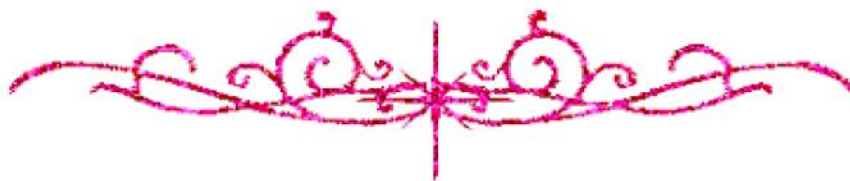


بسم الله الرحمن الرحيم





شبكة المعلومات الجامعية التوثيق الالكتروني والميكروفيلم



جامعة عين شمس

التوثيق الإلكتروني والميكروفيلم

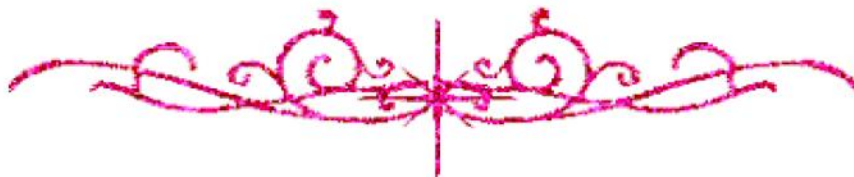
قسم

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Misr University for Science and Technology



Ain Shams University

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**A Thesis Submitted in partial Requirements for the MA Degree in
Linguistics Investigation of Lexical Diversity in EFL Writing**

Proficiency:

A Systemic Functional Approach

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ABSTRACT

Title: Investigation of Lexical Diversity in EFL Writing Proficiency: A systemic Functional Approach.

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The study highlights the use of Systemic Functional Grammar approach and the use of lexical diversity in teaching year four students the way of writing a narrative story. The data obtained from a sample of ٤٠ students who were the participants of the experiment. ٢١ of these students represented the experimental group; whereas, ١٩ students represent the control group. This study tackles the textual metafunction as well as the lexical diversity. The results show that the use of cohesive devices helped in connecting the ideas coherently in a text in an organized way. This is besides the thematic patterns which represent one aspect of achieving cohesion in a text including connecting ideas and, consequently, sentences together smoothly. Yet, the results have shown that lexical diversity remained stable without recording any change or development.

Keywords: cohesion, SFG, textual meta-function, thematic patterns, lexical diversity.

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Chapter one

Back ground and Problem

1 Introduction

Communication, whether in speech or in written forms, will not be achieved without the use of suitable words which the producer wants to convey to the recipient. This is applied on all languages whether native or foreign. Laufer (۲۰۱۳) clarifies that in the native language, the development of vocabulary is connected to the intellectual development and education, thus when natives need to express complex ideas, they have the suitable lexis. Things differ in foreign languages. Because of the limited lexis, there is always a gap between what foreigners want to say and what is being actually said. This appears clearly in writing rather than speaking due to the need to express oneself in a formal mode and accurate use of vocabulary. Learners are aware of the essentiality of lexical diversity, and they always highlight lack of vocabulary as their major problem. Laufer added that when learners of English language were asked about vocabulary, they talked about their need for “technical, academic or professional words” to convey and express their thoughts in writing.

١,١ Systemic Functional Grammar (SFG)

Halliday is the founder of Systemic Functional Grammar theory (SFG). He and Matthiessen have been working on this theory for thirty years. They do not treat language as a kind of symbol, yet they view language as a semiotic system which, eventually, serves in the construction of people's experiences (Halliday & Matthiessen, ١٩٩٩). As per Halliday and Matthiessen (١٩٩٧), there are differences between grammar and what they call "Grammatics", the theories of grammar; they compare the grammar to the atom which is totally different from any equation it is a part of.

SFG tackles three meta-functions: Experiential (ideational) meta-function, Interpersonal meta-function and Textual meta-function.

١,١,١ Experiential Metafunction

Thompson (٢٠١٤) explained the experiential metafunction to be concerned with the content meanings of "what/who did what to what/whom" which cannot be inspected in interpersonal meanings. The role of the experiential aspect in the SFG is to enable the user to gain these information. Experiential metafunction analyzes and discusses the action expressed in the main verb. From the experiential perspective, processes are the fundamental part of the clause. Mainly, the clause is concerned with the action or event in which the participants are involved. It includes an analysis of transitivity which starts from classification of different types of processes. Transitivity system is used as an instrument for analyzing processes that appear in the text. Transitivity