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Degree of Master in English**

Title:

**The Use of Reiteration as a Cohesive Device in Third Year
EFL Students' Essays at Mouloud Mammeri University of
Tizi-Ouzou:
A Corpus-based Study**

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Dedication

In the memory of my grand-father,

To my dear parents, my caring mother Ourida who has sacrificed a lot to

help me accomplish this phase of my life and my

father Said

To my dear aunt Fatima,

To the best uncle Akli and his wife Fatma to whom I owe endless

thankfulness and gratitude for everything they have done for me

To my beloved cousins with whom I shared the best moments of my

life and to all the rest of my family

To my dear friends, each by her name

To all the ones who have always believed in me, supported me, and

always been for me

To my beloved

KATHIA

Dedication

I dedicate this humble work to my precious parents, my source of inspiration

*My father **Ali** who supported me and my mother **Yamina** the light of my life who pushed me forward to accomplish this phase of my life*

*To my two lovely sisters **Malika** and **Nassima** with whom I shared the best moments, who encouraged me with their advice. And to their husbands to whom I owe a huge respect and gratitude*

*To my adorable nieces and nephews: **Anis, Elena, Zino, Aylane** and **Miral***

*To my two older brothers **Mohamed** and **Smail** who have always been by my side taking care of me and who wanted to see me shine*

*To my little brother **Amar** who was a supportive friend and a protective brother*

*To the special person who has been there for me whatever the circumstances, the one with whom I spent the happiest moments, to my beloved friend **Melissa***

*I would thank particularly my binominal **Kathia***

To all my family, friends and all those people I have met in my life, you all gave me something special.

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Abstract

The current study explores the use of the lexical cohesive device 'reiteration' in students writing essays. It seeks to reach two main objectives. The first is to check whether third year EFL students make use of reiteration. Second, it seeks to identify the predominant reiteration subtypes used, then explore the reasons behind their use. The third objective is to investigate the EFL writing teachers' opinions about the importance of using this device in students' writings. To fulfil the set objectives, Halliday and Hasan's theory (1976) has been selected as the theoretical framework of the study. To gain a better understanding about the phenomenon under investigation, a mixed-methods approach is adopted for both the collection and the analysis of the data. The corpus of this study consists of eighty-four (84) essays written by third year EFL students at Mouloud Mammeri University of Tizi-Ouzou. Moreover, a questionnaire has been distributed to the teachers of writing module in order to collect data about teachers' perception about the use of reiteration. As far as the data analysis is concerned, the descriptive statistical method and quantitative content analysis are adopted for the interpretation of quantitative data; whereas qualitative content analysis is used in the interpretation of the qualitative data. The findings of the study reveal that third year EFL students at Mouloud Mammeri University do make use of reiteration in their writings. The predominant type identified is 'repetition'. A plausible explanation of these results is that this type is considered as the simplest and easiest way to build cohesive relationships between different parts of texts. The main results also show that writing teachers perceive reiteration as being one significant element in students' pieces of writing; because first, it plays an important role in ensuring text's continuity and achieving its overall cohesiveness. Then, the use of the different reiteration types allows students to build semantic chains between different words and sentences in one single text. Finally the use of reiteration subtypes manifests variation in terms of vocabulary and saves texts from sounding redundant and monotonous.

Key terms: Cohesion, Lexical Cohesive device, Reiteration, Writing Essays.

List of Abbreviation and Acronyms

- **EFL:** English as a Foreign Language
- **DA:** Discourse Analysis
- **CD:** Cohesive Device
- **GC:** Grammatical Cohesion
- **LC:** Lexical Cohesion
- **DSM:** Descriptive Statistical Method
- **QCA:** Quantitative Content Analysis
- **QICA:** Qualitative Content Analysis
- **UMMTO:** University of Mouloud Mammeri at Tizi-ouzou

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General Introduction

Statement of the Problem

Learning any foreign language requires the mastery of four skills; the productive skills (writing/speaking) and the receptive ones (reading/listening). English as a foreign language (EFL) teachers have always considered writing as one of the most useful and significant skills that allow learners to share their own thoughts, ideas and feelings since during all their learning process, they are asked to write many different writing productions for a wide variety of purposes.

Being able to write successfully in academic context is vital for any EFL learner. Therefore, teaching this skill requires an extensive consideration from teachers. During the writing process many elements should be considered mainly Grammar rules, lexis, word choice, expressions used, structure and the organization of every sentence; because getting a coherent and cohesive writing composition is not an easy task.

Cohesion in any text refers to the act of linking and connecting its ideas and sentences clearly and logically to hang together through using various language linkers that are known technically as Cohesive Devices. This field of study has been the subject matter of many scholars and linguists among the most highlighted works in this field; the one of Halliday and Hasan in their book **Cohesion in English** published in 1976. They divide cohesion into: grammatical cohesion which includes; reference, substitution, ellipsis and conjunction and lexical cohesion composed of reiteration and collocation.

Writing a meaningful essay is a challenging activity. It requires not only being coherent but also cohesive. Despite the fact that reaching cohesiveness in a certain text is a complex activity, teachers should focus on teaching different types of cohesive devices and how to use them fluently. Several studies have already been conducted concerning cohesion, among which: “The Use of Cohesive Devices in Students’ Writing Essays, the case of two high schools” by Mokdad Zohra and Kacir Chabha in 2018 at Mouloud Mammeri University of Tizi-Ouzou. The main results of this

study show that 944 cohesive devices used in the writing pieces consisting of some particular types mainly conjunctions and references because they are the most known. It is also affirmed that the problem in using certain cohesive devices is due to the little use of ellipsis and substitutions in which they have little experience. Another example is the work of Hesham Suleiman Alyousef and Suleiman Muhammad Alnasser at King Saud University in Saudi Arabia in 2015, under the title: “The Study of Cohesion in International Postgraduate students’ Multimodal Management Accounting Texts”. The research results show that lexical cohesion formed the largest percentage of use, and in particular repetition of the same lexical item is most used followed by reference.

It is noticed through the previous works that cohesive devices in general have been studied from different perspectives in different contexts but there is little attention paid to each device to be investigated apart specifically **reiteration**. Though, the current study intends to investigate the students’ use of reiteration as a cohesive device in their pieces of writing. Halliday and Hasan define this lexical item as:

... A form of lexical cohesion which involves the repetition of a lexical item at one end of the scale, the use 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 use of synonym, near-synonym or super ordinate. (1976, p.170)

In fact many EFL teachers point out that students do not use the different types of reiteration fluently and this is noticed through over using repetition and restating same items numerous times. However, it is required for EFL learners to have a good command of the different types of this lexical chain which contributes to the construction of cohesive pieces of writing.

Aim and Significance of the Study

Using cohesive devices successfully while writing is a challenging task for EFL learners; therefore, the current investigation aims to raise awareness of third year students of English at Mouloud Mammeri University of Tizi-Ouzou about the importance of using **reiteration** as a

cohesive device in reaching good writing outcomes.

The present research has three main objectives. First, it tends to investigate the use of Reiteration in students' written essays. Second, it seeks to identify the predominant type of reiteration used. Finally it attempts to explore the EFL teachers' opinions about the importance of reiteration as a cohesive device.

Research Questions and Hypotheses

The present study aims to answer the following questions:

- Do third year EFL students at Mouloud Mammeri University make use of reiteration in their writing essays? If yes, what is the predominant type of reiteration used and why?
- How do EFL teachers at Mouloud Mammeri University perceive the use of reiteration as a cohesive device in students' writing essays?

To answer the stated research questions, the following hypotheses are suggested:

HP1: Yes, third year English students use reiteration in their writing products since they have been studying English for more than ten years.

HP2: The predominant type of reiteration may be repetition and synonym.

HP3: The use of reiteration contributes to the construction of cohesive texts.

Tools of the Research

For the purpose of testing the research hypotheses, mixed-methods approach is adopted in order to provide a deep understanding of the research topic under investigation. The corpus of this research consists of essays written by third year English students at Mouloud Mammeri University. Furthermore a questionnaire is designed for EFL writing teachers to collect data about the

importance of Reiteration. In order to analyze the gathered data, this research tend to use a descriptive statistical method and a quantitative content analysis for the interpretation of the numerical data obtained from students' essays and close-ended items of the questionnaire and the qualitative content analysis for presenting the data gathered from the open-ended questions of the questionnaire.

To interpret and explain the corpus, our inquiry adopts Halliday and Hasan's Taxonomy (1976) of cohesive devices as a theoretical framework.

Structure of the Dissertation

The research at hand contains a **general introduction** followed by four chapters. The first chapter is « **Review of the literature** » where the research is put into context by defining all the theoretical concepts related to the main subject, in this context consisting on reiteration as part of cohesion and writing skill. The second chapter is « **Research design and methodology** », it traces the procedures followed to gather the corpus of the study that consists on students' writing essays and a questionnaire. It also describes the mixed method adapted to analyze the data collected. The next chapter is « **Presentation of the findings** » it is a presentation of the collected corpus from both the students' essays and the questionnaire about reiteration. Followed by « **Discussion of the findings** » as a last chapter in which the presented data is interpreted to confirm or refute the hypotheses for the stated research questions. Finally, a **general conclusion** is provided at the end of the four chapters to summarize the whole work.

Review of the Literature

Introduction

The present chapter is theoretical in nature; its main purpose is the presentation of the theoretical foundations of the research area. It is divided into three main sections. First, it attempts to define discourse analysis and its two major elements; text and discourse. Second, it tends to review the textual aspect cohesion and its different types. Specifically, it aims to define the lexical device ‘reiteration’ and its five sub-types on the basis of Halliday and Hasan work since it is the subject matter of this empirical study. Finally, it sheds light on the role of reiteration in students’ writing essays.

1.1. Discourse Analysis

1.1.1. Definition of Discourse Analysis

Discourse analysis (DA) is a term first introduced to the field of linguistics by Zellig Harris in 1952. It became later on a field of study that has been investigated by many scholars in several disciplines and has been defined differently from one perspective to another. Scholars like Cook (1989), Van Dijk (1997) and Platridge (2006) for instance relate it principally to the study of language in relation to context. They argue that the primary concern of discourse analysis is the study of how stretches of language are fully interpreted in relation to their context. Discourse analysis focuses on analysing the language used by individuals beyond the sentence level; in other words, it examines different communicative acts in relation to the environment in which they are performed as Nunan (1993) states: “discourse analysis brings together the language, individuals producing the language and the context in which language is used” (p.6). The role of discourse analysis is not only restricted to the examination of language, but it also takes into account the participants, where and when it is used. In the same restricted sense, Gillian Brown & George Yule relates discourse to language claiming that DA is simply the study of language in use since

language is mainly used to achieve certain communicative goals. Thus, within the area of discourse analysis, several concepts are discussed mainly text and discourse.

1.1.2. Text and Discourse

Text and discourse are two terms commonly used in language Studies. Traditionally, Text is defined as any written material that can be read. However, this assumption has shifted later on to the idea that text can refer not only to written materials that can be read but also to spoken instances of language that make sense to someone. Halliday in this sense affirms that text is “... any passage, spoken or written of whatever length that does form a unified whole” (2003, p.1). Celce-Murcia and Olsain (2000) also describe it as a continuous stretch of language oral or written which has been produced as a result of an act of communication and perceived to be meaningful, unified and purposive. Text simply, refers to any coherent and cohesive part of language that aims to communicate something.

In turn, discourse is generally seen as language plus context (Woods, 2006). It refers to a set of sentences performed within a specific situation and which cannot be interpreted without reference to the cultural or social context in which they are performed. Halliday points out that discourse refers to units of language rooted in a specific context. In addition, Crystal (1992) defines it as a stretch (especially spoken) of language larger than a sentence, often constituting a coherent unit such as a sermon, argument, joke and narrative. In the same view, Nunan (1993) refers to discourse as the interpretation of communicative events in context. Thus, it is clear that unlike text which is any instance of language of whatever length that means something and can be interpreted alone, discourse is a set of coherent utterances that require their context in order to be fully understood.

while many linguists consider text and discourse as being two different notions as it can be noticed in the previous definitions of both. Others use them interchangeably claiming that discourse is seen to be language in action while text is the written record of that interaction itself (Nunan, 1993).

To sum up, text and discourse are two major discussed concepts within the realm of linguistic studies and their appropriate interpretation depends basically on their cohesion and coherence.

1.2. Cohesion

1.2.1. Cohesion and Coherence

Cohesion and coherence are two main characteristics of any piece of writing. Researchers mostly agree that these concepts are different. Tanskanen in her famous book *Collaborating towards coherence* draw a clear distinction between them:

Cohesion refers to the grammatical and lexical elements on the surface of a text which can form connections between parts of the text. Coherence on the other hand resides not in the text but is rather the outcome of dialogue between the text and its listener or reader. Although cohesion and coherence can thus be kept separate, they are not mutually exclusively, since cohesive elements have a role to play in the dialogue. (Tanskanen, 2006, p.07)

Cohesion refers to a set of semantic relations between text's elements. It is the most important principle and criterion of textuality (Hind Tahseen Hameed, 2008). The latter is what distinguishes a text from non text. Cohesion is achieved through the use of grammatical and lexical items, called in linguistics cohesive devices. These devices are elements manifested in the text surface which may occur in one signal sentence like substitution or between sentences like conjunctions. Nunan describes them as "words and phrases which enable the writer or speaker to establish relationships across sentence or utterance boundaries, and which help to tie the sentences in a text together" (1993, p.21). The primary concerns of these linguistic markers are the

establishment of links between sentences (McCarthy, 1991) and weaving the text' texture which makes it interpretable as a whole and their interpretation depends basically on other elements present in the text. Simply put, cohesion is the process of organising and connecting texts' element using some linguistic signals.

Coherence on the other hand is distinct from cohesion; it is manifested in the reader or listeners' interpretation of the perceived text and not on the text's surface. Coherence is all about the unity and meaningfulness of ideas in a given discourse. Celce-Murcia and Olstain (2001, cited in Kheridla and Moulati, 2017, p.7) argue that "Coherence is the quality that makes the text confirm to a consistent word view based on one's experience, culture and convention". That means a text is assumed to be coherent when it is well interpreted with regard to its context in which it occurs. Thereby, Coherence is when performed sentences are meaningful and well organised in a way that the receiver moves easily from one sentence to the next without feeling any gap.

In short, cohesion and coherence are two distinct textual elements that both contribute to the unity of a given text or discourse. However, it is worth noting that the cohesive harmony which means the good organisation of text' ideas is a crucial factor in the establishment of coherence within any discourse. Simply put, cohesion and coherence are two different but interrelated elements.

1.2.2. Cohesion in Halliday and Hasan's (1976) Model: Theoretical Framework

The work of Halliday and Hasan in their famous book *Cohesion in English* in 1976 is the starting point that paved the way to the analysis of different linguistic signals which make a text stand together as a whole. Cohesion in their view is "where the interpretation of some elements in the discourse depends on that of another. The one presupposes the other; in the sense that it cannot

be effectively decoded expect by recourse it” (p.4). That means cohesion implies the use of linguistic linkers that make a given text stand as a whole unit and their meaning and interpretation depends basically on other elements present in the text. Cohesion in the English language is expressed partly through grammar and partly through vocabulary. Thus, Halliday and Hasan have established two types of cohesion; grammatical cohesion and lexical cohesion.

1.2.3. Types of Cohesion

Cohesion in English is divided into two main categories. The first category is the grammatical cohesion. It is mainly composed of four subcategories; reference, substitution, ellipsis and conjunctions. The second one is the lexical cohesion; it consists of reiteration and collocation.

1.2.3.1. Grammatical Cohesion (GC)

Grammatical cohesion refers to the grammatical relations that exist within a text. It is the different linguistic signals including reference, substitution, ellipsis and conjunctions that serve primarily to match and connect texts' sentences and clauses together.

1.2.3.1.1. Reference

Reference is one category of grammatical cohesion. It refers to some items within a text which cannot be semantically interpreted in their own right but rather by making reference to something else (Halliday and Hasan, 1976). In other words, the meaning of some items resides on the words they stand for. Witte and Faigly (1998, p.237) claim that “reference cohesion occurs when one item in a text points to another element for its interpretation”. Akindele (2011) also sustains that reference is one way that helps writers to avoid unnecessary repetition, he punctuates also that referring expressions contribute to text' unity and create economy.

Reference is divided into Exophoric and Endophoric. With the Exophoric reference, the interpretation of references involves looking beyond the text, in other words, the context of the

current situation is needed. On the other hand, endophoric reference depends on the text itself in its interpretation, it is divided into Anaphoric and cataphoric reference. Anaphoric reference points the reader/listener to refer back to items previously mentioned. For example: “Mikhail Gorbachev did not have to change the world. He could have chosen to rule much as his predecessors did”. (Nunan, 1993, p.23)

In this example it is clear that ‘he’ refers back to ‘Mikhail Gorbachev’, so the personal pronoun ‘he’ is an anaphoric reference. Cataphoric reference in turn refers to elements that have not yet been mentioned in the text but they are to follow. There are three main types of reference;

- a- Personal reference: I, me, us, them, etc.
- b- Demonstrative reference: the, this, there, etc.
- c- Comparative reference: same, equal, etc.

To draw a clear picture of the different types of references, Halliday and Hasan suggest the following diagram:

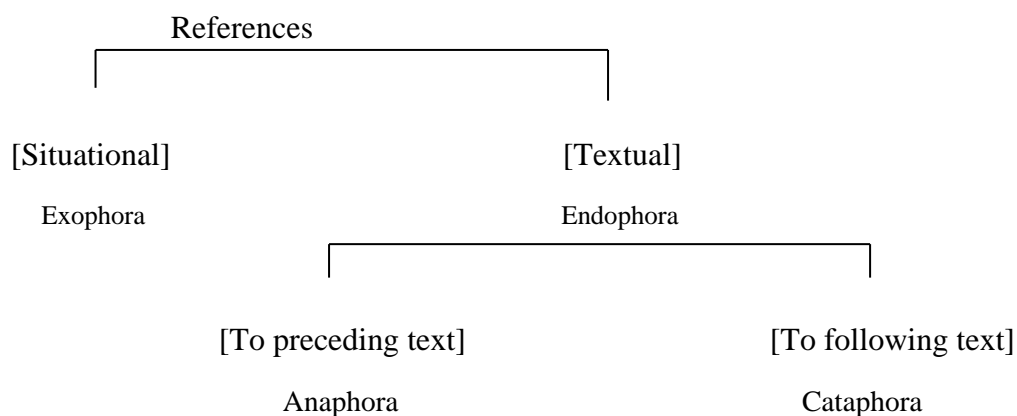


Diagram 1: Types of References (Halliday & Hasan, 1976, p.33)

1.2.3.1.2. Substitution

Another device through which cohesion is established is substitution. Halliday and Hasan describe it as the replacement of one item by another. Substitutions are items that have the same function as the words for which they are substituted i.e. the replacement of words or phrases by others without changing their function or meaning. To illustrate:

My axe is too blunt. I must get a sharper one. (Halliday and Hasan, 1976, p.89)

Notably, 'one' here substitutes 'axe'. Substitution generally helps in avoiding repetition. It emphasises the relation between words contrary to reference which is based on the relation between meanings (Halliday and Hasan, 1976). There are three types of substitution:

a- Nominal: is the substitution of a word or a nominal group by another noun. For example: there are some new tennis balls in the bag. These ones have lost their bounce. (Nunan, 1993, p.25)

In this example, 'ones' is the substitution for (tennis balls)

b- Verbal: it involves the substitution of a verb or verbal group by another verb. For example:

A: Annie says you drink too much.

B: so do you? (Nunan, 1993, p.25)

Here, 'do' substitutes (drink too much)

c- Clausal: it is the substitution of clauses by so or not. For example:

A: is it going to rain?

B: I think so. (Nunan, 1993, p.25)

In this example 'so' substitutes the clause (going to rain).

1.2.3.1.3. Ellipsis

A further way to establish cohesive relations is by ellipsis. Many researchers classify it as a form of substitution in which the original item is omitted, in other words “Ellipsis is simply substitution by zero” (Halliday and Hasan, 1976, p.142). It is the act of omitting unnecessary items. Nunan claims “ellipsis occur when some essential structural element is omitted from a sentence or clause and can only be recovered by referring to an element in the preceding text” (1993, p.25). Additionally, Harmer (2004, p. 24) defines Ellipsis as “words are deliberately left out of sentence when the meaning is still clear”. In short, it is clear that ellipsis refers to unsaid but inferred items within a text or discourse. To illustrate, the following personal example is given:

Sara was the first one to leave, I was the second.

Here, if the reader/listener takes into account the first part of the sentence, it is clear that ‘I was second one to leave’ is meant by just saying ‘I was the second’.

1.2.3.1.4. Conjunction

Conjunction is the last type of grammatical cohesive devices. Nunan (1993) asserts that the three other types (reference, substitution and ellipsis) serve mainly to remind previously mentioned entities, action or states of affairs, whereas conjunctions serve in connecting and combining proceeding sentences, ideas or paragraphs to the following ones systematically. Conjunction words are known as linking devices which structure texts’ parts in a logical order to make them meaningful. They are not cohesive by themselves but rather by the effect of meaning achieved (Halliday and Hasan). In other words, cohesion is not achieved through the conjunction words themselves but rather by the meaning manifested through using them. In this respect, Halliday and Hasan point out that:

Conjunctive elements are cohesive not in themselves but indirectly, by virtue of their specific meaning; they are not primarily devices for teaching out into the preceding (or following) text, but they express certain meanings which presuppose the presence of other components in the discourse. (1976, p.226)

Halliday and Hasan in 1976 have subdivided conjunctions into four types:

- a- Adversative conjunctions: they mainly express contrast: however, in the other hand, whereas, etc.
- b- Additive conjunctions: used to add additional information: and, in addition to that, furthermore, moreover, etc.
- c- Temporal conjunctions: express time order of events: soon, finally, then, etc.
- d- Causal conjunctions: express cause and consequence using words: because, therefore, etc.

1.2.3.2. Lexical Cohesion (LC)

In the previous paragraphs, grammatical cohesive ties have been described. However, it is also necessary to investigate the lexical ones. Lexical cohesion refers to the cohesive effect achieved by the selection of vocabulary (Halliday and Hasan, 1976). It is concerned with the way in which words are related to each other in order to achieve texts' continuity. "Lexical cohesion is when two words in a text are semantically related in some way" (Nunan, 1993, p.28), it means that lexical cohesion occurs when using two words that are related in terms of their meaning either by having the same exact meaning or sharing something in some way.

Lexical cohesion has been a subject of interest for many scholars. They argue that it plays a primordial role in the establishment of any text's cohesiveness since it has the ability of linking several items in a given text. Halliday and Hasan's (1976) model classifies lexical cohesion into two main types; reiteration and collocation. However, it is worth noting that many other models have been introduced, the majority of which excluded collocation and considers reiteration with its subtypes as being the only mean through which lexical cohesion is achieved.

1.3.3.2.2. Collocation

The first category of lexical cohesion is collocation. Halliday and Hasan consider this device as being the most problematic one. For them, collocation refers to words that commonly co-occur in a text. They are known as related lexical items. Nunan (1993) believes that, collocation includes all those items in a text that are semantically related. They include many different semantic relations such as:

1. Pairs from ordered series like: Tuesday/ Thursday or sunset/sunrise
2. Antonyms: wet/ dry
3. Converses: give/take etc.

1.3.3.2.2. Reiteration

Reiteration is one way by which lexical cohesion is established. Literally, this word means restatement or repetition. According to Halliday and Hasan, Reiteration involves the relation between two items that share the same referent and could either be repeated or have similar meanings. They define it as:

A form of lexical cohesion which involves the repetition of a lexical item at one end of the scale, the use 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 use of synonym, near-synonym or super ordinate. (1976, p.228)

Operationally, repeating an already mentioned lexical item in a text requires either using the same item, referring back to it by using its synonym or near-synonym or through using the two other types of reiteration; superordinate and general noun. likewise , McCarthy claims “reiteration means either restating an item in a later part of the discourse by direct repetition or else restating its meaning by exploiting lexical relation” (1991, p.65). Reiteration helps in making receivers focus in

a way that it reminds them of the principal topic through repeating the exact word or referring to it by other items that contain its meaning. In this respect, Hoey (1991) points out that reiteration equates with repetition. It refers to a broad range of relations between items with other preceding words. He also assumes that it contributes to the development and organization of texts.

Lexical reiteration is divided into five main sub-types namely repetition, synonym, near-synonym, superordinate, and general word.

a. Repetition

The first way by which lexical cohesion is built is through repeating the same word within a text. Repetition refers to words that occur in a text more than once (Salkie, 1995). For example:

What we lack in a newspaper is what we should get. In a word, a ‘popular’ newspaper may be the winning ticket. (Nunan, 1993, p.29)

In this example the word ‘Newspaper’ is repeated twice. (Newspaper refers to newspaper)

b. Synonym

Synonyms are words that have same exact meaning. Therefore, one way to avoid repetition in a given text is by reiterating words by others meaning exactly the same thing.

Example: - There’s boy climbing the tree

-The lad is going to fall if he doesn’t care. (Halliday and Hasan, 1976, pp.279-280)

It is noticed that ‘the lad’ replaced ‘boy’ and the meaning is always the same because they are synonyms.

c. Near-Synonym

A further sub-type of reiteration is the use of Near-synonyms. They are words particularly very close in meaning.

Example: Then the quickly rose sir believer and ran,

And leaping down the ridges lightly, plung'd

Among the bulrush, and clutch'd the sword

And lightly wheel'd and threw it. The great band... (Halliday and Hasan, p.278)

In the above example, the words 'sword' and 'brand' are near-synonym. They refer to almost the same thing.

d. Superordinate

Halliday and Hasan affirm that lexical cohesion is not only achieved by repeating the same item or replacing it by its synonym but includes also the use of superordinates. The latter refer to "any item whose meaning includes that of the earlier one; in technical terms, any item that dominates the earlier one in the lexical taxonomy" (Halliday and Hasan, 1976, p.280). Superordinates are words of high order of classification that contains meaning of words said earlier. Furthermore, it is the relation 'general-specific' or 'example of' between words (Platridge 2012, cited in Afnan Bahaziq, 2016). To illustrate:

Pneumonia has arrived with the cold and wet conditions. The illness is striking everyone from infants to the elderly. (Nunan, 1993, p.29)

Pneumonia is a kind of 'illnesses, so 'illness' is a superordinate item for 'pneumonia'.

e. General Word

They are words from higher order of classification which need their context to be fully understood. In other words, their interpretations require referring to other items rather than themselves. Halliday and Hasan argue “the class of general noun is a small set of nouns having generalized reference within the major noun classes, those such as ‘human noun’, ‘place noun’ and ‘fact noun’” (Halliday and Hasan, 1976, p.274). For example:

Can you tell me where to stay in Geneva? I’ve never been to that place. (Halliday and Hasan, p.275)

So, ‘place’ in this sentence is a general noun for ‘Geneva’ which is a country.

The following table summarizes the types of lexical cohesion according to Halliday and Hasan’s 1976 classification:

Types of lexical cohesion	referential relation
1. Reiteration	
(a) Same word (repetition)	(1) same referent
(b) Synonym or (near-synonym)	(2) inclusive
(c) Superordinate	(3) exclusive
(d) General words	(4) unrelated
2. Collocation	

Table 1: Types of lexical cohesion (Halliday & Hasan, 1976, p.288)

It is worth mentioning that there are many other models of classification of reiteration as a way of achieving text’s lexical cohesion. However, the current empirical study adopts Halliday and Hasan’s (1976) classification of reiteration as its theoretical framework.

1.3. The Role of Reiteration as a Lexical Tie in Students' Writing Productions

EFL learners during their learning process are asked to produce a considerable amount of writing essays. Hence, in order for any piece of writing to be meaningful, it should ensure coherence and cohesion. The cohesiveness of a certain written text implies mainly the logical flow and a well-organisation of its ideas, sentences and paragraphs. The texts' cohesiveness is then based on the use of a set of grammatical and lexical ties that ensures its texture and makes each part linked to the other. As far as this study is concerned, lexical Reiteration is one way to create texts' texture in other words, it is a central device in the establishment of cohesive relations while writing. Hoey (1991) points out that reiteration equates with repetition, it refers to a broad range of relations between items with other preceding words. Reiteration refers to lexical items (words) semantically related to others in a text. Halliday and Hasan (1976) also assume that reiteration is the act of repeating an already mentioned item through repeating the same item, using its synonym or near-synonym or reiterating it through using superordinates or general nouns. Therefore, it is clear that the effective use of the different types of reiteration makes a piece of writing rich and fashionable in terms of vocabulary. It contributes to establishing semantic relations between words and also saves it from the over repetition of only one item which is a common error that leads to the failure in writing effective essays. Hoey (1991) considers lexical reiteration as the most important form of cohesive ties and characterizes it as being the dominant mode of creating texture in a way that fifty percent of texts' cohesive ties are lexical. Khani and Tazik (2010, cited in Mohsen Shahrokhi, et al, 2014) view reiteration as the repetition of words that helps the researchers not to lose their way and do their best to just develop the aimed topic, this means that the reiterated words are the key words that highlights the topic, so restating them obviously reminds the readers of what the text is talking about and makes them stay focused.

Simply put, reiteration as a lexical tie is one of the textual properties that greatly make the writer be careful about the cohesive relations that exist between words and that contribute to write meaningful texts.

Conclusion

This chapter has first given a general insight about discourse analysis and its main elements; text and discourse. Then, it has shed light on the different cohesive devices which are the main aspects in the establishment of texts uniformity as well as their right interpretation particularly lexical ones. In addition, this chapter has defined the different subtypes of reiteration lexical device namely repetition, synonym, near-synonym, superordinates and general words. Finally, it has dealt with the investigation of the role reiteration cohesive device plays in students writing essays.

Research Design and Methodology

Introduction

The present chapter deals with the research design and methodology of the current study which aims to investigate the use of the reiteration lexical device and its types in students' writing essays. It deals with the research method and outlines the techniques of data collection and analysis used to answer the research questions raised in the general introduction. It is composed of three main sections. First, it describes the research method adopted to conduct the present study. Next, it presents the corpus of the study and the questionnaire as a data collection tools. The last section, explains the procedures of data analysis used.

2.1. Research Method

2.1.1. Mixed-Methods

The present research is a corpus based and survey study. It relies on a mixed-methods approach which refers to the research that integrates both qualitative and quantitative methods. The quantitative data of the study consists of the data gathered from the corpus of the study and closed-ended questions while the qualitative data consist of the information collected from the open-ended questions. The principle aim of combining both the qualitative and quantitative methods is to make the results of the study more valid and reliable.

2.2. Data Collection Procedure

In order to achieve the aim of the present study which consists of raising the awareness of third year EFL students at MMUTO about the importance of using reiteration as a cohesive device to reach good writing outcomes and test the hypotheses set at the beginning, necessary data are collected by analysing a corpus and distributing a questionnaire.

2.2.1. Corpus

The corpus of the study consists of eighty four (84) essays produced by third year students in their exam of the writing module at the department of English at Mouloud Mammeri University of Tizi-Ouzou (MMUTO) from 2019 to 2021, about different topics namely the comparison between childhood and adulthood, contrasting the writer's point of view about gambling and expressing their points of view about allowing children to play violent video games. The copies' content consists of answers to questions in form of essays. These exam papers have been accessed after getting an official permission from the head of the Department. The eighty four written essays have been selected randomly from different academic years for the purpose of analysing third year students' use of the lexical cohesive device 'reiteration' while writing and which type they most use.

2.2.2. Population and Sample

In addition to the analysis of the students' writing essays, a questionnaire is designed to be used as a data collection instrument in the present investigation. Twelve (12) teachers that have been teaching for a long time the writing module for third year students are selected as a sample from all the EFL teachers of the English department at MMUTO. The designed questionnaire aims to collect data about teachers' views about the role of using the lexical device 'reiteration' in enhancing the cohesiveness of any piece of writing.

2.2.2.1. Teachers' Questionnaire

A questionnaire is a data collection tool which is composed of a set of close-ended and open-ended questions. It allows the researcher to gather a considerable amount of data in a short period of time. Brown defines questionnaire as "any written instruments that present respondent

with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers.”(2001, p.06)

As far as the questionnaire designed for this study is concerned, it contains thirteen (13) items, composed of close-ended and open-ended questions. The close-ended questions require the respondents to tick the appropriate answer while the open-ended questions allow them to give their own answers freely. The questions are arranged in three sections. The first section includes one (1) item about background information of the teachers. The second consists of five (4) items which aim to investigate teachers’ practices while teaching writing. The last section contains eight (8) items about teachers’ views about reiteration as a cohesive device and its role in writing. At the end of the questionnaire, a section is left for any comment or suggestion that may enrich the research.

Before distributing the final version of the questionnaire, a piloting stag took place on July 2022. A copy of the questionnaire was given for two EFL teachers to check the clarity and the structure of the items. Relying on their feedbacks;

- One item has been omitted for not being useful for the study.
- Three items have been reformulated to be clearer.
- Details have been added for some items to facilitate the understanding of the questionnaire’s aim.

2.3. Data Analysis Procedure

In order to analyse the data gathered from the two research instruments, the students’ exam papers and the questionnaire distributed to teacher. This research adopts the descriptive statistical method and the quantitative content analysis method for the analysis of the quantitative data gathered from the research corpus and the close-ended questions and qualitative Content

Analysis is used for the analysis of the qualitative data gathered from the open-ended items of the questionnaire.

2.3.1. Quantitative Data Analysis

2.3.1.1. Descriptive Statistical Method

The frequency of reiteration types used in students writing essays is calculated in percentages. 100% represents the total number of reiteration types used in all the written essays. X refers to the calculated percentage of each type; Z is the value of the answers while Y is the number of times reiteration is used by students. The calculated data is presented in forms of tables to provide a clear understanding.

2.3.1.2. Quantitative Content Analysis

Quantitative content analysis (QCA) is a social science methodology used in the analysis of content. Berelson (1952 cited in Liam Rourke and Terry Anderson, 2004, p.5) defines it as “a research technique for the systematic, objective, and quantitative description of the manifest content of communication.” QCA is used in this study to complete the analysis of the quantitative data. It is adopted for the measurement of the data gathered from the close-ended items of the questionnaire.

2.3.2. Qualitative Data Analysis

2.3.2.1. Qualitative Content Analysis

Qualitative Content Analysis (QICA) is a method that allows the researchers to interpret qualitative data that can be found in form of oral or written texts. For Hsieh and Shannon, it is one of numerous research methods used to analyze texts’ data. They define it as “a research method for the subjective interpretation of the content of the text data through the systematic classification process of coding and identifying themes or patterns” (2005, p.1277). Likewise, Krippendorff claims that QCA is “a research technique for making replicable and valid inferences from texts (or

other meaning matter) to the contexts of their use”(2004, cited in Tahir and Tafat, 2021, p.25). In the current study, this method is used for the interpretation of the qualitative data consisting of the answers provided for the open-ended questions.

Conclusion

This chapter has outlined the research design of the study in order to investigate the use of reiteration as a lexical cohesive device in students’ writing essays. It has first provided the research method adopted in the study. Then, it has presented the data collection procedures; a corpus which consists of eighty four (84) essays written by third year EFL students and a questionnaire is designed for the writing module teachers. In addition, the present chapter has accounted for the data analysis procedures. Indeed, descriptive statistical method and quantitative content analysis are used for the analysis of the quantitative data, whereas qualitative content analysis is adopted for the interpretation of quantitative data.

Introduction

The present chapter deals with the presentation of the findings obtained from the analysis of the eighty four (84) students' writing productions and the teachers' questionnaire. It is made up of two sections, the first one presents the results reached from the analysis of students' writing productions and the second is devoted to the analysis of the data gathered from the questionnaire distributed to the teachers of the writing module. This chapter seeks to analyze the use of the different types of reiteration as a lexical cohesive device and how its role is perceived by the teachers.

3.1. Students' Writing Essays

This section aims to present the different types of the lexical reiteration cohesive device used in third year students' productions written in their exam papers at the department of English at MMUTO.

3.1.1. Students' Use of Reiteration Types

The total number of reiteration used	Percentage (%)
356	100%

Table2: Students' Total Use of Reiteration Lexical Device

The above table shows the total number of reiteration types used by third year students in their writing essays. The 356 devices used is a combination of the five main types of reiteration and the number of each device apart is going to be presented in the following tables.

3.1.2. Students' Use of Repetition

The total number	Repetition type used	
356	Number(N)	Percentage (%)
	136	38.2%

Table3: Students' Use of Repetition

Table number 3 presents students' use of repetition as a type of reiteration lexical device. It is analyzed in relation to the total number of reiteration types used. It is noticed that 136 out of 356 is an important number which covers 38% of the total number. Thus, it can be concluded that repetition is the most frequent type used in third year students' writings.

3.1.3. Students' Use of Synonyms

The total number	Synonym type used	
356	Number(N)	Percentage (%)
	20	5.6%

Table4: Students' Use of Synonym

This table shows the number of synonym type used in students' essays. Comparing to the repetition type, synonym use is rare. It covers only 5.6% of the total number which means that students have in some way neglected this type even if they are familiar with its meaning.

3.1.4. Students' Use of Near-synonyms

The total number	Near-synonym type used	
356	Number(N)	Percentage (%)
	29	8.1%

Table5: Students' Use of Near-synonym

Presentation of the Findings

This table presents the use of near-synonyms in the students' written productions. Just as synonyms, this type is not also used widely. It is only used 29 times.

3.1.5. Students' Use of Superordinates

The total number	Superordinate type used	
356	Number(N)	Percentage (%)
	86	24.2%

Table6: Students' Use of Superordinate

Table number 5 indicates the total number of superordinates used in third year students' productions. 24.2% of the number of reiteration types is represented by the superordinate type. According to the results, it seems that students have knowledge about this type.

3.1.6. Students' Use of General Words

The total number	General word type used	
356	Number(N)	Percentage (%)
	85	23.9%

Table7: Students' Use of General Word

Table 6 shows the number of general words used which consist of 85. According to the results, general word type covers almost a quarter of the total number of reiteration types used. It is a considerable number compared to synonym and near-synonym types and this shows to what extent students are familiar with the use of general words to refer to some items while writing.

3.2. Teachers' Questionnaire

This section seeks to analyse the results obtained from the questionnaire distributed to third year EFL teachers of the writing module at MMUTO.

Section one: Background Information

This section has to do with teachers' personal information in relation to their years of experience in teaching writing.

Question1: how long have you been teaching writing?

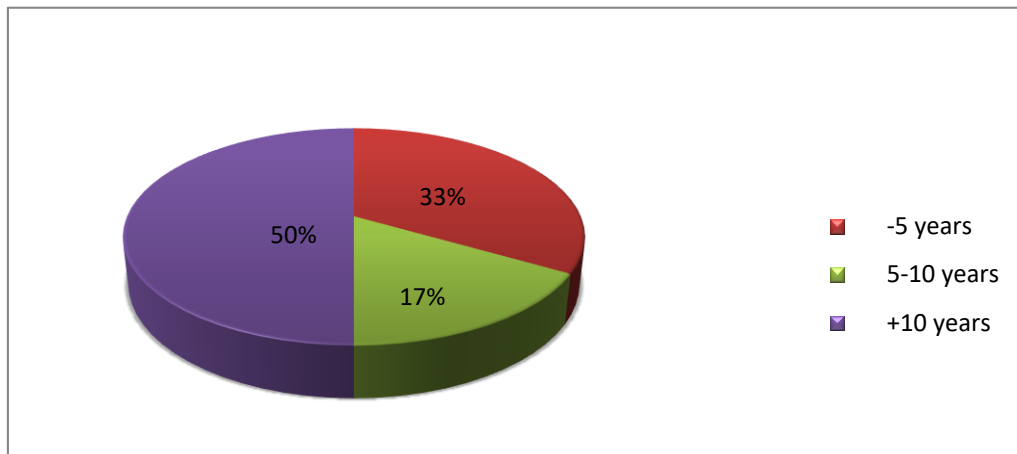


Diagram 2: Teachers' Experience

The results shown in this diagram show that 7 teachers (50%) have been teaching writing for more than 10 years. 33% of the teachers had taught writing for no more than 5 years while 17% of them had been teaching writing from 5 to 10 years.

Section two: Teachers' Practices while Teaching Writing

Question2: How often do you ask your students to produce pieces of writing?

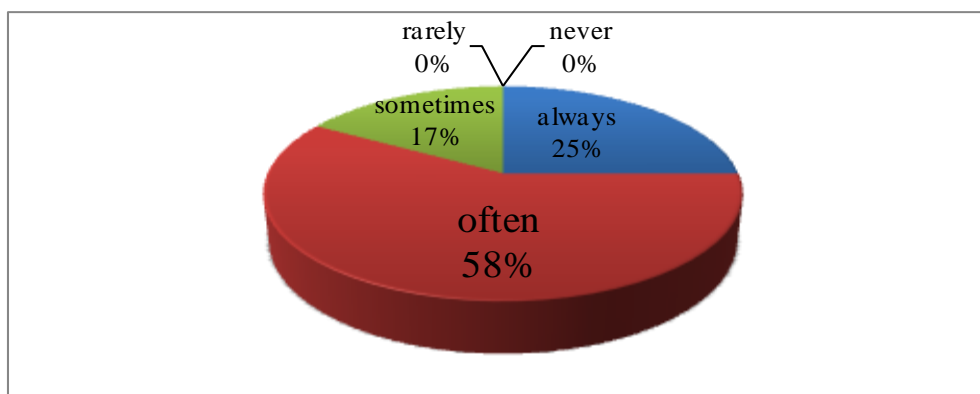


Diagram 3: Students' Frequency in Writing

The aim of this question is to know how often writing module teachers ask their students to write. Relying on the results shown in the diagram 3, 58% of the teachers affirm that they often ask their students to write. 25% of the other teachers always ask them to write while the remaining 17% assert that they just sometimes do.

Question3: How important is the writing skill for EFL students?

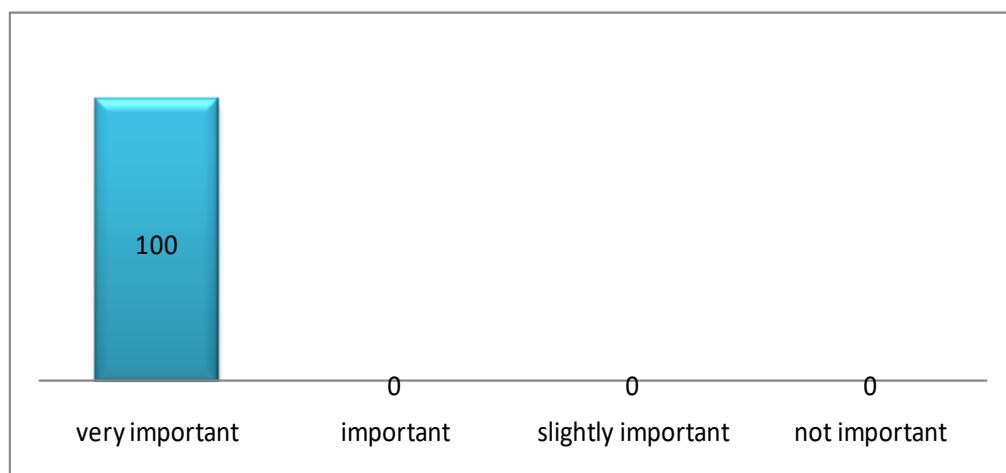


Diagram 4: The Importance of Writing skill for EFL Students

The third question aims to know how important the writing skill is for EFL students. According to the results in the bar graph, all (100%) the teachers agree that the writing skill is very important for EFL students.

Question4: What kind of difficulties do your students encounter while writing?

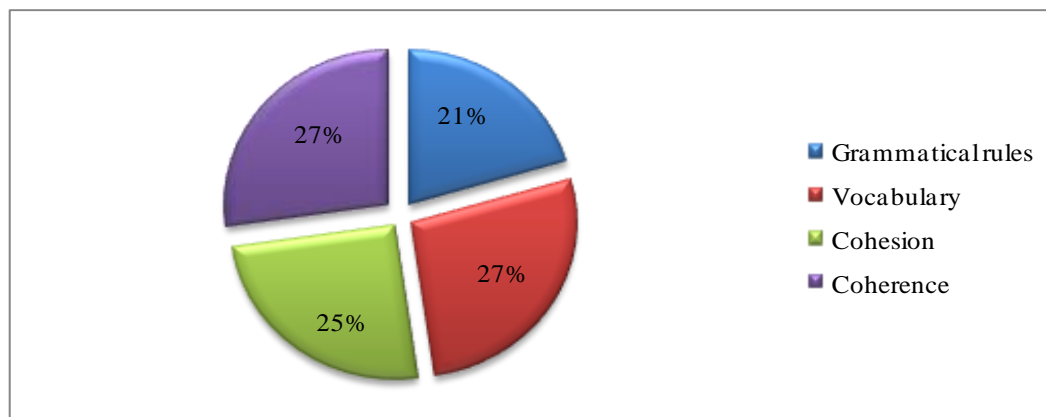


Diagram 5: Difficulties Encountered by Students while Writing

As it is shown in the diagram above, 27% of the teachers affirm that their students encounter generally vocabulary difficulties. 27% of the participants as well assert that their students encounter difficulties in terms of coherence. Whereas 25% of them argue that students make errors related to cohesion while writing, 21% of the teachers assert that students often make grammatical mistakes in their productions.

Question 5: How do you help your students build cohesive texts?

The fifth question is open-ended. It looks to find out how do writing teachers help their students to build cohesive texts. Regardless of how many years the participants have been teaching writing, some have provided the same answers while others provided different ones for this question. The majority of the teachers claim that the first point to write cohesive texts is to teach students how to set logical links between its different parts and this is primarily achieved through the mastery of the different types of cohesive devices regarding the role they play in connecting text's ideas, clauses, sentences and even paragraphs. Some teachers affirm that Extensive and intensive reading is one important way to teach cohesion. They assert that providing different reading materials especially anchors and asking students to pick out different signal words and language connectors can help them in memorizing these words to use them later on in their writings. In addition, teachers argue that in order to help students to write cohesively, they give them different tips on how to write like, teaching how to repeat key words and how to set lexical chains in a way that all the text's ideas support the main thesis statement of the text to ensure pertinence, relevance and relatedness. Another technique used by teachers in helping to write cohesive texts is the fact of asking students to write frequently in order to practice then correcting them to help them improving their writing capacities. In addition to that, some of them stress on the importance of introducing different cohesive devices in each syllabus chapter to raise their awareness about the importance of this linkers in writing meaningful and logical pieces of writing.

The last but not least used tip used by teachers is encouraging students to make a clear layout or outline before writing in order to avoid useless digressions.

Section three: Teachers' Views about Reiteration as a Cohesion Device

Question6: How familiar are your students with the different types of cohesive devices?

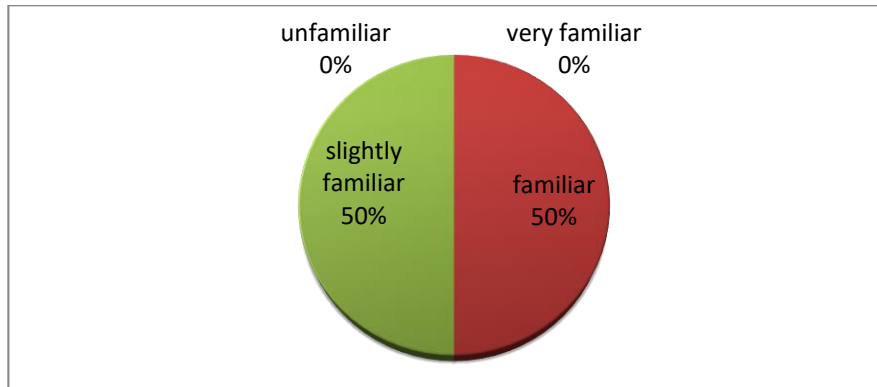


Diagram 6: Students' Familiarity with the Different Types of Cohesive Devices

According to the results in the above diagram, 50% of the teachers assert that their students are familiar with the different types of cohesive devices while the other 50% think that their students are just slightly familiar.

Question7: What type of cohesive devices do your students use the most in their writing?

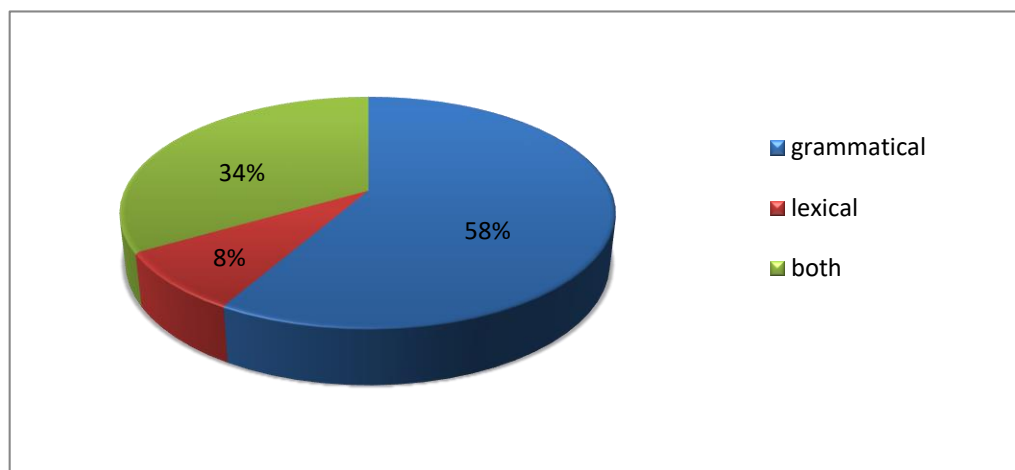


Diagram 7: Students' Use of Different Types of Cohesive Devices

The majority of the participants (58%) regardless to their backgrounds assert that their students use mostly grammatical cohesive devices. Only 8% of the teachers assert that their

students use lexical cohesive most while 34% of them assume that their students use both grammatical and lexical devices equally.

Question8: Do your students use reiteration device in their written productions?

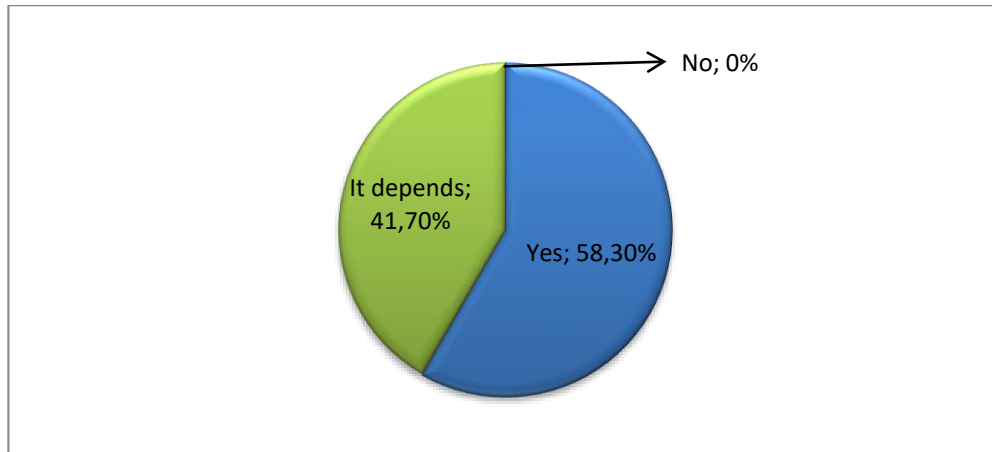


Diagram 8: Students' Use of Reiteration Device

This question aims to know whether students use reiteration device in their written production or no. So, according to the results the majority (58.3 %) of the teachers argue that their students make use of reiteration lexical device in their written productions. 41.7 % of the participants claim that the use of reiteration depends on the students as it differs from one student to another. Yet since there are ones who responded that it depends. So, this obviously means that there are some students who do not use this device.

Question9: Which type(s) of reiteration they use?

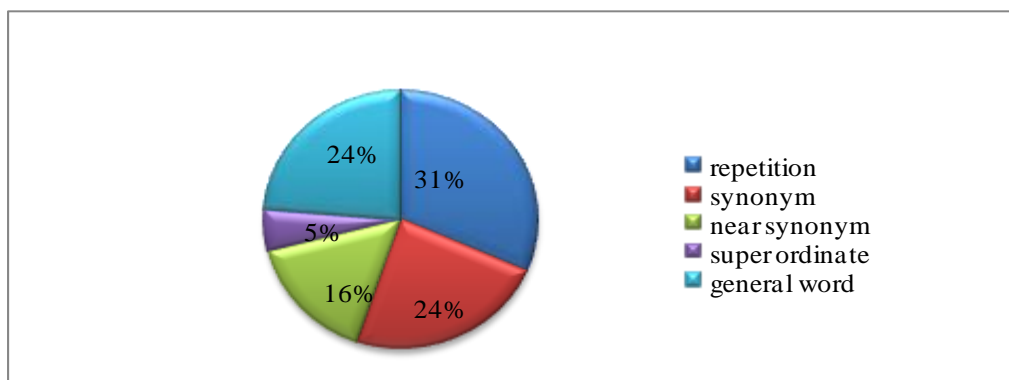


Diagram 9: Students' Use of Reiteration Types

Diagram 9 demonstrates students' use of reiteration types. 31% of the participants claim that their students use repetition; 24% claim that they use synonyms; 24% of others argue that students use general words; 16% also argue that they use superordinates while only 5% of the participants who claim that their students use superordinates.

Question10: Could you classify reiteration types from the most used to the less used?

<i>Type of Reiteration</i>	<i>Number of teachers (percentages)</i>	<i>Classification</i>
<i>Repetition</i>	7 (58%)	First
<i>Synonym</i>	6 (50%)	Second
<i>Near synonym</i>	7 (58%)	Third
<i>General word</i>	5 (41%)	Forth
<i>Super-ordinate</i>	7 (58%)	Fifth

Table 8: Teachers' Classification of Students' Use of Reiteration Types

This question deals with the classification of reiteration types from the most to the least used. So, according to teachers' classification shown in the above table, 58% of all the participants classify repetition as the most used type. 50% of classify synonym type as the second, 58% participants classify near synonyms as third most used type by students. 41% of the teachers put general words in the forth position while 58% of all the teachers classify superordinates as the least used type by their students.

Question11: According to you, does the use of the different types of reiteration enhance the quality of writing?

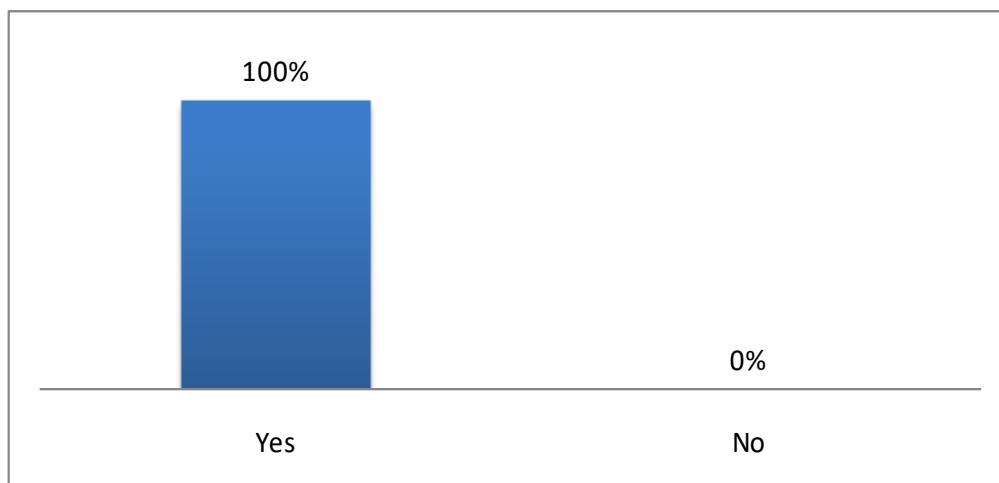


Diagram 10: Teachers' Opinion about the Importance of the Use of Reiteration in the Quality of Writing

This question is composed of two parts, the first part checks whether teachers think that the use of different types of reiteration enhances the quality of writing or not. Relying on the results, all the participants express a common agreement about the importance of using reiteration while writing.

If yes justify.

The second part of this question is open-ended; it aims to interpret the justifications given by teachers who think that the different types of reiteration help in achieving better writing outcomes. Teachers argue that the use of the different types of reiteration enhances the quality of writing in many ways. First, it creates lexical chains between words. Second, the use of the different types means the use of a wide range of words and that is what creates vocabulary variation which is the primary proof of students' high mastery of language. Reiteration types also allow students to transmit their ideas and thoughts clearly and match each point to the main idea. The use of these types signals to the reader the existing relationships between different sentences, clauses and paragraphs of a given text and that is what makes it consistent, cohesive and coherent.

Finally, teachers also argue that reiterating the same items in different ways help students write in a better style.

Question12: what kind of reiteration errors do you notice most frequently in your students' essays?

This question is an open-ended one. It seeks to explore the most frequent reiteration errors teachers notice in students' essays.

The main error that almost all teachers have noticed in numerous essays is the excessive repetition and that makes a text seem monotonous, redundant and makes the reader feel bored; some argue that students repeating unnecessary words or expressions is due to the lack of vocabulary. Another identified frequent error is the misuse of synonyms. Students either make use of one synonym several times or use wrong ones. One teacher has mentioned errors in using superordinates.

Question13: How far do you agree with the statement "Building lexical relations allow students produce good pieces of writing"?

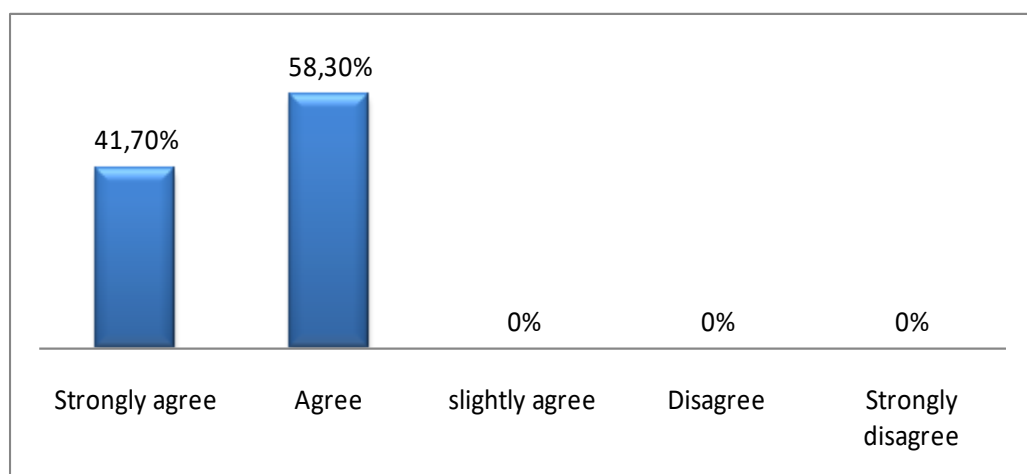


Diagram 11: Teachers' Opinions about the Importance of Building Lexical Relations in the Quality of Writing

This question is divided into two parts; the first seeks to investigate how far teachers agree with the statement “Building lexical relations allows students to produce good pieces of writing. According to the results shown in the diagram, the vast majority of the participants either agree or strongly agree (58% + 42%) that building lexical relations allow to students produce good pieces of writing.

Justify your answer

The second part of the question is open-ended; it presents the justifications of the teachers who both agree or strongly agree on the statement “building lexical relations allow students to produce good pieces of writing”.

Some teachers argue that lexical cohesion demonstrates abilities when varying in the use of vocabulary and it also shows students’ language mastery in the writing skill. They also claim that lexical cohesion helps students understand and build logical written discourses. Teachers that have been teaching for more than 10 years claim that lexical cohesion allows students adopt a better writing style and allows them avoid ambiguity and understand language. One teacher claims that it is very important in building cohesive texts but it is not sufficient if there are other mistakes that make them meaningless.

Conclusion

This chapter has presented the main findings obtained from the analysis of students’ written essays and the questionnaire administered to teachers who have already taught writing for third year students. The main findings reveal that third year students use the reiteration lexical device and its several types differently and the analysis of teachers of the writing module’ answers shows clearly that the appropriate use of the lexical cohesive device ‘reiteration’ enhances the

quality of students' writing. The results displayed will be interpreted and discussed in the following chapter.

Discussion of the Findings

Introduction

The last chapter of this dissertation aims to interpret the findings of the present study presented in the previous chapter. The results gathered from both the analysis of the students' written essays and the teachers' questionnaire are discussed on the basis of the literature review and the theoretical framework in order to answer the research questions set in the general introduction. Furthermore, it aims at testing the hypotheses suggested in relation to the use of reiteration lexical cohesive device and its subtypes and the teachers' opinions about its role in students' pieces of writings. This chapter is divided into four sections that aim to answer the three research questions.

4.1. The Use of Reiteration

The first part of this chapter is devoted to discuss the use of reiteration in students' writing essays. To write cohesive texts, third year EFL students tend to make use of different cohesive devices like reiteration, conjunction, ellipsis, etc. These devices refer to a set of grammatical and lexical linguistic markers that serve to link different text's elements and make it stand as a whole unit. Indeed, the participants of the study (the writing teachers) assert that despite the fact that their students try to build logical chains between their texts' parts through using lexical devices mainly reiteration, they make more use of grammatical ones. These findings go in line with the results found by some empirical studies reported in the literature. Mokdad and Kacir (2015) investigated the use of cohesive devices in EFL students at secondary school in Algeria, another research conducted by Bahazik (2016) at Saudi Arabian University analysed the use of cohesive devices in students' written discourse. The results of both studies reveal that grammatical cohesion is more used while little evidence is given to the use of lexical cohesion in which reiteration takes part. Relying on these results, we may say that the use of grammatical devices more than lexical ones cannot be related to the number of years EFL students spent in learning English or to their

geographical affiliation. It is rather justified by their degree of awareness about the use of the different types of cohesive devices.

The findings of the present study obtained from the analysis of the corpus indicate that third year EFL students make use of reiteration (see table 2). As a reminder, the latter is one type of lexical cohesive devices; it is the kind of cohesion achieved by means of lexis. In Halliday and Hasan's (1976) taxonomy, reiteration is made up of five subtypes, namely repetition, synonym, near-synonym, superordinate, and general word. The analysis of the students' eighty four (84) written essays reveals that it has been used 356 times (see table 2). Almost every written production contains at least one reiteration type. Hoey (1991) points out that reiteration refers to a broad range of relations between items with other preceding words. Thus, the use of this lexical tie in students' essays contributes to the establishment of links between sentences and the uniformity of their whole texts.

Third year students made use of the reiteration' sub-types. According to the results, repetition is the most frequent type used; super-ordinates and general nouns are second types used almost with the same percentages (see table 6 and 7); while synonyms and near synonyms are the least used patterns (see table 4 and 5). These results demonstrate that there is no balance in the use of reiteration types. Some types are more frequent than the others. Furthermore, we can conclude that some students chase for repeating the same items all along their texts and this may be due to their lack of vocabulary or their unfamiliarity with this cohesive device. Others prefer to form cohesive relations between texts' parts through varying the use of lexis; they make use of words that contain the meaning of the items they want to refer to. However, it is revealed from tables 4 and 5 that they are poor in restating words by using items that mean the same or nearly the same thing.

In this study, about 60% of the teachers assert that their students are familiar with the cohesive device ‘reiteration’. They have been asked to classify all the types of reiteration from the most used to the least according to what they have noticed. They have classified them as follows; 1) repetition, 2) synonyms, 3) near-synonyms, 4) general words, and 5) superordinates. However, if we come to compare the teachers’ classification of the reiteration types with the results obtained from the analysis of third-year students’ written productions; we notice that the teachers have confirmed that repetition is the type most used while the rest of their classification does not confirm the results. In this case, they should introduce more frequently the reiteration subtypes their students neglect while writing for the purpose of reinforcing the students’ production of lexical chains using appropriate vocabulary.

On the basis of the results, it is found that reiteration sub-types have been used but not in the same frequency. Repetition is the type most used while synonym is the least. From here, we may answer the first question raised in the outset of the study; third year EFL students make use of the lexical device ‘reiteration’. However, it is worth noting that their teachers assert that they make more use of grammatical devices. Thus, they should straighten their use of the different sub-classes of reiteration to establish lexical links in their writings.

4.2. Overuse of Repetition

Throughout the results displayed in the previous chapter, it has been revealed that third year EFL students use reiteration subtypes in their essays. Yet, the number of times each type is used differs from one to another. Repetition is determined to be the most frequent type; it covers 136 out of 356 items. These results go in line with many findings of different researches conducted in different areas. Shahrokhi, Sadeghi and Dehnoo (2013) conducted a research about the frequency and distribution of lexical cohesion patterns in research articles about hard and soft science disciplines. The results they came to, demonstrate that ‘simple repetition’ is the most frequent type used. Another study conducted in an Australian university by Alyousef (2015) about

the international postgraduate business students' production of cohesive multi-modal texts in the management accounting course. The results of this study indicate that lexical cohesion forms the largest percentage of use in which repetition in particular is used widely. In addition, a study about reiteration relations conducted by Hallalet (2013) in Morocco reveals that repetition is the most type used to set cohesive relations.

All the results of the previous mentioned studies are similar; this shows that third year Algerian EFL students at MMUTO do not differ from others, they use repetition type more than the other types. The main reasons behind the wide use of this type for creating lexical cohesive relations between texts' parts maybe related to its simplicity and easiness. It does not require a large vocabulary range or making efforts to find ways of referring to the basic items in any text. It may also be related to their influence by the classical Arabic language which is the first language they started to learn from their primary school since many researchers claim that repetition is an aspect of Arabic rhetoric; so, its excessive use in the English language may be a tendency acquired from the Arabic.

The following passages retrieved from the analysed writing essays may illustrate the students' use of repetition type.

- Some people see that the legalization of gambling is a helpful act; they argue that it is a great revenue source to the government in many ways. However, gambling is sinful and dirty act in most religious. A country where gambling is legalized is seen as a corrupted county. In addition, gambling can be an illness and an addiction. Sometimes people hill because of gambling when they do not get back their money. Gambling's bad sides weight more than its good sides.

In this passage we notice that the word gambling has been repeated six times. The student has never used any other term to refer to gambling, he/she restated the main subject in one single word. The writer of this passage could use other words; instead of repeating gambling, he/she

would better use a general word like this act or other words that may contain the meaning of gambling to build lexical relations. Similarly, in the third line, we notice the reiteration of the word country two times; instead of using a grammatical substitution to build a cohesive relation, he/she opted for repeating.

- Childhood is completely different from adulthood in a lot of parts. First of all, childhood is the place where you grow up and learn about life, you cannot forget the memories that you gained while adulthood is not that special.....at my childhood people were very friendly and helpful.....however, the adulthood does not have any special thing..... Childhood is a place of learning but adulthood is a place of practicing.

We can notice in this second passage that the student has also used lots of repetitions. He/she has not opted to link his/her sentences through using words that mean same thing or contain the meaning of the subject.

Through the analysis of these students' written passages, we can conclude that they have used only repetition type. They did not use some related words as a way of creating their text' continuity, they may think that restating the same word keep the reader focused to what the text is talking about, but in fact it makes him/her feel bored and perceive their text as being monotonous.

It is true that repetition in English is one way for establishing text' continuity and connectedness, but sometimes students do not use it in an adequate way. Indeed, teachers of the writing module have pointed to many errors noticed in relation to repetition mainly;

- *The over use of repetition type (as we have noticed in the previous students' passages)*
- *The repetition of unnecessary words and expressions.*
- *Repetition is used redundantly in numerous students' essays.*

The excessive use of repetition leads the text to seem monotonous and boring for the reader. We may say that the redundant repetition in a text affects it negatively in terms of the quality of writing and this confirms the results of the study conducted at the University of Saudi

Arabia by Alotaibi (2015) about the role of lexical cohesion in writing quality. In this study, teachers were asked to assess the quality of writing of the essays written by students; the one with lowest rate is the one which included a large number of repetition occurrence of the same type.

To conclude, we can say that the use of repetition contributes to form cohesive relations but over using it may destroy the quality of writing. For this reason, EFL teachers should introduce their students to other ways to use for reiterating words like synonyms and near-synonyms. Besides, EFL students have to be aware about the adequate use of every reiteration type in a way that enhances their quality of writing and they have to avoid the excessive use of any subtype particularly repetition, because it leads to redundancy.

In the general introduction, repetition is suggested to be among the predominant types of reiteration that third-year students make use of. Throughout the results, the hypothesis is confirmed.

4.3. Negligence of Synonyms and Near-synonyms

The findings gathered from the analysis of the corpus of the study demonstrate that little evidence is given to the use of synonyms and near-synonyms. The two types cover only 13.7% of the total number. For instance, the results reveal that third year students did not use near-synonyms sufficiently (see table 5). This manifests their weak use of this reiteration subtype, it also worth noting that through the analysis of the corpus only few essays contained this type.

As for synonyms, the results indicate that it is the least type used. This type is almost completely neglected even though EFL students are very familiar with this term because it is introduced from the first years they started to learn English. This goes in line with Hallalet's (2013) results who concluded her study about reiteration relations in EFL written discourse that the use of synonyms is not frequent in spite the learners' language proficiency development.

The little use of synonyms is due mainly in some cases to their lack of vocabulary range. Students instead of learning new words to use while writing, they opt for using one single word many times. It may also be related to their lack of awareness about the role of lexis in the creation of continuity and connectedness of texts. Moreover, writing teachers have also pointed out the phenomenon of misusing synonyms; they claim that their students sometimes use wrong synonyms and this leads them to fail in creating relations between words since they use words that do not contain the intended meaning.

Synonym type is in fact generally used for the purpose of avoiding repetition; that is to say, instead of restating the same word within a text, students may other use words that signify the same thing. Therefore, EFL students should strengthen their vocabulary capacities in order to succeed in creating lexical chains between sentences. To do so, the teachers have suggested the following different tips

- *Students should be encourage to read (intensive reading)*
- *Teachers have to provide their students with reading materials especially anchors.*
- *Vocabulary instructions should be reinforced.*

In addition, the participants claim that it is also important to teach students how to set cohesive relation by the right use of lexis because sometimes, even though students have wide range of vocabulary, they fail in creating logical chains. Furthermore, synonym type is also suggested at the beginning to be among the predominant types of reiteration types used by third year students. However, this hypothesis is refuted since the results indicate that it is the least type used.

4.4. Teachers' Perception of Reiteration

The analysis of the questionnaire shows that writing teachers at MMUTO believe that writing is a fundamental skill for EFL students; this confirms Walsh (2010) statement "*writing is important because it is used extensively in higher education and in the work place.*" (Cited in Blanka Klimova, 2013, p.1) and goes in line with Harmer who points out that writing skill has finally been recognized as an important skill of language learning. The participants of the study claim that third year students encounter many writing difficulties mainly in terms of cohesion. Thus, they often ask them to write in order to raise their awareness about the importance of creating cohesive texts and ameliorate their writing level.

EFL writing teachers help their students to compose cohesive texts through teaching them how to set logical links between different parts of a given text. In fact, cohesion refers mainly to combination of grammatical and lexical elements in the text that have the capacity of hanging it as whole rather than isolated sentences (Halliday and Hasan, 1976). Teachers focus on presenting the different cohesive devices mainly 'reiteration' as key elements to use in order to link any texts' ideas or sentences. Cohesive devices are linguistic elements that enable the writer to establish relationships across sentences. Thus, they should be included in every syllabus chapter for the purpose of raising students' awareness about their role in achieving texts' cohesion and students are required to read a lot in order to be aware about the manner they are used.

Writing teachers should insist on the importance of using reiteration when writing because it is one device that allows relating more than one item in a text. Hoey (1991) in this sense, assumes that reiteration has the capacity of forming multiple semantic relations in a single text. In our study, the majority of the participants assert that their students make use of lexical reiteration in their pieces of writing; relying on tables 3, 4, 5, 6, and 7, it can be noticed that third year students have made use of some subclasses of reiteration while they have almost neglected some others. In

fact, teachers claim that it is important to vary in the use of the different types since it enhances the quality of writing (see diagram 10). It does not only save texts from redundancy but also it contributes to forming multiple chains between different texts' elements. This means that students should use different words to refer to already mentioned items in a text instead of repeating one word numerous times in order to avoid the overuse of types and the negligence of others.

The use of reiteration creates lexical harmony within one single text; the appropriate use of vocabulary ensures the texts' continuity and allows the receiver to relate the different parts in a smooth way. This confirms the results reached by Khani and Tazik (2010) who made a comparative study which aims to investigate why many research articles do not find their ways into well-established academic journals, the results manifest that the use of reiteration is fundamental for any researcher because it is the repetition of words that helps them not to lose their way and do their best to just develop the aimed topic. This means that using reiteration types while writing builds cohesive chains between the different parts since each time the writer restate the main item, it indicates that he/she is still talking about the same thing.

Lexical reiteration which refers to restatement of items; either by simple repetition of the same exact words or replacing them by words that mean the same or nearly the same thing or even by using words of high classification that contains their meanings, is claimed to be one important textual aspect that enhances the quality of writing. Teachers who participated in the study believe that using lexical reiteration creates lexical chains between not only words but also between sentences since using words that refer to previous items means keeping the reader concentrated about the main theme and perceive the text as a whole unit. In this sense Hoey (1991) points out that reiteration is one dominant mode for creating texture. Besides, they argue that reiteration shows students' mastery of a wide range of vocabulary which manifests a high language level in a way that fashioning a discourse in terms of lexis shows the writer' language abilities. In addition,

reiteration allows relating text's supporting sentences to the main topic and it ensures the transmission of the ideas in a smooth way.

Reiteration in Halliday and Hasan's (1976) taxonomy is classified as a lexical cohesive device that contributes to the general cohesiveness of a text or a discourse by means of selecting some appropriate words. Furthermore, there is a common agreement among writing teachers at MMUTO that building lexical relations allows students to produce good pieces of writings. In fact, many scholars like Halliday, Hasan, Hoey, Martin, Matheson argue throughout the different studies they have conducted about the role of lexical patterns argue that reiteration creates chains between different parts of texts and this contributes to overall cohesiveness of any text. Moreover, the right use of lexis when writing helps in creating logical written discourses in a way that the right word choice allows the reader focus and help him/her relating every supporting sentence to the main point discussed. In the same line, Hublova (2017) claims that lexical cohesion contributes to a text thematic progression. Thus, the readers' well understanding implies successful written pieces of writing.

In conclusion, from the analysis and the interpretation of the answers, we may answer the third research question of the study. Writing teachers perceive reiteration as a primordial element that should be included in EFL students pieces of writings because the use of reiteration contributes to the production of lexical chains and semantic relations between words and sentences. It also makes the text seem more varied in terms of vocabulary and saves it from sounding monotonous and finally, it contributes to the overall cohesiveness of a text.

Conclusion

This chapter has dealt with the discussion of the main findings gathered from both the corpus and the questionnaire in the light of the theoretical framework and the reported literature. It has attempted to respond the three research questions raised at the outset of this dissertation.

The interpretation of the findings reveals that third-year English students at Mouloud Mammeri University make use of reiteration lexical cohesive device and its subtypes. Thus, we can say that the first hypothesis is confirmed. Repetition has been identified as the type most used since it is viewed to be the simplest one, then super-ordinates and general words while synonym type is the least used one. So, the first part of the second hypothesis is confirmed. In addition, EFL writing teachers consider reiteration as a primordial device since it contributes to building cohesive pieces of writings.

General Conclusion

General conclusion

The present dissertation has investigated the use of reiteration lexical cohesive device in third year (LMD) students' essays in the English department at Mouloud Mammeri University of Tizi-Ouzou. As presented in the general introduction, it has three main objectives. As a first one, it aims to investigate whether third year students are familiar with the use of the lexical device reiteration. Then, as a second objective, the dissertation seeks to discover the predominant type of reiteration third year students' use in their pieces of writing. Finally, this study attempts to explore the EFL writing teachers' opinion about the importance of reiteration. To fulfil these research objectives, Halliday and Hasan's 'cohesion in English' taxonomy (1976) is adopted as the theoretical framework of the study for the analysis of the students' use of reiteration.

In order to conduct this study, we have opted for a mixed-methods research that combines both the quantitative and qualitative methods for data collection and analysis. The data were collected through two main instruments; a questionnaire addressed to 12 writing module teachers who have already taught third year students, and a corpus consisting of 84 third year students' writing essays. In order to analyse the gathered data; descriptive statistical method and quantitative contents analysis have been used in the analysis of the numerical data gathered from the students' writing essays and the close-ended questions while qualitative content analysis is used for the interpretation of the answers provided for the open-ended items of the teachers' questionnaire.

The results obtained from the analysis of the research corpus reveal that third year (LMD) students at Mouloud Mammeri University are familiar with the use of reiteration cohesive device. Moreover, the findings demonstrate that they do not make use of the five types of reiteration with the same frequency. Repetition is classified as the predominant type used. Superordinate and general words come in the second position since they are used in the same

frequency while synonyms and near-synonyms have just been used just few times.

As far as the findings gathered from the teachers' questionnaire are concerned, the results reveal that writing teachers claim that in order to produce well organized and meaningful pieces of writings, EFL students should strengthen their knowledge about the different cohesive devices mainly reiteration. Reiteration is one of the devices that allow forming multiple relations between different parts of a given text. The participants of the study claim that restating one main item several times all along any piece of writing through using different words that either mean the same thing or contain its meaning make its ideas linked together and allow the receiver to stay focused on the aimed topic. In addition, reiteration demonstrates the vocabulary knowledge of students and this is the primary proof of students' high level mastery of language. Furthermore, regarding the role reiteration plays in achieving texts' unity, teachers believe that it is a primordial device that any written production should contain since it does not only creates lexical relations between words and sentences but it also reinforces the overall cohesiveness of the whole text.

The conclusion that can be drawn from our investigation is that the use the different types of reiteration lexical device creates vocabulary variation in texts and it also helps relating its sentences or parts together. In addition, reiteration contributes to texts' cohesion and enhances the quality of writing. Thereby, writing teachers have to raise the awareness of EFL students about this type of cohesion through introducing it in the syllabus and train them to use its different sub-types adequately in order to avoid writing monotonous texts.

This research is first meant to be conducted in two different areas in order to make a comparison between MMUTO third year students' use of reiteration and EFL students from other Algerian universities. Unluckily, we could not do it regarding the restricted conditions to access to other universities and the short period of time in which this study has to be submitted.

For this purpose, we recommend future researchers who may be interested in the same

topic to conduct their researche in other Algerian universities or elsewhere in order to discover the differences or similarities of EFL students' use of this lexical cohesive device. Furthermore, the present dissertation has dealt with reiteration in relation to the writing instruction. So, further studies may also investigate the same issue in relation to reading or speaking.

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Appendices

Questionnaire addressed to L3 teachers

The present questionnaire is part of our research which aims to investigate the importance of the use of lexical cohesive device reiteration and its several types in third-year English students' writing essays at the University of MouloudMammeri of Tizi-ouzou. The findings of the current research will be used for academic purpose and will be kept anonymously.

Please put a tick (✓) to the appropriate answer(s) or provide full ones where necessary.

Thank you for cooperating!

*Reiteration is "a form of lexical cohesion which involves the repetition of a lexical item at one end of the scale, the use 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 use of synonym, near-synonym or super ordinate. (Halliday and Hassan, 1976, p.278)

Section One: Background Information

1) How long have you been teaching writing?

-5 years 5-10 +10 years

Section Two: Teachers' Practices while Teaching Writing

2) How often do you ask your students to produce pieces of writing?

Always Often Sometimes
Rarely Never

3) How important is the writing skill for EFL students?

Very important Important
Slightly important Not important

4) What kind of difficulties do your students encounter while writing?

Grammatical rules

Vocabulary

Cohesion

Coherence

5) How do you help your students build cohesive texts?

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Section Three: Teachers' Views about Reiteration as a Cohesive Device

6) How familiar are your students with the different types of cohesive devices?

Very familiar

Familiar

Slightly familiar

Unfamiliar

7) What type of cohesive devices do your students use the most in their writing?

Grammatical

Lexical

8) Do your students use reiteration device in their written productions?

Yes

No

9) Which type(s) of reiteration they use?

Repetition

Synonyms

Near-synonyms

Super ordinate

General words

10) Could you classify reiteration types from the most used to the less used?

Repetition

Near-synonym

Synonym

Super ordinate

General word

11) According to you, does the use of the different types of reiteration enhance the quality of writing?

Yes

No

If yes, how?

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12) What kind of reiteration errors do you notice most frequently in your students' essays?

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13) How far do you agree with the statement "Building lexical relations allows students to produce good pieces o writing"?

Strongly agree

Agree

Slightly agree

Disagree

Strongly disagree

Would you justify your answer?

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❖ Please use this section to add any comments or suggestions that might help concerning the topic under research.

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Thank you!

Topic 2) Should children be allowed to play violent video games?

Give reasons for your answer and include any relevant examples from your own experience or knowledge.

Introduction:

We now live in a world where technology and high-tech devices rule our daily life. Activities and games are nothing like they used to be before, and children are no longer attracted to outdoor activities. This is mainly due to their addiction to video games on the computer or the playstations. And, unfortunately, we find very strong and violent video games that are purchased by parents for their kids to play, without them knowing the real in-game story. And I think that children should not be granted the permission to play any of these very graphic and violent video games.

Body paragraph: (point by point pattern)

Yes. Some people might state that "it is only a game", and that there should not be any harm to it. Well, kids forge their personalities by their surroundings at that young age. So, them being allowed to, for example, kill someone in the game for no reason, might let them think killing someone is not a big deal, and that is dangerous. This is why, I totally disagree with those who say that there is no harm caused by these games. And, actually, some studies had shown that, even if there is no direct link between the behaviour of a child and the video games, children who tend to play violent games grow up to be violent themselves, and some kids even try to reproduce some harmful moves that they saw in their game, because of their inability to make a difference between reality and virtuality.

Conclusion:

Parents should pay attention to what they let their kids to play, and they should control the games they buy. There are age limits on each video game that should be respected. And violent video games are not appropriate for young people.

All the best!

Write an introduction, one body paragraph using point-by-point pattern, and a conclusion on one of the following topics

Topic 1: Formal examinations are the only effective way to assess a student's performance. Continual assessment such as course work and projects is not a satisfactory way to do this.

To what extent do you agree or disagree with this statement? Give reasons for your answer and include any relevant examples from your own experience or knowledge.

Introduction:

34
Teachers assess their students to know how well they receive the courses, this is the way to know how good a teacher is and how the learners performance is. Some teachers think that continual assessment is not a satisfactory way to assess student's performance they believe that final examinations are enough, but in my opinion continual assessment such as course work and projects also helps to assess the students.

Body paragraph:(point by point pattern)

92
Final examinations help the student to sum up all the courses studied during the year or the semester, this makes him work harder and study harder, but he will score more if he works in the classroom in groups or if the teacher asks him to research on a project. In fact this helps him to build his individuality competencies to do a work as a course on his own materials and ideas. For example if the final examinations are short of time, they are stressful but in projects you have time to make a research and organise it to be as you wish.

Conclusion:

92
It is true that final examinations are effective to assess student's performance, but continual assessment help the student and the teachers at the same time and in some cases it can be a satisfactory way to do this.

You are amongst the opponents.

6- Composition:

Write a well-structured paragraph in which you argue in opposition to the author's claim. (12pts)

Opponents of the legalization of gambling claim that it is a sinful and dirty vice provided by the corrupt underworld. This act doesn't suit the morals and values of men. It is an illegal way of making money, as well as it makes the government and society corrupt. Instead of encouraging or making money legally, it precipitates the society into sin and gives them the illusion of the non-existence of law. As gambling may have some and very little virtues for the minority of people, it can be a very big issue somehow that cannot be controlled. It is like playing with fire and you may end up hurting yourself, because gambling is another name of corruption, and corruption is all about harmful and unethical act. Some studies reported that the majority of the people who were involved in gambling ended up ruined and broke because of their accumulated debts. At the beginning they gain so much that they crave for more, but after a while they lose everything including their values and even themselves. Gambling is like a rose in the beginning nice and sweet, but even the nicest things can make you bleed.

All the best!

X

not dance or talk and may even close their eyes so they can be better listeners. At a rock concert, the people dance and sway. Shouting, pushing, and jumping is common as well. At a classical music concert, it would be very surprising indeed if an audience member begins to sing along with the performers. On the contrary, rock musicians sometimes point the microphone toward the crowd to encourage them to sing along with their favourite lyrics. However, classical concerts are not always so dignified. In the 18th century, the audience clapped, yelled, and sometimes even threw food. Even though the manners at these concerts are not very similar, both audiences are passionate about the music, and their appreciation for the talent and effort of the musicians is similar too. They simply show it in completely different ways.

2. Suggest a suitable topic sentence to the following paragraph (1.5 point)

12) Women and men have two different reactions when they get lost.

As soon as a woman thinks she might be lost, she will pull into a store or gas station and ask for directions. As she continues on, if she's still not sure of the directions, she will stop again and ask someone else for help. Until they know they are on the right track, women will continue to ask for directions. In contrast, men would rather turn around and go home than stop and ask for directions. First, a man does not readily admit he is lost. When it is clear that he is, he will pull over and consult a map. If he still finds himself lost, he will again pull out that map. Either the map will finally put the man on the right route, or — as a last resort — he will reluctantly stop at a store or gas station and let his wife go in and ask for directions. Many battles of the sexes have raged over what to do when lost while driving.

IV- Composition: Write a well-structured paragraph in which you contrast childhood and adulthood (8 points).

Childhood or Adulthood

61) Childhood is completely different from adulthood in a lot of parts. First of all, childhood is the place where you grow up and learn about life. You can't forget the memories that you gained there. While adulthood is not that special to every one due to working and daily duties you won't have time to spend time outside. Second, at my childhood, people were very friendly and helpful, neighbours live like one family. However, the adulthood doesn't have any special thing about neighbours every person is dealing with his problems no one cares about the other. Finally, childhood is a place of learning but adulthood is place of acting. Although of these differences both childhood and adulthood are special for every person. All the best.

6- Composition:

Write a well-structured paragraph in which you argue in opposition to the author's claim. (12pts)

6/12
In many societies, Gambling has become legal in some cities for only the good side that it has. Gambling is too illegal. It has much inconvenience that destroys the society. Even if it helps in the industrial side of the government. Playing with money can bring troubles especially between players. Because we're not speaking with a dollar but there are persons who play with million dollars. And as it's human not all people will accept the fact that he failed all he lose all his money just in Gambling, so he turns to personal problems. We've heard a lot of person's that kill another one just for this. Gambling is not legal in many cities especially in Arabic and any also many other countries. Governments should not take this just a game and let all the bad side.

All the best!

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