at Iraqiya University. The students are chosen randomly as subjects, for the purpose of analysis. To keep the study more focused, an elective model is involved certain features of lexical cohesion From Halliday and Hasan (1976) cohesion framework has been adopted.

## 1.6 The Significance of the Study

It is expected to be of value to all those who are concerned with lexical cohesion. It is hoped that this study will make some useful contribution to the analysis of lexical cohesion in different types of texts in different disciplines. This study may have implication for teachers and researchers in the field of teaching English as a foreign language because of the fact that teaching of lexical cohesion to foreign language learners will improve the quality of their reading and writing.



## Chapter Two

### 2.1 The Concept of Cohesion

Texts must have a certain structure which depends on factor completely different from those of a single sentence. These factors are described in terms of cohesion (Yule, 2006). Cohesion has many definitions. Yule says that “cohesion refers to the grammatical and lexical elements on the surface of a text which can form connections between parts of the text”. Vershueren (1999: 104) shows that the label cohesion is generally used to designate the overt marking of relations within a discourse or text. Gutwiniski (1976:26) mentions that the term cohesion is used for “the relation obtaining among the sentences and clauses of a text”. Bex (1996:91) considers cohesion as ”residing in the semantic and grammatical properties of language “because it guides the ways in which units of text are to be understood in relation to each other. Widdowson (2007:45) states that “the identification of connections that are linguistically signal, like those between pronoun and a previous noun phrase enables us to recognize the cohesion of a text”. Matthews (1997) defines cohesion as “the connection between successive sentences in texts, conversation etc., in so far as it can be described in terms of specific syntactic units ”Beaugrade and Dressler (1981) note that the notion of cohesion includes all of the Functions which can be used to signal relations among surface element. Also, Richard and schmidi (2010: 94) describe cohesion as the “grammatical and/or lexical relationships between the different component parts of a text. Cohesion might exist within or between sentences in a text” Halliday and Hasan (1976:83) define cohesion by saying that it is “the use of language forms to indicate semantic relations between element in a discourse. Thus, the working definition in the present study suggest that cohesion is the use of linguistic means or linguistic devices to knit the unity of a text. The study of cohesion, therefor, investigates and seeks to discover what makes the text hold together cohesively, and describe what linguistic means that a language used to constitute the unity in different types of text.

## 2.2 The Function of Cohesion

The major function of cohesion is text formation. Text is a unified whole of linguistic items. This unity of text as a semantic whole is source for the concept of cohesion. The word 'text' is used in linguistics to refer to any passage, spoken or written, prose or verse, dialogue or monologue of whatever length, that does form a unified whole. Text has been used to refer to the theoretical construct that underlies discourse (van Dijk, 1977,3). The basic idea of a text is that it entails some meanings; it brings about meaning due to some interval resources inherent in it. The text can be regarded as a semantic unit or meaning making structure (Halliday and Hasan, 1976: 1). Thus, the function of cohesion is to relate one part of a text to another part of the same text. Consequently, it lends continuity to the text. By providing this kind of text continuity, cohesion enables the reader or listener to supply all the components to their interpretation.

In terms of cohesion, what can be observed across sentences in written discourse are not but links that have particular features that are to be interpreted on the part of a reader. Since the main focus of the present study is on analyzing lexical cohesion within the writing of descriptive essays by students in Iraqi universities, an explanation of lexical cohesion will be presented.

## 2.3 Lexical Cohesion

Lexical cohesion is 'phoric' cohesion that is established through the structure of the vocabulary (Halliday and Hasan, 1976; 318). Lexical Cohesion occurs when two words are related in terms of their meaning. Halliday and Hasan (1976) distinguish between the two major categories of lexical Cohesion: reiteration and collocation.

Under the notion of reiteration, we understand repetition, Synonym, superordinate and general word, Reiteration involves the repetition of a lexical item, at one end of the scale and; the use of a general word to refer back to a lexical item, at the other end of the scale; and a number of things in between. The following examples show how cohesion is achieved by the selection of Vocabulary are taken from Nunan (1993: 30). Repeation is

realized in instances that embrace the same lexical item used across the sentences (1) **what we lack in a news, paper is what we should get.** In a word a ‘popular’ newspaper may be the winning ticket. Hoey (1983: 91) distinguishes between Simple and Complex lexical repetition. The former one occurs when a lexical item is repeated with no change. The latter one 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” (Hoey 1991:55). For example **drug-drugging or humans-human** would refer to complex lexical repetition. A reiterated item may be not a pure repetition of a lexical item. It may be a synonym or near synonym, a superordinate or a general word. Moreover, lexical Cohesion can be also achieved by the use of complementarity, or different kinds of pairs of opposites ( boy-girl ), antonyms ( rich - poor ) and converses (order – obey ) ( Halliday and Hassan, 1976: 85 ). A synonym is a word that has the same or similar meaning as another word. Synonyms are used to avoid repetition of the exact word. A superordinate is a lexical item whose meaning is included within that of another word. Many general words carry a connotation of attitude on the part of the speaker. These can be General nouns, like thing, stuff, person, woman, man, or general verbs like do and happen. General nouns and verbs do not carry much information. They depend mostly on the co-text for their meaning, so the learners or readers can identify what a particular word is referred to. General Words are also described as superordinate of a higher level. Another type of lexical cohesion is Collocation. What Halliday and Hassan (1976: 86) understand by the term collocation are pairs or chains of lexical terms that tend to share the same lexical environment. They can occur freely both within the same sentence or across sentence boundaries. In some cases collocation makes it difficult to decide whether the words are semantically related and form a cohesive relationship, or whether this relationship does not exist. That is why Collocation can cause some problems for discourse analysis. For example, hair - comb - curl - wave; literature - reader- writer - style Brown and Yule (1983:194) introduce some other notions for lexical relationships. They speak about hyponym, part - whole, collectability, comparison; daffodil - flower (hyponyms), arm\_ a man ( part - whole ), Monday - Tuesday (Collectability). The way lexical items are woven together through a

text is called lexical cohesion (Carter et al. 2001: 187). Each individual lexical item carries certain information in a text and creates a lexical environment. This environment includes all the words that form relational patterns in a text in a way that links sentences. The way the content of sentences is linked contributes to a specific interpretation of text. Thus, Halliday and Hassan, (1976; 261) divide lexical cohesion into two main categories: **Reiteration and Collocation.**

### 2.3.1 Reiteration

Reiteration can be identified through the following classes:-

#### 2.3.1.1 Repetition

Repetition is considered as the simplest and most frequent form of lexical cohesion includes the occurrence of the same words additionally, it caused by the modification variants and the source words contracting cohesive tie. It could be an item, a phrase or a bigger textual structure (Halliday and Hassan, 1976). In this regard Halliday shows that there are three ways in which repetition recognized as a lexical item.

- 1- has the same morphological shape, 'select: select'
- 2- has an inflectional variant, "speak, speaking, speaker " are all have the same item.
- 3- by having a derivational variant based on derivational process, "active, activate. This reference relating the same lexical item in a later part of the discourse e.g., **Ali drives a new car and his car is blue one.** The repetition of the word 'car' twice helps to reinforce the cohesive text.

### 2.3.1.2 Synonymy or Near - Synonymy

Synonymy can be used to express a similar meaning of an item. In other words, this device is used to signify lexical items that have the same or nearly the same sense. for example, the verb “look” could be replaced by the following item as a near synonym “watch”. The analysis of synonyms or near- Synonyms should be performed in context to set up the semantic component. This could be illustrated in the following examples:-

Mix..... blend

Little..... small

Keep..... hold

Old..... ancient

Last .....final

Form..... build

### 2.3.1.3 Antonymy

Yule (2006; 104) signifies that the two forms with opposite meaning are called antonyms. Antonyms are usually divided into two main types; gradable and non – gradable. Gradable antonyms can be used in comparative constructions. With non – gradable antonym, are not normally used such as the pairs: good / bad, rich / poor, true / false.

### 2.3.1.4 Superordinate

In this respect, Halliday and Hasan (1976: 280) state that superordinate” refers to any item whose meaning includes that of an earlier one”. As a cohesive device, the superordinate refers to the sense relation held between a more general (superordinate) items and a more specific (hyponym) item. In other words, relation of superordinate is a whole to part relation, the upper term is the superordinate and the lower term is the “hyponyms”. For instance, the hyponymmy relation of inclusion, as in ‘flower’ is a superordinate term, thus, ‘tulip’ and ‘rose’, etc. are its hyponyms ( Palmer ,1981:85 ).

### 2.3.1.5 General Nouns

They are used to refer back to a lexical item such as: person, people, man, woman for human nouns; things, object for inanimate, concrete countable nouns; stuff for inanimate, Concrete uncountable; place for location. In other words, general nouns include thing, person, do... etc. that are used cohesively to link what they are presupposing as wherever they have the same referent (Halliday and Hassan, 1976: 277). This could be illustrated as in the following relation: **suzan bought a new bike, the girl earned a lot of money for her bike.** Here, the girl refers back to suzan.

### 2.3.2 Collocation

Carter (1987: 50) signifies that the concept of collocation is often associated with systematic linguistics as an independent level of language and words which are collocated are “grouped as a series of lexical sets which are semantically related from which a text can be constructed”. Therefore, such lexical relations are formed from particular semantic field to whether they are formed paradigmatic or syntagmatic relations. Halliday and Hasan (1976: 285-287) state that In the English language, collocation refers to a natural combination of words that are closely affiliated with each other. Some examples are “pay attention”, “fast food”, “make an effort”, and “powerful engine”. Collocations make it easier to avoid overused and ambiguous words like “very nice” or “ beautiful “ by using that fit the context better and that have a more precise meaning . Skilled users of the language can produce effects such as humor by varying the normal patterns of collocations. Collocations may seem natural to native writers and speakers but are not obvious to non \_native English speaker. For instance, the adjective “dark “collocate with “chocolate”, but not with “tea“.

Halliday and Hasan (1976: 285) show that some collocations are fixed or very strong. Many collocations are more open when several different words might be used to give the same meaning.

### 2.3.2.1 Patterns of Collocation

The following collocational types are realized according to Halliday and Hassan (1976) definition of collocation.

1- Adjective + nouns

-Joe always wears blue or white or some other **bright color**.

2- Nouns + Verbs

- The **company has grown**

3- Nouns + Nouns

- **a sense of pride**

4- Verb and expressions with preposition

- I was **filled with horror** when I read the newspaper report of the war

5- Verbs + Adverbs

-He **smiled proudly** as he looked at the photos of his new granddaughter.

Halliday and Hassan (1976:285-287) state the collocation can be achieved through semantic relationships which refer to the of association that exist between the meaning of words, between the meaning of phrases, or between the meanings of sentences. Semantic relations constitute of synonymy, antonymy, homonymy, polysemy and hyponymy. The present study has been followed Halliday and Hassan's classification of lexical cohesion in terms of collocation which distinguishes between systematic ties and other ties which depend on discourse. context for their interpretation. Tompson (1994:57) signifies that collocations are very important because they make language sound natural. If you master Collocations, your English will be more idiomatic, that is, more similar to the way it is spoken by native speaker.

## 2.4 The Descriptive Essay

Brandon (2001, 21) shows that the descriptive essay is genre of essay that ask the students to describe something such as object, person, place, experience, emotion, situation, etc. This genre encourages the student's ability to create a written account of a particular experience. The goal of this kind of essay is to provide readers with enough detailed descriptions for them to be able to imagine the chosen topic. A descriptive essay should have three parts beginning (introduction), middle (body), and end (conclusion), The total number of paragraphs may vary. The students can write a five paragraph descriptive essay, if they follow the following steps:

- 1- ...Don't turn it into a story
- 2- ...Hint: if you are not sure if you are telling or showing, look at your verbs
- 3- ....Another Hint: Try to make your readers see what you are describing....
- 4- ....One More Hint: Throw in some proper hours....
- 5- Don't force All Five Senses...
- 6- Use Figurative Language.

### 2.4 .1 The purpose of Descriptive Essay

Descriptive essays give readers a more robust understanding of a particular topic by fleshing it out with concrete details and figurative language. After reading a descriptive essay, someone should walk away with a clear a picture of the subject at hand, whether it is historical episode, a geographic location, or a work of art. Descriptive essays also benefit the person writing them. Whether the subject of your essay is something personal , like your favorite movie or favorite food, or something of cultural importance, this type of essay is fundamental to learning the art of description writing .This type of essay seem to be the most Common kinds for students of universities since their courses often imply this prominent essay (Brandon, 2001; 13).

## 2.5 previous Studies

Many researchers investigated the extent to which writers were familiar with the use of devices in creating cohesive texts. Aldera's (2016) study analyzes cohesion and coherence in selected discourses written by advanced learners in the department of English at Najran university. The researcher attempts to show the weakness in logical thought and organizational patterns. The present study argues lexical cohesion in writing descriptive essays in different discipline.

Azhar's (2015) study analyzes the use of discourse markers in literary and scientific texts with their multi – function from pragmatic point. The current Study to describe the students 'essays from linguistic point and attempts to analyze all lexical cohesive devices in the work of students' essays.

Tara's ( 2006 ) Study examines the English and Arabic texts from the point of lexical and grammatical one while the current study involves with descriptive essays for students of university in Iraq from semantic point of view.

Jenei (2014) study points out Considerable difference, regarding the cohesive reference patterns among research articles produced by expert writers and the sub corpora of high and low rated theses by EFL writers. The current Study points out the importance of Lexical cohesion devices in descriptive essay for students of university in Iraq.

Donald (1982) study examines the difference between oral and written discourse and the acquisition of reading proficiency. The current study examines to what extent are university students used lexical devices in terms of reiteration and collocation in their writing.

## Chapter Three

### 3.0 Introduction

This chapter is assigned for the discussion of the procedures followed to conduct the Study. The description of the study population and Sampling used for data collection are first described, followed by the tools for data collection. A complete description of the other procedures and data analysis processes will also be given.

### 3.1 Population and Sampling of the Study

The research used a mixed method to describe the importance of lexical Cohesion used by the students in their writing descriptive essays. The samples were taken (25%) randomly from a number of population, so that there were (50) Students' essays that were as a sample of the study. All the students were studying in the fourth grade classes, they ranged in age (21-23). They were full – time students enrolled in undergraduate courses at the department of English, College of Arts, Al – Iragiya University in Baghdad. All of them are Arab speakers, who speak Arabic as the first language and study English as a foreign language. The selection was based on the assumption that they had the basic knowledge of the English language. The choice of fourth year students to be the sample of the test was due to the fact that they were at advanced stage of the English department. They were expected to be familiar with use of lexical cohesive devices in their writing.

### 3.2 Tools for Data Collection

The main aim of this study is to investigate learners' performance of organizing written texts by means of the categories of lexical cohesion to show how these devices contribute in improving text as a unified unit. The first step is that the researcher collected the data to allow the research goals to be achieved by the quantitative and qualitative means. Then, the instrument used to collect the data was a writing test. The writing test was used as a means of collecting the research data from Al\_ Iragiya University in Baghdad. In April 2022, the students were asked to write an essay designed by the researcher (see appendix 1).

The writing essay test revealed that the test instructions were clear. The students were given five titles and the students selected one of them and then write at least three paragraphs of descriptive essay of (200\_250) words. They were asked to write their answers on the test papers so as to save time. The answer sheets with writing test form were submitted to the a researcher. This test was enabled the researcher to identify and classify the types of lexical cohesive devices.

### **3.3 Validity and Reliability**

The writing test was checked by three staff members at the department of English-College of Arts \_Iraqiya University. All modification, advice and suggestions set and agreed by the specialists had been taken into considerations. Finally, the Staff members judge the test to be valid. To check the reliability of the test, pilot sample of (15) students chosen randomly from at iraqiya University. The pilot study was carried out during the second half of the academic Year 2021-2022. The results of the pilot test showed that the test was applicable and that the time of (60) minutes was quite enough for the students to provide answers to the writing test. Then the writing test was administered to a group consisting of fifty EFL universitys students in College of Arts at University of Iraqiya. The pearson formula was used to make Co- efficient of reliability for the test. The reliability obtained was (0.82). This means that the test is perfectly reliable.

### **3. 4 Data Analysis**

The researcher chooses the five titles of the students essays on the basis that they express different topics in the same discipline. Then, they are analyzed to show how lexical cohesive devices are combined in order to contribute to the organization of the essays. The aim of analyzing the essays is to describe lexical elements within the essays not only by means of the repetition of the same item but also include the occurrence of other concepts. After collecting the students essays, the analysis were carried out on each essay which was written by each student. Several steps in the statistical analysis have been executed using descriptive statistics focusing on the sample. Some discussion will be carried out to show why some cohesive

devices are widely used and some of them are not. Then the researcher will focus on the frequencies of students' using of the types of lexical cohesive devices in their descriptive essays, Pearson correlation formula was used to compute the correlation coefficient. With respect to grammatical and spelling mistakes they would be ignored by the researcher, besides, the number of lexical cohesive devices was counted in the form of percentage. In this case, all lexica cohesive devices were identified and classified and then got percentage to each classification



## Chapter Four

### 4.1 Results and Discussion

Based on the taxonomy of lexical cohesive devices in the theory of Halliday and Hasan (1976), data analysis showed that most of students used five types of lexical cohesion in terms of reiteration (repetition, synonymy autonomy Superordinate and general word). Besides, Most of students use lexical cohesion in terms of collocation (adjective + noun + verb, noun + noun, verb + noun and verb + adverb). This can be clearly seen in tables (1) and (2).

From the frequency and the percentage of each subcategory, it is concluded that most students are able to use the various lexical cohesive device in their essays although they are in different frequency and percentage.

Table I: The frequency of Using Lexical Cohesion in Terms of Reiteration in Essay Writing.

No	Repetition%		Synonymy %		Antonymy %		Superordinate%		General word%	
1	4	8%	3	6%	1	2%	1	2%	4	8%
2	5	10%	3	6%	1	2%	0	0%	5	10%
3	5	10%	2	4%	2	4%	0	0%	3	6%
4	2	4%	1	2%	1	2%	2	4%	3	6%
5	3	6%	2	4%	3	6%	1	2%	2	4%
6	3	6%	4	8%	1	2%	3	6%	4	8%
7	1	2%	2	4%	3	6%	1	2%	3	6%
8	6	12%	2	4%	1	2%	1	2%	3	6%
9	3	6%	1	2%	1	2%	0	0%	4	8%
10	2	4%	2	4%	0	0%	0	0%	3	6%
11	3	6%	0	0%	1	2%	1	2%	3	6%
12	1	2%	0	0%	1	2%	1	2%	2	4%
13	1	2%	2	4%	2	4%	2	4%	2	4%
14	1	2%	3	6%	1	2%	1	2%	3	6%
15	3	6%	3	6%	2	4%	0	0%	1	2%

16	2	4%	3	6%	2	4%	1	2%	2	4%
17	4	8%	2	4%	3	6%	2	4%	3	6%
18	3	6%	1	2%	1	2%	1	2%	3	6%
19	1	2%	1	2%	1	2%	2	4%	2	4%
20	2	4%	2	4%	1	2%	2	4%	1	2%
21	2	4%	1	2%	2	4%	1	2%	2	4%
22	1	2%	3	6%	0	0%	1	2%	3	6%
23	3	6%	1	2%	1	2%	2	4%	1	2%
24	2	4%	2	4%	3	6%	1	2%	4	8%
25	3	6%	3	6%	3	6%	1	2%	3	6%
26	4	8%	4	8%	2	4%	2	4%	3	6%
27	2	4%	4	8%	3	6%	2	4%	2	4%
28	3	6%	2	4%	3	6%	1	2%	3	6%
29	3	6%	1	2%	2	4%	3	6%	2	4%
30	4	8%	1	2%	3	6%	2	4%	2	4%
31	5	10%	3	6%	2	4%	2	4%	3	6%
32	2	4%	2	4%	2	4%	1	2%	1	2%
33	3	6%	3	6%	2	4%	2	4%	1	2%
34	3	6%	2	4%	4	8%	3	6%	2	4%
35	2	4%	1	2%	2	4%	3	6%	3	6%
36	3	6%	2	4%	2	4%	2	4%	1	2%
37	7	14%	2	4%	3	6%	2	4%	1	2%
38	8	16%	3	6%	2	4%	1	2%	2	4%
39	2	4%	2	4%	3	6%	2	4%	1	2%
40	3	6%	1	2%	0	0%	1	2%	3	6%
41	1	2%	2	4%	1	2%	2	4%	2	4%
42	2	4%	0	0%	2	4%	0	0%	2	4%
43	3	6%	1	2%	1	2%	0	0%	1	2%
44	1	2%	1	2%	2	4%	1	2%	3	6%
45	2	4%	2	4%	2	4%	1	2%	1	2%
46	2	4%	1	2%	3	6%	1	2%	1	2%
47	1	2%	2	4%	1	2%	2	4%	2	4%
48	2	4%	1	2%	1	2%	0	0%	1	2%
49	1	2%	1	2%	1	2%	1	2%	1	2%
50	1	2%	2	4%	1	2%	1	2%	1	4%

	136	27.2	96	19.2	88	17.6	69	13.8	15	23.0
Total	504				50.4%					

Table 2: The frequency of using lexical cohesion in terms of collocations

N0	Adj+N	%	N+V	%	N+N	%	V+N	%	V+adj	%
1	3	6%	6	12%	1	2%	1	2%	0	0%
2	2	4%	4	8%	2	4%	1	2%	1	2%
3	1	2%	3	6%	3	6%	2	4%	2	4%
4	1	2%	3	6%	1	2%	0	0%	1	2%
5	2	4%	2	4%	1	2%	0	0%	1	2%
6	0	0%	1	2%	0	0%	1	2%	0	0%
7	1	2%	3	6%	1	2%	2	4%	2	4%
8	2	4%	2	4%	0	0%	0	0%	0	0%
9	2	4%	1	2%	0	0%	0	0%	0	0%
10	1	2%	3	6%	1	2%	1	2%	0	0%
11	1	2%	1	2%	1	2%	1	2%	1	2%
12	1	2%	2	4%	0	0%	1	2%	2	4%
13	2	4%	0	0%	1	2%	1	2%	1	2%
14	0	0%	2	4%	3	6%	1	2%	1	2%
15	1	2%	1	2%	1	2%	0	0%	2	4%
16	1	2%	2	4%	3	6%	1	2%	1	2%
17	2	4%	2	4%	2	4%	1	2%	3	6%
18	0	0%	3	6%	0	0%	1	2%	1	2%
19	2	4%	1	2%	0	0%	1	2%	1	2%
20	1	2%	1	2%	1	2%	0	0%	0	0%
21	0	0%	1	2%	1	2%	0	0%	1	2%
22	0	0%	2	4%	1	2%	0	0%	1	2%
23	0	0%	1	2%	1	2%	1	2%	2	4%
24	1	2%	5	10%	1	2%	0	0%	1	2%

25	2	4%	2	4%	1	2%	1	2%	1	2%
26	3	%	2	4%	0	0%	1	2%	0	0%
27	1	2%	1	2%	1	2%	0	0%	1	2%
28	1	2%	3	6%	2	4%	0	0%	1	2%
29	2	4%	4	8%	0	0%	1	2%	2	4%
30	2	4%	3	6%	1	2%	1	2%	1	2%
31	4	8%	1	2%	1	2%	2	4%	3	6%
32	3	6%	2	4%	0	0%	1	2%	1	2%
33	0	0%	2	4%	1	2%	1	2%	2	4%
34	0	0%	1	2%	2	4%	0	0%	1	2%
35	0	0%	1	2%	1	2%	1	2%	1	2%
36	1	2%	2	4%	3	6%	1	2%	2	4%
37	0	0%	2	4%	1	2%	1	2%	1	2%
38	1	2%	1	2%	2	4%	1	2%	1	2%
39	1	2%	2	4%	2	4%	1	2%	2	4%
40	2	4%	4	8%	1	2%	2	4%	0	0%
41	3	6%	2	4%	0	0%	1	2%	1	2%
42	1	2%	2	4%	0	0%	1	2%	2	4%
43	2	4%	3	6%	1	2%	1	2%	1	2%
44	2	4%	2	4%	1	2%	2	4%	1	2%
45	2	4%	1	2%	1	2%	1	2%	2	4%
46	1	2%	2	4%	1	2%	1	2%	2	4%
47	3	6%	2	4%	2	4%	3	6%	1	2%
48	1	2%	3	6%	1	2%	1	2%	2	4%
49	2	4%	3	6%	1	2%	1	2%	1	2%
50	1	2%	1	2%	0	0%	1	2%	2	4%
	69	13.8%	105	21.0%	53	10.6%	44	8.8%	59	11.8%
Total	330	33%								

It can be seen from tables (I) and (2), that most students use various lexical cohesive devices in their essays. However, most categories of lexical cohesive devices (reiteration and collocation) were used in students, writing although their uses were in different percentages or frequency. So, data in tables (I) and (2) deal with the first study question: To what extent are Iraqi students of universities able to use lexical cohesive devices in writing descriptive essays? According to the data gathered from the writing test, the use of lexical cohesion is revealed in frequency and percentage in tables (I) and (2). However, the students mostly use Reiteration and a lot of collocations. The number of reiteration used by the students was approximately (50.4%) (table I). Collocation has the lowest occurrence of use, which is about (33.0%) (table 2). It can be concluded from the results presented in tables (I) and (2) that most of the students fail in using collocation as a cohesive device in their writing. This indicates that the students face more difficulties in using collocation. The reason may be related to the complexity of this area for the Students.

The data in table (1) deals with the second study question: (2) Which category of lexical cohesive device is more widely used in writing descriptive essays? The results indicate that the repetition in the students essays is greater than the other lexical cohesive devices. From (834) lexical devices, there are 27.2 % that refer to the use of repetition. Under this type of lexical cohesion, repetitions were the most dominant one in the students essays. It can be said that the majority of students used repetition in their writings. There was about (136) words has been repeated in student's writing in the whole essays. This seems to indicate that student's performance in using 'repetition' is better than their performance in using other lexical cohesive devices. The other four categories of lexical devices in terms of reiteration can be found in the students essays ; they are general words ( 23.0 % ), synonymy ( 19.2 % ), Antonym ( 17.6 % ) and Superordinate ( 13.8 % ). Therefore, the findings indicate that the use of those devices in writing still need attention by the teachers because they are very important in writing essays in order to make sentences related to each other.

In the student's essays, the number of collocation has the lowest occurrence of use, which is (33. %) (Table 2). This device (collocation) signifies a distinction feature in student's essays. The frequency of reiteration in such essays is (504) compared to (330) occurrences in student's essays. The pattern of collocation (Noun + Verb) is the most frequent device, the total number is (105) occurrences in students' essays constitute (21 %). The pattern of Collocation (adjective + noun) is (69) occurrences in students' essays which constitute (13.8 %). The pattern of collocation (Verb + adverb) is (59) occurrences in students' essays which constitute (11.8 %). The pattern of collocation (Verb + noun) is (44) occurrences in students' essays which constitute (8.8 %).

The analysis of data show that the pattern of collocation (Verb + noun). has low frequency in such essays than the other patterns of collocation It has frequency of ( 44 ) of occurrences in students' essay which constitute ( 8.8 % ) ( table 2 ). Therefore, the results deal with the answers to the third study question: which category of lexical cohesive device is less frequency used in writing descriptive essays? The data in table (2) show that pattern of collocation (verb + noun) is very poorly used in the student's essays. Therefore, this device should be widely practiced in writing.

## Chapter Five

### Conclusions and Implications

#### 5.1 Conclusion

The results of the analysis of the data in the previous chapter has led to the Following conclusions:

- 1- Cohesive knowledge is clearly useful to students and attention to its study must be part of English language programmer. Students must have command of cohesion as part of native speaker discourse competence. Lack of such knowledge tends to turn their written discourse as paddled out with only unconnected materials. So that when students are organizing text materials, they must show cohesion devices in such a way as to make sentences interconnected effectively across the text. Therefore, that cohesive knowledge is important as one aspect of writing ability with lexical cohesion in terms of reiteration and lexical cohesion in term of collocation.
- 2- The analysis of the data has shown that the occurrence of reiterated Items in student's essays is (504) (table 1); whereas the occurrence of collocation in student's essays is (330) (table 2).
- 3- All Categoines of lexical cohesive device are used in student's writing although their uses are indifferent Percentages or frequencies. The highest frequent device of reiteration is repetition which has (136) occurrences in such essays because they are regarded quite essay to apply. The lowest frequent device is the pattern of collocation (Verb + noun) which has (44) occurrences in such essays. The students did not exactly know how, where and when to use this pattern. So, they preferred avoiding to use the pattern ( Verb + Noun ) in their essays. The majority of Iraqi students are unable to use lexical cohesion in terms of the pattern of collocation in their essays ( Adjective + Noun 13. 8%), ( Noun +Verb 21.0%), ( Noun + Noun 10.6 % ), ( Verb + Prepositional Phrase 8.8 % ) and ( Verb + Adverb 11.8 % ) ( See table 2).

- 4- The Students ‘ ability of using repetition ( 27.2 % ) and general words ( 23.0 % ) is more than synonymy ( 19.2 % ), Antonym ( 17.6 % ) and ( Superordinate 13.8% ) ( See table 1 ) .

## 5.2 Implication

- 1- Special attention should be paid to the text in order to reveal the exact meaning of the text.
- 2- It is advisable to pay a great attention to all patterns of collocation either through exercises, classroom instructions or comment to students’ texts.
- 3- Teachers of foreign language are advised to develop the students’ ability in distinguishing the differences between all aspects of lexical cohesion in terms of reiteration particularly superordinate. This can be done by practicing more exercises at home.
- 4- Students should have a plan to develop their abilities in writing descriptive essays. Therefore, this plan could be used to assess these writings on the level of realizing lexical cohesion in both types: Reiteration and Collocation.

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## Appendix 1

### The written Test

Write at least a three – paragraph descriptive essay of (200-250) words on one of the following topics:

- 1- Things you love about your favorite sport or game.
- 2- A summer holiday.
- 3- A place that means a lot to you.
- 4- A book you have read.
- 5- Something from your imagination.

