

**INVESTIGATING THE USE OF CONJUNCTIONS IN ESSAY WRITING BY SELECTED
SECOND-LEVEL NON-NATIVE ENGLISH STUDENTS AT A SOUTH AFRICAN
UNIVERSITY**

by

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DECLARATION

I, *Muttshidzi Ligege* (Student Number: 11632349), hereby declare that this dissertation submitted for the Master of Arts in English Language Teaching at the University of Venda, hereby submitted by me, has not been submitted previously for a degree at this or any other university, and that it is my own work in design and execution and that all reference materials contained herein, have been duly acknowledged.

Signed:



Date: 21/08/2023

DEDICATION

This dissertation is dedicated to:

- My father, Ntanganedzeni Peter Ligege, for his ceaseless encouragement and unwavering belief in the value of education.
- My late mother, Tendani Masia Ligege, for her unconditional love.
- My younger brother, Adivhaho Ligege, for his invaluable support during my study.
- My aunt, Florah Maluleke, sister, Ntsetselelo Ngobeni, and Phophi Ligege – I love you all.

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ABSTRACT

In academic writing, writers must use appropriate language to articulate their ideas. This includes using appropriate conjunctions to present a comprehensive and logical piece of written work. Therefore, this study investigated the use of conjunctions in essay writing by selected second-level non-native English students at a South African University. The research adopted a mixed method approach because the researcher could combine the findings from qualitative and quantitative approaches. A quantitative approach was used because it uses numbers and percentages, while the qualitative approach identifies an in-depth understanding of a particular phenomenon. Quantitatively, 52 students constituting 20% of the 261 entire population of the University of Venda second-level non-native English students participated in this study. A random sampling technique was used because it gave an equal opportunity for the students to participate in the study. Data were collected using a questionnaire instrument. A Statistical Package for Social Sciences Software Version 22.0 was used due to analyse quantitative data due to its ability to identify trends and patterns of the findings. Qualitatively, further sampling of 10 students was purposively conducted based on the researcher's judgment. A document analysis was used to collect and manually analyse themes emerging from the participants' written essays. The study found that the majority of the participants were competent in the use of subordinate conjunctions, coordinate conjunctions, and conjunctive adverb conjunctions. However, they experienced difficulties in the use of correlative conjunctions because they could not produce coherent and cohesive written essays. The present study recommends writing and frequent practice of the use of conjunctions by selected second-level non-native English students at a South African University.

Keywords: *coherence; cohesion; communicative competence; conjunctions; grammar*

TABLE OF CONTENTS

DECLARATION	i
DEDICATION	ii
ACKNOWLEDGEMENTS	iii
ABSTRACT	iv
TABLE OF CONTENTS	v
LIST OF TABLES	x
LIST OF FIGURES	xi
CHAPTER 1: INTRODUCTION AND BACKGROUND TO THE STUDY	1
1.1 INTRODUCTION.....	1
1.2 BACKGROUND TO THE STUDY	1
1.3 STATEMENT OF THE PROBLEM	5
1.4 AIM OF THE STUDY	6
1.5 RESEARCH OBJECTIVES	6
1.4 RESEARCH QUESTIONS	6
1.7 SIGNIFICANCE OF THE STUDY.....	6
1.8 DELIMITATION OF THE STUDY	7
1.9 DEFINITION OF KEY CONCEPTS	7
1.9.1 Conjunctions	7
1.9.2 Coordinate conjunctions	8
1.9.3 Subordinate conjunctions	8
1.9.4 Correlative conjunctions	8
1.9.5 Conjunctive adverbs	9
1.9.6 Grammar	9
1.9.7 Essay	9

1.9.7	Coherence.....	10
1.9.8	Cohesion	10
1.10	STRUCTURE OF THE STUDY	10
1.11	SUMMARY.....	11
	CHAPTER 2: LITERATURE REVIEW	12
2.1	INTRODUCTION.....	12
2.2	GRAMMAR.....	12
2.3	CONJUNCTIONS.....	14
2.3.1	TYPES OF CONJUNCTIONS	15
2.3.2	FORMS OF SENTENCES	28
2.3.3	PREVIOUS STUDIES FINDING ON FORMS OF SENTENCES	32
2.3.4	PARAGRAPHING.....	33
2.3.5	CONCEPT OF ESSAY WRITING.....	38
2.3.6	FINDINGS FROM PREVIOUS STUDIES ON ESSAY WRITING	40
2.3.7	THEORETICAL FRAMEWORK.....	41
2.10	SUMMARY.....	46
	CHAPTER 3: RESEARCH DESIGN AND METHODOLOGY	47
3.1	INTRODUCTION.....	47
3.2	RESEARCH PARADIGMS.....	47
3.3	RESEARCH DESIGN	49
3.3.1	Explanatory research design	49
3.3.2	Exploratory research design.....	49
3.3.3	Descriptive research design	50
3.4	RESEARCH APPROACH	50
3.4.1	Qualitative research approach.....	51

3.4.2 Quantitative research approach.....	51
3.4.3 Mixed research approach	51
3.5 POPULATION AND SETTING	53
3.5.1 RESEARCH SETTING	53
3.5.2 POPULATION	54
3.6 SAMPLING AND SAMPLING PROCEDURE	55
3.7 RESEARCH INSTRUMENTS.....	56
3.7.1 Questionnaire	56
3.7.2 Documents	57
3.8 MEASURES OF QUALITY CONTROL.....	58
3.8.1 Validity and reliability of the quantitative data	58
3.8.2 Trustworthiness of the qualitative data	59
3.9 DATA COLLECTION PROCEDURES.....	61
3.10 DATA ANALYSIS	62
3.11 ETHICAL CONSIDERATIONS	64
3.11.1 Informed consent.....	64
3.11.2 Anonymity and confidentiality	65
3.11.3 Voluntary participation	65
3.11.4 No harm to participants.....	65
3.12 SUMMARY.....	66
CHAPTER 4: PRESENTATION OF RESULTS AND DISCUSSION	67
4.1 INTRODUCTION.....	67
4.2 PARTICIPANTS' PERSONAL INFORMATION (QUANTITATIVE)	67
4.3 DATA ON CONJUNCTIONS CONTENT-RELATED QUESTIONS.....	72

4.3.1	RETURN RATE OF THE RESEARCH INSTRUMENT	72
4.3.2	QUANTITATIVE DATA ANALYSIS	72
4.3.3	QUALITATIVE DATA ANALYSIS	94
4.4	SUMMARY.....	113
CHAPTER 5: OVERVIEW OF THE STUDY, CONCLUSION AND RECOMMENDATIONS.....		114
5.1	INTRODUCTION	114
5.2	SUMMARY OF STUDY.....	114
5.3	REVISITING RESEARCH QUESTIONS.....	115
5.4	CONCLUSIONS.....	118
5.5	LIMITATION OF THE STUDY.....	118
5.6	RECOMMENDATIONS.....	119
5.6.1	Intensive teaching of parts of speech	119
5.6.2	Editing of written essays.....	119
5.6.3	Encouraging students to read.....	119
5.6.4	Focusing students on essay writing.....	120
5.6.5	Hiring of new lecturers.....	120
REFERENCES		121
ANNEXURE A: INSTRUMENTS		149
ANNEXURE B: STUDENTS' SCRIPTS.....		158
ANNEXURE C: ETHICAL CLEARANCE CERTIFICATE.....		175
ANNEXURE D: APPLICATION LETTER.....		176
ANNEXURE E: PERMISSION LETTER.....		178
ANNEXURE F: RESEARCH CONSENT FORM.....		180
ANNEXURE G: EDITOR'S LETTER		181

ANNEXURE H: TURNITIN REPORT 182

LIST OF TABLES

TABLE 2.1. Types of transitional words	Error! Bookmark not defined.
TABLE 2.2. Types of transitional words commonly used.	Error! Bookmark not defined.
TABLE 4.1: Return rate of the research instrument	72
TABLE 4.2: Questions on coordinate conjunctions	73
TABLE 4.3: Questions on subordinate conjunctions	77
TABLE 4.4: Questions on correlative conjunctions	82
TABLE 4.5: Questions on conjunctive adverbs	86

LIST OF FIGURES

FIGURE 3.1: A map of Thohoyandou area showing the University of Venda.....	54
FIGURE 4.1: Participants by gender	68
FIGURE 4.2: Participants by age	69
FIGURE 4.3: Participants by degree	70
FIGURE 4.4: Participants by primary language.....	71
FIGURE 4.5: Overall performance	89
FIGURE 4.6: Application of different conjunctions	91

LIST OF ABBREVIATIONS AND ACRONYMS

CDs	:	Cohesive Devices
CT	:	Communicative Theory
DMs	:	Discourse Markers
EFL	:	English Foreign Language
ESL	:	English as a Second Language
FAL	:	First Additional Language
FANBOYS:		For, And, Nor, But, Or, Yet, So
L2	:	Second Language
LoLT	:	Language of Learning and Leaching
SPSS	:	Statistical Package for Social Sciences
TS	:	Transitional Signals
UHDC:		University Higher Degree Committee

CHAPTER 1: INTRODUCTION AND BACKGROUND TO THE STUDY

1.1 INTRODUCTION

Chapter 1 the introduction of the study by examining the background to the study, problem statement, the aim of the study, research objectives, research questions, significance of the study, delimitation of the study, definition of key concepts, structure of the study and chapter summary. The purpose making this introduction is to inform the readers in summary form about the contents of this chapter.

1.2 BACKGROUND TO THE STUDY

Language is the means of communication among humans which assists in the exchange of ideas. Ahmad (2011) describes language as an interacting tool that enhances communication. In this regard, the process involves interchanging feedback between the speaker and the listener and *vice-versa*. Ramelan (2006) asserts that language is an arrangement of symbols and random voices used to communicate with humans. Also, it is the prime tool for communication. On the other hand, communication refers to the exchange of information between people.

Lyons (2010:4) indicates that language is made up of two different communication systems namely, natural and artificial. Therefore, it comprises both verbal and non-verbal components. Sign language and body language are used to communicate non-verbally. Lyons (2010) asserts that the natural type of communication system is verbal, such as the use of English or any other language. Human beings are, therefore, bound to communicate using the appropriate modes of communication whether verbally or non-verbally, including the written form.

Brosch (2015) claims that English is used most inspoken and written forms in many fields, including education, economy, politics and many others. Ordinarily, it is used by many speakers worldwide to communicate with others who speak different languages.

Brosch (2015) concurs that English is an international language that is studied globally as a foreign language. Therefore, English is regarded as a lingua franca.

South Africa is a multilingual country which had eleven official languages initially, however, it now has thirteen languages because of the existence of newly incorporated and officialised Khoisan and Sign languages (Du Plessis, 2022). Foley (2004:58) claims that the “South African Language Policy for Higher Education states that everyone has the right to receive education in the official language or languages of their choice in public educational institutions where that education is reasonably practicable.”

However, Guido and Seidlhofer (2014) argue that regardless of the equality of these 10 South African official languages, English is adopted as a medium of instruction at schools because it is used in most learning institutions, including colleges and universities. Therefore, English is the language of education both as a subject and as the language of Learning and Teaching (LoLT) in most South African public schools and private schools (Department of Basic Education, 2011). As the Policy of Higher Education (2002) states that every learner has a right to receive education in the official language, English has been adopted as a medium of instruction in schools.

English is used as a language of learning and teaching from undergraduate to postgraduate levels at the University of Venda. There are also English degrees and modules offered at all levels. Students who select English as a major module are expected to be proficient in the use of grammatical rules and their application (Ferreira, 2014). English grammar involves a set of rules used in organising sentences and creating appropriate language or communication itself (Ambarwati, 2021). Hence, studying structures such as conjunctions in grammar is essential because the appropriate use of conjunctions brings about cohesion and coherence in essay writing.

Setyawan (2013) defines conjunctions as words that connect two words, clauses, sentences or phrases to bring about coherence and cohesion in the English language. Luo (2022) asserts that clauses and sentences are connected by conjunctions. The

types of conjunctions include coordinate conjunctions, correlative conjunctions, subordinate conjunctions and conjunctive adverbs (Ahmed, Zhang, Rezk & Pearson, 2023). Coordinate conjunctions are grammatical items or words that join sentences of equal sentence parts. Correlative conjunctions entail the working together of conjunctions in pairs to join clauses or sentences. Subordinate conjunctions involve joining the dependent adverb clauses and the independent clause, whereas conjunctive adverbs connect two parts of a sentence with equal value.

Lyons (2004) states that conjunctions are essential in essay writing because they bring about cohesion and coherence when used appropriately and assist the writer to state more in fewer words. Caplan (2012) acknowledges that in lieu of beginning a new sentence, conjunctions can be used effectively, and they add variety when writing because they are utilised in the creation of sentences with various meanings and styles. Conjunctions are indispensable in the use of the English language because they enrich essays and bring many ideas together and make sentences more sensible and more comprehensible.

Ahmed *et al.* (2023) postulate that one important function of conjunctions is to attract readers and make the writing to be more appealing to the reader because the readability of essays relies upon coherence and cohesion brought about by using conjunctions appropriately as they organise the unity of ideas. Ahmed *et al.* (2023) add that conjunctions assist in avoiding repetition in clauses and sentences. Therefore, the most significant function of conjunctions is to connect sentences and make the flow of reading and writing smooth because without a full understanding of this grammatical element, there can be no clear cohesion and coherence in sentence constructions.

Connelly and Forsyth (2012) describe an essay as a piece of writing intended to inform or convince the reader on a certain topic. For example, coherence is the unity of the structural elements of which students are expected to produce well-structured essays (Ceylan, 2019). Cohesion is the relationship between sentences in an essay; cohesion and coherence can be ensured using cohesive devices such as synonyms, linking words

and repetition. Essay writing requires students to be expressive when developing and organising ideas logically. Coherence is the fundamental unit of any kind of writing activity because it makes readers understand the use of the language which is coherent and logical. It is achieved by making every written or spoken workflow smooth and by maintaining relevance to the central focus of the text (RahmtAllah, 2020).

Numerous studies by scholars such as Al Badi (2015), Chen, (2006), Dudu, Gonye, Mareva and Subanda (2012), Hamed (2014), Jisa (2004), Lai (2008), Nephawe and Lambani (2022), Narita, Sato and Sugiura (2004) and Zhang (2000) have been conducted on essay writing throughout the world. Al Badi (2015) revealed in their study that postgraduate students from Oman University were repeating conjunctions for the same conjunctions within the sentence. Chen (2006) carried out a corpus-based study on Master degree essays of Taiwanese students exploring their usage of conjunctions. He observed that conjunctions such as ‘besides’ and ‘therefore’ were inappropriately used by some of the students, and the main problem was where some conjunctions were used to string sentences together with no logic. Dudu et al. (2012) assessed essays written by the Great Zimbabwe University students and found that there was a lack of logical ideas, and there was no cohesion or coherence.

Hamed (2014) analysed 4th-level Libyan students’ essays and found that the conjunction ‘and’ was overused. Some students were starting a sentence with a conjunction which according to Chan (2004) is grammatically incorrect. Jisa (2004) found that French students overused coordinate conjunctions and misused topic sentences, and this led to incoherent essays and unacceptable quality writing. Lai (2008) demonstrated that Taiwanese undergraduate students were using wrong conjunctions within their essays and had incorrect grammar too. Nephawe and Lambani (2022) indicate that some students could not produce sentences without committing errors in the use of conjunctions even at higher institutions of learning, and this often translates into frustrations in learning the language.

Furthermore, Narita et al. (2004) reported in their corpus-based study that Japanese English Foreign Language (EFL) learners were overusing the conjunctions 'first', 'moreover', and 'in addition', while the logical connectors 'then', 'yet' and 'instead' were underused. Zhang (2000) conducted a study among Chinese undergraduate students and reported the lack of connection between cohesion and poor writing quality within the students' essays. In this situation, most of the English language research studies conducted among non-native English Language students in South Africa at the tertiary level have revealed that most students experience challenges regarding the use of grammar.

1.3 STATEMENT OF THE PROBLEM

Studying English as a second language (L2) poses challenges to most students throughout the world as regards the use of conjunctions. Based on the findings from some scholars used in the present research, it was revealed that L2 students experience difficulties using conjunctions because they lacked logical ideas, coherence and cohesion. It is worthwhile that students should write grammatically sound, as well as comprehensible and coherent essays. Students who registered for English second-level are expected to write coherent and cohesive essays and use conjunctions correctly. Most students could not produce sentences in the English language without committing errors in the use of conjunctions. However, non-native English second-year level students at a South African university are required to use conjunctions because these elements serve as useful signposts to guide the reader through the tasks, ensuring that the essay is coherent and comprehensible. However, debatably, there are no findings by the majority of English language researchers regarding the use of conjunctions in essay writing by students at South African universities. Therefore, the study sought to investigate the use of conjunctions in essay writing by selected second-level non-native English students at a South African University.

1.4 AIM OF THE STUDY

The aim of the study was to investigate the use of conjunctions in essay writing by selected second-level non-native English students at a South African University.

1.5 RESEARCH OBJECTIVES

The following were the objectives of the study:

1. To identify the types of conjunctions used in essay writing by selected second-level non-native English students at a South African University.
2. To describe how different types of conjunctions are used in English essay writing by selected second-level non-native English students at a South African University.
3. To evaluate how different types of conjunctions are used in English sentences by selected second-level non-native English students at a South African University.

1.4 RESEARCH QUESTIONS

The study sought to answer the following questions:

1. What types of conjunctions are used by selected second-level non-native English students at a South African University?
2. How are different types of conjunctions used in essay writing by selected second-level non-native English students at a South African University?
3. To what extent are the different types of conjunctions used in essay writing by selected second-level non-native English students at a South African University?

1.7 SIGNIFICANCE OF THE STUDY

The results of the study can contribute to the scientific body of knowledge because selected non-native English second-level students can derive benefits from the appropriate use of conjunctions. The finding can bring insights into selecting these students to consider good writing practices in terms of reliability concerning the mastery

and usage of conjunctions in essay writing by non-native English second-year level students at the South African University. The study findings can benefit the English language teachers because they can devise a strategic intervention that timeously guards against the development of errors regarding the use of conjunctions. Future researchers can obtain enough area to conduct further studies on the use of conjunctions in the English language.

1.8 DELIMITATION OF THE STUDY

The current study was conducted at the University of Venda in Limpopo Province, South Africa. The study investigated the use of conjunctions by non-native English second-level students. Fifty-two participants answered a questionnaire that dealt with the use of conjunctions. Additionally, ten (10) students wrote essays that were assessed using document analysis to test their ability to use conjunctions appropriately in sentences.

1.9 DEFINITION OF KEY CONCEPTS

1.9.1 Conjunctions

A conjunction is a word that connects two or more words, phrases, and clauses. Unubi (2016) explains conjunction as an indeclinable part of speech connecting other parts of speech and having significance by ordering their relations or meaning. In this situation, Sanders and Maat (2006) view a conjunction as a semantic connection existing between two clauses. Besides, Nordquist (2019) asserts that conjunction is a grammatical aspect used to connect ideas, vary sentence structures and indicate more than one action or talk about more than one person or thing. In concurrence, Gürkan (2005) mentions that a conjunction is like a bridge between ideas and shows readers how thoughts are connected in the English language.

1.9.2 Coordinate conjunctions

A coordinate conjunction is a word that connects two independent clauses. Cook (2001) claims that coordinate conjunctions are words that connect two or more words or groups. Additionally, Cook (2001) proclaims that they are used in simple sentences, and they connect sentence elements of the same grammatical class. Similarly, Luo (2022) defines coordinate conjunctions as words used to connect items grammatically equal such as two words, two phrases or two independent clauses.

1.9.3 Subordinate conjunctions

Chen (2017) defines subordinate conjunctions as words used to connect subordinate clauses with the main clause assisting in the formation of complex sentences. Furthermore, Biber, Johansson, Leech, Conrad and Finegan (2002) posit that “subordinate conjunctions are defined as function words that show the connection of meaning between the main clause and the subordinate clause.” Additionally, Biber *et al.* (2002) acknowledge that subordinate conjunctions enable the writer to create cohesion and bring about logical links between ideas. According to Nordquist (2019), subordinate conjunctions are the type of conjunction that connect clauses with clauses conversely. Warner (2012) elucidates that those subordinate conjunctions are grammatical parts of the clause they introduce with no comma to separate them.

1.9.4 Correlative conjunctions

Correlative conjunctions are defined by Sahebkhair and Aidinlou (2014) as a pair of words that relates to two equally important clauses or phrases in one complete idea and gives more emphasis to the combinations of two balanced. Moreover, Sahebkhair and Aidinlou (2014:125) point out that correlative conjunctions are “made up of two or more words working together as a pair to link two similar items.” Correlative conjunctions are

essential in illustrating how two words or phrases in a sentence relate (Zinkevich & Ledeneva, 2021), and they always come in pairs.

1.9.5 Conjunctive adverbs

According to Coffin and Hewings (2004), a conjunctive adverb is a word that connects two clauses by converting the clause it introduces into an adverbial modifier of the verb in the main clause, and in grammar, it is a conjunctive adverb or adverbial phrase indicating a relation in meaning between two sequential independent clauses. Hayatolain and Ganji (2023) define conjunctive adverbs as conjunctions that provide a link between ideas in the two phrases, clauses and sentences.

1.9.6 Grammar

Grammar is a set of rules, systems and structures of a language. According to Nordquist (2019), these rules allow language users to create meaningful sentences using several English language aspects such as parts of speech, clauses, punctuation and mechanics of language. Harmer (2001) explicates grammar to be the description of the ways wherein words can be combined into sentences and change their forms in the language. Grammar is the subject of rules governing the arrangements that the syntax and morphology of a language assume, adding that the rules are part of what is automatically known by native speakers of the language (Celce-Murcia & Hilles, 1998), as they are non-existent to native speakers.

1.9.7 Essay

An essay is a piece of writing comprising the writer's point of view. According to Connelly and Forsyth (2012), an essay is a piece of writing intended to inform or convince the reader on a certain topic. Essays can be non-fictional, expository or narrative depending on the reflections of the writer.

1.9.7 Coherence

Coherence is the way that elements in sentences and paragraphs hang together to produce meaning. According to Taboada (2004:158), “Coherence is the hanging together of the text with relation to its context of situation or culture.” Additionally, Yule (2008:126) mentions that “coherence is everything fitting together well, and it is not something that exists in words or structures, but something exists in people.” When writing, it is through words and through context wherein coherence can be attained (Lindvall & Ryve, 2019). Alidoost, Tabatabaei and Bakhtiarvand (2014) allude that coherence in written texts is a complex process, involving a multitude of reader and text-based features. In text-based, coherence is defined as a feature internal to the text.

1.9.8 Cohesion

Yule (2008:1) asserts that “cohesion is the tie and connection that exist within the text.” According to Dalla-Riva (2015) and Cai (2011), cohesion is the grammatical and lexical connection existing between sentences and sentences and paragraphs. Consequently, the writer must ensure to use vocabulary and grammatical structures to produce a coherent piece of writing or make connections between ideas within a text. Ampa and Basri (2019) explain cohesion to be the relationship between sentences in a written essay containing logically organised ideas. Ampa and Basri (2019) further mention that cohesion is what makes the elements of a text, including the words, phrases, clauses and sentences stick together to form a whole.

1.10 STRUCTURE OF THE STUDY

The study was divided into five chapters aimed at analysing how selected non-native English second-level students at the University of Venda use conjunctions in essay writing. The division of the study chapter was as follows:

Chapter 1 presents the introduction and outlines the research problem, the research aims, the research questions, the significance of the study, the delimitation of the study and the key operational terms' definitions.

Chapter 2 reviews literature on conjunctions usage and the theoretical perception of Communicative Competence regarding Grammatical competence and Discourse competence.

Chapter 3 grants the research methodology and research design justifications for their choices in relation to the current study.

Chapter 4 highlights the findings and discusses how different types of conjunctions have been used by students in their essays.

Chapter 5 entails the conclusion and summarises the study and makes recommendations and suggestions for future research.

1.11 SUMMARY

This chapter outlined the background of the study by indicating the significance of English in today's communication. Also, the chapter presented the statement of the problem. The aim and objectives of the study coupled with the designed research questions were covered. It illustrated how significant the study could build the body of knowledge on the use of conjunctions by students. Operational terms that closely relate to the subject under study were defined and concluded with the structure of the study. The next chapter deals with the literature review.

CHAPTER 2: LITERATURE REVIEW

2.1 INTRODUCTION

Chapter 1 covered examined background to the study, problem statement, the aim of the study, research objectives, research questions, significance of the study, delimitation of the study, definition of key concepts, structure of the study and chapter summary. Chapter 2 presents a literature review dealing with conjunction, the form of sentences in grammar, previous studies finding on forms of sentences, paragraphing, the concept of essay writing and theoretical framework. A literature review is a survey of scholarly sources on a specific topic. It provides an overview of current knowledge, allowing researchers to identify relevant theories, methods and gaps in the existing research that can later be applied to research papers (Lambert, 2012). The researcher, in this study, wanted to find out how the previous scholars dealt with the issue of conjunctions in written essays at university level.

2.2 GRAMMAR

Grammar is the study of words and rules for the formation and relationship within a sentence, the rules guide the writer or speaker when writing or speaking the language. According to Ur (2012), grammar is the way words are combined to form correct sentences whether written or spoken. Richards and Schmidt (2013) describe grammar as the depiction of the structure of a language and how language units such as words and phrases are formed into sentences. Additionally, Nadia and Pradnya (2023) indicate that English grammar involves the organising of sentences and creating language or communication. The previous definitions are clear-cut that through grammar, words are combined to form appropriate sentences for both verbal communication and written communication.

Clarke, Escholtz, Rosa and Simon (2003:190) portray grammar as the system of language. Harmer (2015:22) claims that grammar is simply “a knowledge of what words can go where and what form these words should take.” Crystal (2003) emphasises that

in grammar, there are set of rules that regulate how the communication system works. According to Chung and Pullum (2015), if students know grammar and have mastered grammatical rules, they can construct acceptable meaning in any language, hence grammatical rules are important for the mastery of a language. Grammar, therefore, involves the combination of words and rules that control the way the communication system works, and for a sentence to be grammatically appropriate, word classes must occupy certain positions in a sentence. Thus, communication is effective and acceptable when sentence formation rules have been applied appropriately.

According to Burns (2009), grammar can help students strengthen their ways of learning the target language. Burns (2009) mentions three main theoretical concepts of grammar affecting learning the language, namely, traditional, formal and functional grammar. Traditional grammar considers language as a set of rules. Thus, students must identify and classify the words or phrases in a sentence into their parts of speech. Formal grammar treats language as a cognitive progression happening in the brain and human beings have the tendency for it from birth. Functional grammar is descriptive (Burns, 2009) and is concerned with how people use language to communicate effectively daily.

English is officially recognised and adopted in South Africa as a means of public communication and L2 students are required to master the language for enhanced communication (Collins, 2012). Fontiveros-Malana and Calanoga (2019) emphasise that good grammar competence is necessary because it allows all ideas to be readable in a well-structured text. Grammatical skills assist students in organising words and messages and making them meaningful.

Grammar is important to students because they should be able to produce distinctive grammatical structures of a language and use them in communication effectively. Additionally, good grammar knowledge allows students to make sentences clear enough to comprehend. It comprises numerous parts of speech such as adverbs, conjunctions, determiners, interjections, nouns, prepositions, pronouns and verbs. For this study, the focus was on conjunction as one part of speech serving as the building blocks of

grammar. Huddleston and Pullum (2002) recommend that parts of speech are universal because of their application in any language. Hence, studying conjunctions in grammar is essential because conjunctions bring coherence to essays.

2.3 CONJUNCTIONS

Shopen (2007) and Setyawan (2013) postulate conjunctions as words used to connect sentences, phrases and words. Roberts (2011) concurs that conjunctions perform the function of joining any two or more sentences together to form another coordinate sentence. Conjunctions connect some parts of speech, and their function is to join words, phrases, clauses and sentences (Agyekum, 2010). In addition, Kusumawardhani (2017) states that conjunctions amongst parts of speech bring coordination between elements and connect other parts of speech. All descriptions above depict conjunctions as connectors of words, phrases and sentences.

Several labels have been used to describe conjunctions by different authors over the years. Zamel (1983) and Quirk and Crystal (2010) describe them as conjuncts, Granger and Tyson (1996) regard them as connectors, and on the other hand, Murcia and Larsen-Freeman (1999) consider them to be logical connectors. Huddleston and Pullum (2002) label conjunctions as connective adverbs, Fraser (1999) and Parrot (2000) as discourse markers and Cowan (2008) present them as discourse connectors. Regardless of how authors label conjunctions differently, they still perform the same function in texts, to connect words, phrases and sentences.

Conjunctions play an essential role in English production such that any incorrect usage of conjunctions may result in the message being difficult to comprehend (Ong, 2011). Ting (2003) notes that conjunctions are important in bringing about connectivity and unity in texts also, and they contribute to the quality of a text. Similarly, Harmer (2007) contends that through conjunctions, ideas are combined into one sentence. Consequently,

conjunctions help maintain communication flow without breaking up sentences unnecessarily, and they allow the writer to say more in a few words.

Agyekum (2010) claims that conjunctions are significant in essay writing because they enrich the essay by bringing many ideas together, making sentences more sensible and more comprehensible. Also, Agyekum (2010) asserts that conjunctions bring about cohesion and coherence in an essay. An essay informs or convinces the reader on a specific topic, thus conjunctions must be applied appropriately within sentences for the message to be clear, adequate and interesting to the readers. Conjunctions help make sense of the text to the reader of the text.

2.3.1 TYPES OF CONJUNCTIONS

Quirk, Greenbaum and Leech (1985) mention that conjunctions are divided into three types, namely, correlative conjunctions, subordinate conjunctions and coordinate conjunctions. Equally, Leech (2006) and Melyane and Kurniasih (2014) claim that conjunctions are divided into three different types, namely, coordinate conjunctions, subordinate conjunctions and correlative conjunctions. McArthur, McArthur and McArthur (2005) and Murphy and Cadman (2014) challenge that conjunctions comprise four types and not three. They both mention that the fourth type of conjunction is conjunctive adverbs. Moreover, Murthy (2007) argues that there are five types of conjunctions in which the fifth type is compound conjunctions.

Tarpley (2021) indicates that of all types of conjunctions, coordinate conjunctions and subordinate conjunctions are the most common and frequently used conjunctions, including for, and, nor, but, of, yet, so, although, after, before, before, because, how, if, once, since, so that, until, unless and when. In this sense, Tarpley (2021) states that all types of conjunctions connect words and sentences in a text, although they have different functions in a text.

Coordinate conjunctions connect words, phrases and clauses of equal ranks; subordinate conjunctions connect dependent clauses to independent clauses; correlative conjunctions elucidate how two words or phrases in a sentence are related, and conjunctive adverbs are modifying two independent clauses and join them together (Tarpley, 2021). Most of the coordinate and subordinate conjunctions are easy to apply in English because they are used in everyday communication, including conjunctions such as and, but, because, for, so and others. Consequently, students do not find such conjunctions challenging as compared to other types of conjunctions.

Caplan (2012) explains most of the common English conjunctions and how they are used. The usage of the coordinate conjunctions are as follows: 'for' is used to give reason to something, 'and' is used to connect ideas, objects or sentences, 'nor' adds a negative alternate, 'but' connects ideas that are contrasting to each other, then 'or' presents an option, and 'yet' gives an idea that contrasts the first sentence logically. Caplan (2012) further presents how some of the subordinate conjunctions are used to connect sentences. The subordinate conjunction 'while' refers to the moment something is taking place, 'if' introduces what to do if something happens, 'because' gives a reason for something that has happened or it will happen, 'where' indicates the place something took place and 'when' refers to time something was occurring.

According to Taguchi, Naganuma and Data (2006), missing correct punctuation and inappropriate conjunction result in run-on sentences. Taguchi *et al.* (2006) mention that run-on sentences occur due to grammatical errors rather than length since short sentences are involved too. In support, Eggenschiler and Biggs (2001) acknowledge that run-on sentences occur when two or more independent clauses are not connected with the proper conjunction or punctuation. Examples of run-on sentences due to improper use of conjunctions are as follows: 'I love church I love school', 'We went swimming it was hot' or 'She read my paper she is happy about it'. The three run-on examples can be corrected by adding conjunctions 'and', 'because', and 'and' respectively. 'I love

church and I love school', 'We went swimming because it was hot' and 'She read my paper and she is happy about it.'

a) Coordinate conjunctions

Coordinate conjunctions are words that connect two or more words, groups, and clauses of equal status. According to Crystal (2008), they are used to connect clauses of equal rank and sentence elements of the same grammatical class such as nouns with nouns, adverbs with adverbs, phrases with phrases and clauses with clauses. Aaron (2001) mentions that the coordinate conjunctions are 'for', 'and', 'nor', 'but', 'or', 'yet', and 'so' presented by the mnemonic device *FANBOYS* which makes it easier to remember. Aaron (2001) further asserts that the most used coordinate conjunctions are *and*, *but* and *so*. According to the descriptions above, coordinate conjunctions bring equally important ideas together such as 'James uses a bus to school, but Mary uses a taxi or John and Sam passed their exam'.

Khamkar (2023) points out that when a sentence is joined by a coordinate conjunction, a compound sentence is formed. Greenblatt (2006) demonstrates two ways in which coordinate conjunctions may be used to join within a sentence, namely, joining independent clauses and joining words or phrases. 'I love school, and I love church' is an example of a coordinate conjunction joining independent clauses, and 'My favourite subjects are English and Geography' is an example of joining words or phrases. Consequently, an independent clause can stand on its own as a complete idea, and when a coordinate conjunction is connecting two independent clauses, a comma must be followed by a conjunction, but when connecting two words, there is no need for a comma (Luo, 2022). In addition, Luo (2022) asserts that some coordinate conjunctions may function as a subordinate such as the coordinate conjunction 'for' used as the subordinate conjunction 'because'.

The following gives more examples of Greenblatt's (2006) assertion on the two ways a conjunction may be used:

Joining independent clauses:

- *I love school, and I love church.*
- *I did not understand anything she said, but I am starting to get the gist.*

Joining words or phrases:

- *My favourite foods are pork and green salad.*
- *I will wear either sandals or shoes.*

Previous studies have indicated student encounters across the globe with the use of coordinate conjunctions in essay writing. Sarfraz (2011) reports that undergraduate students in Pakistani Universities had a challenge with the usage of coordinate conjunctions in essay writing. According to Sarfraz (2011), the conjunctions 'both' and 'as well as' cannot be used in a single sentence, but Pakistani University students were using the two conjunctions in a single sentence as in, "Both John as well as Mary are studying". The incorrect example may correctly be written as, "Both John and Mary are studying, or John and Mary are studying."

Sarfraz (2011) indicates that students were overusing the conjunction 'and', and they were beginning a sentence with a conjunction. Similarly, Chan (2004) conducted a comparison study examining the use of coordinate conjunctions between Hong Kong and American students. The results revealed that both were beginning a sentence with a conjunction which is ungrammatical. Also, Geraldine (2020) conducted a study investigating the use of conjunctions within vocational state school students' writing assignments with the aim to find out common errors when using various types of

conjunctions. The findings have shown errors such as unnecessary addition and omission of the coordinate conjunctions 'and', 'because', 'but' and 'so' and the repetition of the coordinate conjunctions 'and', 'because' and 'so'.

According to Halliday and Hasan (1976), coordinate conjunctions are further subdivided into four types of conjunction cohesion in English: additive conjunctions, adversative conjunctions, causal conjunctions and temporal conjunctions. Bahaziq (2016) explains the four types as follows: additive conjunctions connect elements that are semantically alike, adversative conjunctions express opposing opinions or results, and causal conjunctions present reasons or results temporal conjunctions link elements in an order of events and time. These four types of conjunction cohesion in English work differently according to the specific type.

Discourse markers (DMs), in particular, additive conjunctions are used to connect two independent units of discourse. They signal that something more is to be said and may be used to indicate negativity with words such as 'nor', 'and ... so', or 'neither' (Hamed, 2014). Hamed (2014) further asserts that additive DMs introduce texts which repeat and highlight the key point or add relevant new information to the prior discourse. According to Fraser (1999), additive DMs may commonly serve one of the following relations: add an element to the given list, indicate the kind of similarity between two connected segments or highlight the importance of an element. Fraser (1999) lists many DMs as above all, also, and besides, by the same correspondingly, equally, for example, for instance, furthermore, I mean on top likewise, moreover, namely, of it all, or, otherwise, similarly, that is to say, to cap it off and what is more.

Roberts, Barjasteh and Jahami (2009) elucidate that adversative conjunctions are used to express contrast or comparison between sentences and denote contrast and comparison indicating what is 'contrary to expectation'. Roberts *et al.* (2009) further state that adversative ties indicate a contrastive relation, and these conjunctions are used when a contradictory proposition is added to the previous one. The common examples of adversative conjunctions are words such as still, but, only, yet, whereas, while, and

nevertheless. Also, adversative conjunctions within a sentence may indicate refusal, disagreement or disapproval.

Noordman and de Blijzer (2000:35) state that causal conjunctions are words or phrases that are used to introduce a reason, cause or explanation for a given action within a sentence. Casual conjunctions provide an essential ordering principle of human perception and human experience. According to Meyer and Poon (2001), causal conjunctions give the signal to the readers that a causal connection is being made between two discrete events, and they express the cause or reason of what has been stated. Causal conjunctions include although, as a result, because, by, consequently, despite, due to, for that reason, in case, in order, in this way, otherwise, since, so, so that, therefore, though, thus, to that end, unless, until and yet.

Halliday and Hasan (1976) describe temporal conjunctions as words that are used to connect clauses or words within clauses or conjunctions that describe the time relationship between events. Halliday and Hasan (1976) add that temporal conjunctions refer to two actions taking place at the same time, a temporal overlap relation. They inform the reader about the time, that is, when will something happen and which of the two happened first. There are three kinds of temporal conjunctions which are simultaneous, preceding and conclusive temporal conjunctions, including as, after, as soon as, at first, at once, before, finally, just, meanwhile, next, now, now that, since, then, until, when, whenever and while.

Several authors conducted studies in the past on Halliday and Hasan's (1976) four types of conjunction cohesion in English. Meisuo (2000:87) investigated the use of cohesive devices in expository compositions written by Chinese second-year English major students using both qualitative and quantitative methods. The findings revealed that students were misusing and overusing additive conjunctions 'and', 'also', 'besides', 'in addition', 'moreover', and 'furthermore.' Furthermore, Meisuo (2000) demonstrated the misuse of some adversatives 'but', 'however', 'on the other hand', 'at the same time' and temporal conjunctions 'first', 'first of all', 'secondly', 'thirdly', 'finally'. Equally, according

to Sutarmi (2017), the fourth-semester students in the English Department IAIN Tulungagung were having various errors in their writings, namely, misusing the additive conjunction 'and', overusing adversative conjunction 'but', on the other hand' and errors in casual conjunction 'although'.

Ong (2011) used quantitative method and qualitative methods to examine the application of cohesive devices amongst Chinese EFL students' expository essays at the local University in Singapore. The results indicated that students were using adversative conjunctions and additive conjunctions inappropriately. The additive conjunctions 'and', 'in addition', and 'moreover' were used without the cohesive effect of adding to more or new information. Furthermore, students used the wrong adversative to express adversative relations such as 'whether', 'for', 'however', and 'even if' because they can be confused by the rule in which the coordinate conjunction (Luo, 2022) such as *for* is sometimes used as *because* whereas *yet* shows contraction.

Abdalwahid (2012) analysed argumentative essays written by fourth-year English EFL Libyan students at Omar Al-Mukhtar University. The outcomes indicated that the use of additive conjunctions was the most problematic for students, followed by adversative, causal and temporal devices. Besides, the same students overused the additive 'and'. Additionally, the study by Hamed (2014) amongst Libyan tertiary students' argumentative writings revealed that students used adversative conjunctions least appropriately compared to additive, causal and temporal conjunctions.

Similarly, Buyukkarci and Gneç (2009) observed the use of the additive conjunction 'and' in English-spoken narratives and reported its high frequency in their speech. Buyukkarci and Gneç (2009) point out that 'and' is used more at the local level than the global level, and it serves mainly four functions, namely, to connect two similar words or phrases, to indicate the last item at the end of a list, to indicate causation and to join sentences or sentence fragments in chronological order.

The comparison study by a corpus-based approach conducted between Chinese foreign language speakers and English native speakers was conducted by Mo (2015) to examine the use of causal connectives. The outcomes showed that Chinese learners reflected higher density in the use of causal connectives compared to native speakers. Moreover, Chinese learners place adverbial connectives in a sentence's initial position, whereas native speakers of English place them medially. Wangfan and Yuejin (2004) explored the writing texts of non-English majors, and the findings revealed that English connectives showed the phenomenon of misuse or less use of connected words. The study further indicated that English learners have improper use of causal connectives in English writing.

b) Subordinate conjunctions

Melyane and Kurniasih (2014) refer to subordinate conjunctions as conjunctions that join an independent clause to a dependent clause and an introduce adverb. Subordinate conjunctions are defined as function words that show the connection of meaning between the main clause and the subordinate clause (Biber *et al.*, 2003:31). According to Ohio (2007), a subordinate conjunction is grammatically part of the clause it introduces, and it is never separated by a comma from its clause. Khamkar (2023) indicates that when the main clause and a subordinate clause are connected with a subordinate clause, complex sentences are formed. Khamkar (2023:68) postulates that "subordinate conjunctions include 'after', 'although', 'as', 'as if', 'as long as', 'because', 'before', 'despite', 'even if', 'even though', 'if', 'in order that', 'rather than', 'since', 'so that', 'that', 'though', 'unless', 'until', 'when', 'where', 'whereas', 'whether' and 'while'."

Rahmah (2010) demonstrates the positions of the subordinate conjunction within sentences. It can either be after the main clause or the first word in a sentence. Additionally, Rahmah (2010) states that a comma must be added at the end of the subordinate clause before the main clause if a subordinate conjunction has begun a sentence. 'We listened to him until he finishes talking' and 'Despite the hot weather, the

attendance was overwhelming' are examples of subordinate conjunction after the main clause and subordinate conjunction opening a sentence respectively. More sentential examples of Rahmah's (2010) demonstration are as follows:

Subordinate conjunction after the main clause:

- *They passed well because they studied harder.*
- *I will see you after class.*

Subordinate conjunction opening a sentence:

- *As soon as he sends me, I will forward it to you.*
- *Although they were not taught, they passed.*

Natilene (2007) conducted a study on the use of conjunctions at Massey University. The study revealed that students from this university experienced difficulties in the use of subordinate conjunction because they separated the independent clause from the dependent clause, for example, "Because she studied. She passed well." According to Rahmah (2010), a comma must be added at the end of the subordinate clause before the main clause and the sentence should be, 'Because she studied, she passed well.'

Greenbaum and Quirk (1993) conducted a study amongst non-native students at the Hong Kong University of Science and Technology and reported that they had a major challenge using subordinate conjunctions in essay writing. They were using two subordinate conjunctions in one sentence against the rule that says that there must be no repetition of conjunctions within the same function. In this study, the following two sentences are how students were misusing two subordinate conjunctions in a single sentence; "Although it was raining, but she came to class" and "Even though I am tired, I also-must study."

The study conducted by Pangaribuan, Haddina and Manik (2018) amongst Senior High School SMK Swasta HKBP Pematang Siantar has shown substitution as the type of errors made by students when using subordinate conjunctions ‘as’, ‘because’, ‘in case’, and ‘since’ in complex sentences. Additionally, Brown (2000) reported that students at STKIP PGRI Sidoarjo were having errors such as addition, misformation and misordering when using subordinate conjunctions, and this led to their essays being ungrammatical. However, Adjei’s (2015) findings have interestingly shown students in Teacher Training Colleges in Ghana have used subordinators appropriately.

c) Correlative conjunctions

Sahekbeir and Aidinlou (2014) describe correlative conjunctions as linking words consisting of two parts used to emphasise the combination of two balanced structures. Correlative conjunctions are conjunctions related two-word, phrase and clause, and they consist of two parts separated by one word, phrase or clause (Sirait, 2022). Equally, Lester (2011) affirms that correlative conjunctions are identical, except that they are two-part conjunctions also, they are regarded as team conjunctions because of the identity. According to Omosowone and Akindolire (1997), correlative conjunctions are comparable to coordinate conjunctions because they both connect sentences equally.

Sirait (2022) mentions that a pair of correlative conjunction is always separated by a word or group of words, and they always join grammatically equal elements such as adjective with adjective, clause with clause noun with noun or phrase with phrase. Omosowone and Akindolire (1997) assert that correlative conjunctions are important because they reduce redundancy in writing, thus, writing flows easily and makes the relationship in equal words or phrases in sentences clearer. Correlative conjunctions differ from the other types of conjunctions because they are identical, and the other types are not. Khamkar (2023:69) indicates that the examples of correlative conjunctions include “‘either...or’, ‘neither...nor’, ‘both...and’, ‘as...as’, ‘whether...or’, ‘not only...but

also', 'such...that', 'so...that', 'hardly...when', 'scarcely...when', 'no sooner...then', and 'not...but'".

Prawoto (2016) postulates that correlative conjunctions are the type of conjunction students encounter most challenges with because of their identity and pairing of such conjunctions. As a validation to Prawoto's (2016) claims, there are previous studies relating to correlative conjunctions that several researchers studied on the topic. Purba and Pulungan (2017) conducted a comparative study among students in the English Department of Education Faculty at the University of Bengkulu and presented students using fewer correlative conjunctions than other types of conjunctions, and those who used them encountered challenges. The study by Savitri, Setiyono and Widodo (2021) has also shown the minimum use of the correlative conjunctions 'either/or' and 'neither/nor' by the undergraduate students of the English Language Education Programme at Purworejo Muhammadiyah University.

Rahayu and Oktavia (2020) report that English Department students at the Universitas Negeri Padang had three major encounters with the use of correlation conjunctions. They could not identify parallel structured sentences, as well as combe sentences using appropriate identical correlative conjunctions. Rahayu and Oktavia (2020) further report that students were confusing the pair 'neither/nor' and 'either/or' some were pairing 'either' with 'or' some were pairing 'neither' with 'or' which is grammatically unacceptable. Correspondingly, Novalia (2018) has demonstrated that the eighth-grade learners of SMAN N 1 Abung Tengah school faced a challenge with the pair of conjunctions 'both/and', 'either/nor' and 'neither/nor'.

d) Conjunctive adverbs

Conjunctive adverbs are parts of speech used to connect one clause to another or adverbs used to indicate a relationship in meaning between two independent clauses (Huddleston & Pullum, 2002). According to Greenbaum (1996), conjunctive adverbs are transition words or phrases, and they are also called transition words or linking words.

Correspondingly, Bybee (1985) posits that conjunctive adverbs are adverbs that connect two clauses by changing them into an adverbial modifier of the verb in the same clause within a sentence.

Chiang (2003) concurs that conjunctive adverbs link ideas in two or more sentences, show the connection between two independent clauses in a sentence and indicate the relationship between ideas in an independent clause. Conjunctive adverbs differ from the other three conjunction types because they modify verbs and indicate relationships between clauses which other types do not. Conjunctive adverbs are important for the cohesion of the text in which cohesion is the unitedness or the flow of paragraphs and sentences from one to the other, and this includes “‘accordingly’, ‘furthermore’, ‘moreover’, ‘similarly’, ‘also’, ‘hence’, ‘namely’, ‘still’, ‘anyway’, ‘however’, ‘nevertheless’, ‘then’, ‘besides’ and others” (Chiang, 2003: 472).

Kolln and Funk (2011) reveal that different conjunctive adverbs may have different functions within a sentence. There are seven functions of conjunctive adverbs in a sentence addition, apposition, concession, contrast, reinforcement, result, summary or time. Addition comprises ‘also’, ‘further’, ‘furthermore’, ‘in addition’, ‘likewise’, and ‘moreover’, while apposition contains ‘for instance’, ‘in other words’, ‘namely’, and ‘that is.’ Concession includes conjunctions such as ‘after all’, ‘nevertheless’, ‘of course’, ‘still’, and ‘yet’, contrast are words, ‘instead’, ‘in contrast’, ‘on the contrary’, ‘on the other hand’ and ‘rather’. Reinforcements are ‘above all’, ‘further’, ‘indeed’, ‘in fact’, and ‘in particular’ and the result function contains ‘consequently’, ‘of course’ and ‘therefore’ and summary is words ‘in conclusion’, ‘then’ and ‘thus.’

Watson (2000) proclaims that the most important rule regarding the use of conjunctive adverbs is to always use the semicolon before the conjunctive adverb when separating two independent clauses. Hyland and Anan (2006) indicate the position of a conjunctive adverb within a sentence and how that affects punctuation marks, and a conjunctive adverb can be between, before, after or inside the sentence. Conjunctive adverbs must be headed by a semicolon if the clause is related to the previous clause, and at the

beginning of a clause, conjunctive adverbs must be followed by a comma. Conjunctive adverbs between the subject and the verb must be both preceded and followed by a comma.

I want to study; however, I want to eat first.

I want to study. However, I want to eat first.

I want to study. I am, however, want to eat first.

I want to study. I want to eat first, however.

Hyland and Anan (2006) recommend that the writer must be cautious about where to place the punctuation marks, which punctuation on the different conjunctive adverbs, and the position of the punctuation to a conjunctive adverb. However, the study by Coffin and Hewings (2004) amongst Universiti Sains Malaysia students has shown that they had a major challenge with the use of punctuation when using conjunctive adverbs. Coffin and Hewings (2004) further revealed that students were overusing the conjunction 'moreover' and hardly used the contrasting connectors 'however' and 'though', even when contrasting ideas. They were misplacing punctuations, and some were not punctuated at all. Additionally, the studies by Lei (2012) and Liu (2008) yielded the same results because they both indicated the underuse, misuse and overuse of conjunctive adverbs by Chinese doctoral students' academic writing and writing of Chinese EFL learners respectively.

Ikhratulsandi, Rofiqoh and Arid (2021) conducted the study with the aim to find the conjunctive adverbs errors in texts written by the grade eight students of SMP Negeri 1 Sindue. Ikhratulsandi *et al.* (2021) reported that students were misplacing and writing inappropriate conjunctive adverbs within their writings. In an essay written by Iraqi Kurds EFL learners, Aziz and Nuri (2021) found that students were using more additive conjunctive adverbs and sequential than adversative and causative adverbs. Learners were also relying mainly on conjunctive adverbs in the initial position (Aziz & Nuri, 2021).

Another study investigating the use of conjunctive adverbs was conducted by Can (2011) amongst Turkish EFL learners' argumentative essays. Can (2011) found that learners were overusing some of the conjunctive adverbs. Oppositely, Aidinlou and Reshadi (2014) have shown less usage of correlative conjunctions by Iranian EFL learners. Also, Apse and Farneste (2018) reported first-year year undergraduate students in Latvia used linking words such as 'but', 'furthermore', 'however', 'moreover', and 'therefore' accurately to write well-organised and coherent essays. Only one student's essay was incoherent and was not well-organised.

Consequently, previous studies have revealed that in sentences, conjunctive adverbs are problematic because of punctuation. However, Yanti (2019) examined articles of the English department students at the State University and according to the findings, students were using conjunctive adverbs appropriately in their writing.

2.3.2 FORMS OF SENTENCES

Types of sentences include simple sentences, compound sentences, complex sentences and compound-complex sentences. As aforementioned, some types of sentences are formed when a certain conjunction has been used to connect a sentence. Srijono (2010) emphasises that sentences are formed depending on how a conjunction has joined a sentence, compound sentences are formed when coordinate conjunctions have joined a sentence, and complex sentences are formed when subordinate conjunctions join a sentence.

Klotz (2002) posits that a sentence is the basic unit of language that expresses a complete idea and comprises at least one subject-verb combination. Additionally, Alexander (2003) asserts that a sentence is a group of words that express a command, ask a question, make a statement or exclamation and can be classified into meaning or function. In writing, the sentence begins with a capital letter and with the last word followed by a punctuation mark, be it a full-stop, exclamation mark or question mark depending on what kind of sentence it is (Di Sciullo & Fong, 2000). In this regard, an

imperative sentence ends with a full stop (.), interrogative sentences ask questions, therefore end with a question mark (?), and an exclamatory sentence ends with an exclamation mark (!).

a) Simple sentences

A simple sentence is an independent clause that conveys a single and complete idea. A simple sentence may differ in length but expresses one idea and may contain more than one subject and verb (Knapp & Watkins, 2005). According to Murcia and Freeman (2010), simple sentences contain the most basic elements that make a sentence: subject, verb and complete idea. “She loves reading magazines” is one example of a simple sentence with ‘she’ as a subject, ‘reading’ as a verb, and the word ‘magazines’ as an object. Using more simple sentences may lead to many broken sentences and hinder the smooth flow of an essay (Knapp & Watkins, 2005). Of all types of sentences, simple sentences do not require conjunctions to join them because they convey only one main idea, and they may differ in length even when expressing one idea and may contain more than one subject and verb.

b) Compound sentences

Oshima and Hogue (2009) describe a compound sentence as a sentence made of two or more independent clauses without a dependent clause. Oshima and Hogue (2009:44) further emphasise that the two independent clauses are connected with coordinate conjunctions, ‘for’, ‘and’, ‘nor’, ‘but’, ‘or’, ‘yet’ and ‘so’ in which the mnemonic device that makes it easy to remember them is the word *FANBOYS*. In a compound sentence, the second clause is separated by a comma from the first clause before the coordinate conjunction, and each complete idea should be able to stand on its own as a simple sentence. Sentential example: ‘Her parents flew to Egypt, and she remained babysitting her two siblings.’

Pardiyono (2007) claims that coordinate conjunctions are commonly used to join parts of sentences. Therefore, students should avoid beginning sentences with such

conjunctions, but if they would write carefully, then they can do such. Pardiyono (2007) further asserts that a compound sentence often shares the same object, and the clauses can be linked using a conjunction or punctuation. Examples of compound sentences are: 'Tom and Harry went to the same church' and 'Pretty and Betty are in the library looking for a poetry book.' The first example is in line with Pardiyono's (2007) take that a compound sentence may share the same object linked with a conjunction or punctuation because it contains one object which is 'church'.

Coordinate conjunctions such as 'and', 'or' and 'but' are generally used to connect parts of a sentence, therefore, students should refrain from beginning a sentence with such conjunctions (De Vincenzi, 1996). If ever a student is beginning a sentence with a coordinate conjunction, they cautiously should do so. Students should avoid overusing compound sentences because they often dwindle in writing.

c) Complex sentences

Gunawan (2016) postulates that a complex sentence is a sentence with one independent clause and one or more dependent clauses connected to it. Similarly, Blair (2012) acknowledges that a complex sentence comprises an independent clause and one or more dependent connected to it; the subordinate clause is similar to the independent clause or full text. A subordinate clause is as follows: 'Because Peter arrived before they opened the shop. While they waited for the lecture. After the plane took off.' Dependent clauses such as the above-mentioned cannot form a sentence by themselves, but they can be added to an independent clause to form a complex sentence.

According to Gunawan (2016), complex sentences are formed when the main clause and a subordinate clause are connected with a subordinate conjunction. Furthermore, the subordinate conjunction connectives in complex sentences tell us about the order or the place in which things happened. The following example confirms how complex sentences talk about the place in which things occur; 'her mother went to the clinic, her

father went to work, and she is at school.’ A complex sentence joins an independent clause with one or more dependent, however, when the dependent clause comes first, a comma must be used to separate the two clauses (Davidson, 2005). Also, Davidson (2005) mentions that the dependent clause can go first in the sentence, followed by the independent clause, for example: ‘Because Jane arrived at school early, she was the first person to arrive.’

Davidson (2005:22) further asserts that dependent clauses begin with subordinate conjunctions such as ‘after’, ‘although’, ‘as’, ‘because’, ‘even though’, ‘if’, ‘since’, ‘though’, ‘unless’, ‘until’, ‘when’, ‘whenever’, ‘whereas’, ‘wherever’ and ‘while’. Moreover, Davidson (2005) stresses that as much as conjunctions cannot begin sentences, the subordinate conjunction can begin a sentence, but students need to be cautious to avoid it. Sentence fragments are a sentence such as ‘Because Jane left for school early this morning’ and it is grammatically acceptable to begin a sentence with a conjunction *because* if the sentence is complete as in ‘Because Jane left for school early this morning, she was the first to arrive.’

d) Compound-complex sentences

Choy and Clark (2011) indicate that a compound-complex sentence is composed of at least two independent clauses and one or more dependent clauses. Choy and Clark (2011) further believe that compound-complex sentences are the most complicated because they are a combination of complex sentences and compound sentence elements joined together by a conjunction. ‘We wanted to go to the campus, but our lecturer, who is not feeling well, will not come’ and ‘I do not like cartoons because they are for kids, so I do not watch them’ are the two examples of compound-complex sentences in English.

2.3.3 PREVIOUS STUDIES FINDING ON FORMS OF SENTENCES

Several studies regarding the types of sentences and how students use conjunctions to form different types of sentences have been conducted globally by different researchers. Brandon and Brandon (2011) stress that before the coordinate conjunction, a comma must be inserted when writing compound sentences, and the important part of compound sentences is bringing about tenses, therefore, students must master all tenses to write compound sentences adequately. On the contrary, the study by Fadhilah (2022) demonstrated that third-year Bung Hatta University students have trouble combining two ideas correctly. Students could not use coordinate conjunctions to form compound sentences. They were writing simple sentences instead because they did not write the second independent clause and mostly, they did not put commas before the coordinate conjunction in the English language.

Rass (2015) examined challenges faced by Arab students in writing well-developed English paragraphs and reported that compound and complex sentences posed difficulty for English Second language students. Rass (2015) proposes that students must find a balance among issues such as content, purpose, audience and vocabulary. A study by Demirezen (2012) amongst Turkish University intermediate students of English majors in the Department of Language Education revealed a major confusion in expanding sentences. The findings showed that the expanded simple sentences from the beginning, middle and sentences using phrases in the forms of double and triple components confuse students. Demirezen (2012) adds that some students perceive simple sentences as compound, complex and compound-complex sentences.

In this regard, paraphrasing helps identify student misunderstandings in longer sentences, which often involve multiple forms of complexity and challenging concepts or vocabulary (Balthazar & Scott, 2015).

2.3.4 PARAGRAPHING

Owusu (2020) defines a paragraph as the subdivision of a composition comprising one or more sentences and a unit of thought representing one clear idea formed through a series of sentences. A paragraph is a group of directly related sentences that develop one single idea (Owusu, 2020). Bailey (2011:78) argues that a paragraph is a group of sentences that deals with a single topic whose length varies according to text type. Ordinarily, paragraphs should not be less than four or five sentences. However, Langan (2001) opposes the assertion by stating that a paragraph is a short paper of around 150 to 200 words.

Owusu (2020) alludes that paragraphs are essential in essay writing to such an extent that their absence would lead to the essay having one single idea, and the reader loses track of the ideas discussed. In relation, Nordquist (2019) states that every paragraph gives an indication of a swing in thought and allows the reader to rest, thus, paragraphs are created to give a signal to the introduction of a new line of thinking in an essay, and they are divided through paragraphing. In agreement with the assertions, Karaca and Uysal (2021) assert that a paragraph consists of three main structural parts which are a topic sentence, a supporting sentence and a concluding sentence. Stephen and Rosenwasser (2009) acknowledge that paragraphing is an act of dividing paragraphs in essay writing to signal alterations in thinking, thus giving rest to the readers. Conjunctions play a vital role in connecting ideas from one paragraph to another.

Transitional signals (TS) are essential in paragraphing because they connect ideas from one paragraph to the other (Ampa, Akib & Sari, 2019). Transition words are words and phrases that act as bridges from one sentence to the next, one paragraph to the next or one idea to the next. According to Nordquist (2019), transition is anything linking one sentence or paragraph to another, and transitional words are used to show change or indicate movement through a piece of writing. In this situation, Ampa *et al.* (2019) declare that transitions may come at the beginning or end of the paragraph, and it is important

because they alert readers of connections, guide readers through an argument and help students stay on task.

Rutten (2006) alleges that transition words also called conjunctive adverbs connect two independent clauses or two sentences. Poudel (2018) indicates that transitional signals support students to add cohesion to writing, and they assist readers to move along with the essay to make logical conclusions and interpretations while reading. Poudel (2018) adds that transition words give signals to the readers and assist with comprehending between sentences of the paragraphs easily. Rutten (2006:3129) solicits the types or functions and forms of transition words as listed in the graph below.

Table 2.1. Types of transitional words

Types or Functions	Examples of transition words
Introduce similar idea	<i>also, besides, furthermore, in addition, moreover, too</i>
Compare things	<i>also, likewise, similarly too</i>
Introduce an opposite idea and contrast things	<i>however, in contrast, in or by comparison, instead, never hand, on the contrary</i>
Introduce an example	<i>for example, for instance</i>
To signal chronological order	<i>after that, first, gradually, last, meanwhile, next, now, second, since then, soon, then</i>

Indicate order of importance	<i>above all, first and foremost, importantly, more/most, primally, stigmatically</i>
Introduce an effect or result	<i>accordingly, as a consequence, as a result, hence, thus and therefore</i>
Introduce a cause or reason	<i>as a result of, because of, because, for, result from</i>

Lynch and Anderson (2013) classify transitional signals into six types based on their function which are addition, showing contrast, showing cause and effect, positive condition, negative condition, and providing time order or listing. Sherman (2010) opposes that transitional signals are rather classified into eleven types and indicate sequence and addition, time, concession, show comparison or contrast, generalise, show effect and cause, indicate restatement, emphasise an idea or point, introduce an example and indicate conclusion or summary. Oshima and Hogue (2006:37) categorise the few most used transition words in Table 2.2

Table 2.2. Types of transitional words commonly used.

Type or Function	Examples of transition words
Sequencing of ideas or time order	<i>after this, by the time, finally, firstly, lastly, meanwhile, next then, secondly, thirdly</i>
Introducing an opposite idea or contrast	<i>addition, additionally, also, another, besides, furthermore, in addition, moreover, similarly, too</i>

Introducing an opposite idea or contrast	<i>alternatively, although, conversely, even though, however, in contrast, instead, nevertheless, notwithstanding, on the other hand, otherwise, whereas, while</i>
Adding a similar idea	<i>as well as, comparatively, correspondingly, coupled with, equally, identically, likewise, similar to, together with</i>
To introduce an example or illustration	<i>for example, for instance, in particular, namely, specifically, such as, to demonstrate</i>
Indicating a consequence or result	<i>accordingly, as a result, consequently, for this reason wherefore, hence, subsequently, therefore, thereupon as a consequence, thus</i>
Emphasising or clarifying a point	<i>above all, even more, indeed, more importantly,</i>
Introducing a restatement or explanation	<i>in fact, indeed, namely, specifically, that is</i>
To show a cause or effect	<i>because, due to, hence, leads to, since</i>
Showing a definition	<i>consist of, is a term that, is called, is characterized by means, that is</i>
Showing classification	<i>divisions, group, kinds, type, varieties</i>

To show concession	<i>despite, despite the fact that, yet</i>
Concluding or summarise	<i>as a final point, finally, in brief, in conclusion, in short, in summary, indeed, lastly, to conclude</i>

Adapted from Oshima and Hogue (4th.eds.) (2006) Writing Academic

Rachmawati and Susanti (2016) studied transitional words commonly used by the third-grade students in the English Department in academic 2015/2016 at the University of Nusantara PGRI Kediri and found that the majority of students had good transitional knowledge and its definition, function and types. However, they struggled to use certain TS appropriately. They were placing some transitional signals in the wrong place, using the wrong structure, choosing inappropriate transitional signals and overusing transitional signals.

Mahendra and Dewi (2017) analysed and compared frequencies of transitional signals in essays written by native speakers' students from Ganesha University. They reported that the three transitional signals, namely comparison, contrast and contradiction seemed to have been the most challenging parts for students, and half of these signals did not appear in their writing. Also, the word 'but' was the most frequent word appearing on both sides.

García-Gorrostieta, López-López, González-López and López-Monroy (2022) highlight the basic principle of paragraphing as follows: every paragraph should comprise a single idea, the key idea of the paragraph should be stated in the opening sentence of the paragraph, use a variety of methods to develop your topic sentences and most important conjunctions must be used between and within paragraphs to unify the essay. Therefore, essays need to have logical ideas from one paragraph to another.

2.3.5 CONCEPT OF ESSAY WRITING

Connelly and Forsyth (2012) define an essay as a piece of writing intended to inform or convince the reader on a certain topic. Connelly and Forsyth (2012) further assert that the reader can only be informed or convinced adequately if the significant components that make the essay flow logically have been applied appropriately. An essay is a type of writing wherein the writer reports on events or activities that have befallen them or a person's experience with the purpose of notifying or entertaining (Boardman, 2002). Langan (2004) describes the essay as a series of paragraphs about one main idea or central idea.

According to Harmer (2004), to achieve good essay writing, the essay structure must be as follows: topic structure, body paragraphs and a conclusion. In accordance, Dornyei (2011:17) states that "good writing is a skill that needs to be developed and supported. Also, even if reading is an important source of input, it is only through writing wherein skills are developed. Hyland (2002) mentions that the characteristics of a good and well-developed essay are as follows: coherence, correctness, development, focus and unity. Additionally, an essay must be coherent, thus ideas must be logically organised, flowing smoothly and making sense to the reader (Hyland, 2002). Accordingly, every paragraph in an essay must relate to the main idea and stick to the main point, and a good essay stick to a single clear central idea written in correct Standard English. Also, conjunctions are essential in bringing about cohesion and coherence.

(a) Cohesion in essays

Yule (2008) explains cohesion as the tying of words, phrases, sentences and paragraphs together within the text. Wang and Zhang (2000) acknowledge that cohesion refers to ways in which elements of a text are connected to create a clear and logical text for the reader. Furthermore, Wahby (2014) asserts that cohesion plays an important role in ensuring appropriateness, clarity and transparency within an essay.

Ghaseri (2013) claims that cohesion plays a vital role in stipulating meaning-based relationships between sentences and paragraphs of an essay established through lexical and syntactic known as cohesive devices (CDs). Therefore, cohesion is achieved using the use of CDs. Wahby (2014) depicts reference, substitution, ellipsis, lexical cohesion and conjunctions as the five different types of CDs. However, according to Kies (2003), cohesion in paragraphs can be achieved using linking devices and logical connectors to link sentences which are elements such as conjunctions, pronouns and repetition of certain words. In agreement with the assertions, conjunctions as part of the CDs play a vital role in the cohesion of an essay, and students should use them appropriately.

(b) Coherence in essays

Castro (2004) postulates that coherence is the link in a text linking ideas and allowing readers' thoughts to flow clearly and meaningfully. Coherence is the unity and togetherness of the text (Hyland, 2006). According to O'Reilly and McNamara (2007), coherence is the comprehension the reader gets from the essay depending on reading skills or higher information of the reader.

Oshima and Hogue (2006) enlist repetition, transitions, parallelism and the use of pronouns as the four ways in which coherence in essay writing can be accomplished. However, Sherman, Slawson, Whitton and Wiemelt (2010) contrast that there are five ways of attaining coherence: the use of repeats to link ideas, phrases and paragraphs, the use of pronouns to link sentences, the use of transitional terms to connect concepts, the phrases and paragraphs, using synonyms for connecting ideas and building diversity and using parallel structures to link together ideas, phrases and paragraphs.

Coherence is important because a coherent text aids the reader to comprehend the author's point of view and the coherent text allows the reader to read smoothly from beginning to end (Harmer, 2007). In addition, Henning (2007) asserts that the smooth movement and clear relationship between and among sentences in an essay assist with

understanding the writer's ideas within the essay. In summary, coherence like cohesion is critical for the readability of the essay because it is the unity of ideas within the essay. Also, coherence deals with how an essay makes sense to readers because of the importance of its meaning and idea.

2.3.6 FINDINGS FROM PREVIOUS STUDIES ON ESSAY WRITING

Many researchers have carried out studies investigating challenges faced by second-language students in essay writing. The studies have presented evidence of the challenges students face globally with incoherent essays. In this regard, they adopted different approaches to analyse, determine and evaluate causes of incoherence in students' essays.

Ahmed (2010) investigated students' essays amongst Egyptian EFL students with the aim of investigating how coherent and cohesive their essays were. Results indicated that English student teachers experienced some issues with coherence when writing introductions, the thesis statement, the subject and writing of the conclusion within their essays. A study conducted by Na (2011) comparing groups of Korean and American university students showed challenges of using cohesive devices in essay writing in many students. Na (2011) compared cohesive devices and cohesive errors of native and non-native speakers and the findings indicated a massive overuse of cohesive devices which were inaccurately and inappropriately used.

Fareh (2014) reported that Arab EFL students committed major problems with bringing about cohesion and cohesion within their essays. Ong (2011) investigated EFL students' expository writing and reference cohesion and found that lexical cohesion and conjunction posed the greatest difficulty for students. Similarly, cohesion errors in second-language Chinese students were investigated by Field and Oi (1992) and Liu and Braine (2005) and in this regard, all reported incoherent students' essays varied from overuse of conjunctions, misuse of collocations and restricted use of lexical

cohesion. Alawerdy and Alalwi (2022) demonstrate the underuse and overuse of certain conjunctions, including 'also', 'further', and 'moreover' which were never used, 'but' and 'however' were all used only once by the entire population, and they overused the conjunctions 'because' and 'so' among Saudi EFL students. Alawerdy and Alalwi (2022) mention that the complications led to a lack of basics in writing a cohesive paragraph and incoherency. Similarly, Alqasham, Al-Ahdal and Babekir (2021) revealed that Saudi EFL tertiary students were lacking the ability to use conjunctions to produce coherent and cohesive essays.

2.3.7 THEORETICAL FRAMEWORK

The participants in this study are English second-level students who are expected to be proficient in the language upon completion of their junior degree. Communicative competence is therefore central because conjunctions must be well utilised in essays to ensure cohesion and coherence. Accordingly, the study adopted Hymes' (1966) theoretical framework on communicative competence with special reference to grammatical competence and discourse competence.

Hymes (1966) introduced the Communicative Theory (CT) concept to which numerous authors reflected on the subject. The idea is that language users should not only know grammatical competence for successful communication but also how native speakers use the language to achieve their purposes. Hymes (1966) coined the term "communicative competence" referring to the speaker's ability to convey and interpret messages and negotiate meaning interpersonally within a given context. However, Corder (1973:66) claims that the "theoretical model was proposed by Canale and Swain" (1980) with three main components which are fields of knowledge and skills: grammatical competence, sociolinguistic competence and strategic competence.

Amongst the authors who reflected on the communicative competence model is Canale (1983) who presents communicative competence as a synthesis of an underlying system

of knowledge and skills required for communication; its nature is dynamic and not static and it is more interpersonal than intrapersonal. Diaz-Rico and Weed (2010) describe communicative competence as a feature of language users' knowledge of the language that allows them to know "how, when, and where" to use language appropriately. In agreement, Saville-Troike (2008) concurs that communicative competence involves what message to communicate and how to communicate it appropriately in any context.

Chomsky (1965) explains competence as the speaker's and listener's knowledge of the language by similar people wherein the shared knowledge allows the language user to produce and comprehend sentences out of an infinite set of rules. However, Hymes (1972) opposed Chomsky (1965) due to the insufficient distinction between competence and performance. Also, Hymes (1972) reacted to Chomsky's definition of grammatical competence as lacking consideration of the most important speech that is appropriate to the context they have made. Transformational grammar provides a clear account of the implied language structure knowledge, thus, English First Additional Language (FAL) students are expected to be competent in all communication aspects.

Additionally, Hymes (1971) views communicative competence as the grammatical interaction, what is formally possible, probabilistic, what occurs, psycholinguistic, which is feasible in terms of human information processing and socio-cultural which is the social meaning or value of a given utterance system of competence. Canale and Swain (1980) support that communicative competence does not rely on the three aspects but the ability to produce grammatically correct expressions is equally important, thus the emphasis on grammar in English as a Second Language (ESL) in classrooms. According to Hymes (1972), the ability to communicate requires four competencies. Correspondingly, Canale and Swain (1980) highlight that the ability to communicate requires four sub-competencies, namely, sociolinguistic competence, strategic competence, grammatical competence and discourse competence.

(a) Sociolinguistic competence

Sociolinguistic competence is the sociocultural knowledge to use and respond to language appropriately wherein the appropriateness depends on the topic, the communication setting and the relationship among the communicators (Canale & Swain 1980). The language user needs to know how to use and respond to language appropriately depending on the setting of the communication, the communicators' relationship and the topic at hand. Orillos (1998) breaks down sociolinguistic competence into two pragmatic categories which are functional aspects of language relating to sending and receiving intended meanings and social aspects dealing with formality, register, politeness or cultural-related aspects of language.

(b) Strategic competence

Canale and Swain (1980) postulate that strategic competence is the ability to recognise and fix communication breakdowns before, during or after they occur. In essence, during the conversation, background noise or any other factor may hinder the communication, therefore, the speakers must know how to keep the communication going, such as using sign language. Furthermore, if the language user encounters a challenge with a certain word, they may have to paraphrase or ask for the meaning word in a target language to continue with the conversation. Other approaches of strategic competence include clarification, repetition, slower speech and taking turns in conversation or usage of gestures.

(c) Grammatical competence

Gao (2001) defines grammatical competence as the knowledge of language code, including rules of words and sentence formation meanings, spelling and pronunciation. Moreover, it deals with understanding and using vocabulary, sentence structure and

language conventions such as punctuation, spelling and grammar. Nassaji and Fotos (2011) maintain that grammatical competence is the speakers' knowledge of the forms and meanings that exist in grammar and a theoretical knowledge of using them. Mastering the competence allows the speaker to use the skills and knowledge needed for expressing and comprehending the literal meaning of an utterance. According to Basit (2010), grammatical competence deals with linguistic code knowledge both verbal and non-verbal, including vocabulary knowledge.

Canale and Swain (1980) emphasise that grammatical competence is the knowledge of linguistic code, including grammar, vocabulary and conventions of its written representation. Consequently, grammar components include rules governing sound interactions and patterns or morphology, knowledge of sounds and pronunciation or phonology, rules governing the combination of words and phrases to sentence structure or syntax and ways in which meaning is conveyed through language or semantics. Also, Reid (1983) alludes that grammatical competence emphasises syntax rules, semantic rules and rules of sentence formation as it is a communicative competence.

English second language (L2) students need knowledge of the correct conjunction usage when writing essays, and grammatical competence enables them to use and understand English structures accurately which contributes to their fluency. According to Hymes (1972), grammatical competence promotes correctness and fluency in L2 when students are writing or speaking the target language, and conjunctions are essential in grammatical competence because they emphasise grammatical rules of language and rules that govern the combination of words and phrases to structure sentences. Conjunctions are therefore essential in writing and must be used appropriately in essay writing. Subasini and Kokilavani (2013) emphasise that using correct grammar is important in writing because language errors can be avoided.

Most importantly, Richards and Renandya (2002) stress that to comprehend sense when writing essays, students need sufficient information on words and sentences on how to make sense of how words are broken into several sounds. Richards and Renandya

(2002) state that in this manner, grammatical competence assists speakers to use and comprehend the language structures and to be more fluent. Accordingly, when students have mastered grammatical competence, they are enabled to know grammatical rules that would enable them to write meaningful sentences in essay writing. In addition, with this competence, students would know how to use conjunctions to combine sentences appropriately.

(d) Discourse competence

Discourse competence refers to the knowledge of combining language structures into a cohesive and coherent oral and written text of different types. Canale and Swain (1980) postulate that discourse competence is the knowledge of how to produce and comprehend oral or written texts in the modes of speaking or writing and listening or reading respectively. Discourse competence focuses on the knowledge of combining language structure into cohesive and coherent oral of various types. Also, discourse competence focuses on organising words using conjunctions, phrases and sentences, to create conversations. Yufrizal (2007) emphasises that this is wherein there is organisation of ideas, information or function using cohesion and coherence devices into a framework typically used in written texts or spoken interactions.

According to Hymes (1971), discourse competence plays an important role in developing receptive and productive skills in essay writing. In agreement with Hymes (1971), Stubbs (1983) asserts that discourse competence refers to the logical connection of sentences in larger patterns for meaningful discourse, oral and written. Additionally, Stubbs (1983) claims that discourse competence attempts to study organisation of the clause and larger linguistic units or language above the sentence, such as conversational exchanges or written text. Discourse competence is important in essay writing because it helps students to comprehend better-written texts, and it is through discourse competence that students' essays can be written with cohesion and coherence.

However, the focus of the study was on the two components of communicative competence discussed in the preceding paragraphs because of their relevance to the use of conjunctions in the English language. Grammatical competence is relevant to the study due to its emphasis on grammatical rules of language governing the combination of words and phrases to structure sentences. On the other hand, discourse competence is relevant to the present study because students are expected to use conjunctions in their written essays cohesively and coherently. When students are writing essays, cohesion and coherence are essential (Hymes,1972) because ideas should be organised and arranged logically. Therefore, if students are not well equipped with knowledge of both grammatical and discourse competencies, it may be difficult for them to construct meaningful sentences. Hence, the need to focus on grammatical competence and discourse competence in this study.

2.10 SUMMARY

Chapter 2 presented the theoretical framework based on Canale and Swain's (1980) Communicative Competence with special reference to discourse competence and grammatical competence. With the assistance of the knowledge gathered from other researchers' views on the use of conjunctions in English essay writing and other related components in the application of conjunctions, this chapter attempted to address matters relating to the use of conjunctions. Also, the chapter offered examples from other sources, including findings of the preceding research as evidence of the severity of the spread of the problems related to the connection of sentences by different conjunctions. The following chapter presents research design and methodology.

CHAPTER 3: RESEARCH DESIGN AND METHODOLOGY

3.1 INTRODUCTION

Chapter 2 looked into the literature review and theoretical framework used in this study. The present chapter presents the research methodology used in the study and explains how data were collected and analysed. This chapter further discussed the ethical considerations which served as the foundation for the interaction between the researcher and the participants as the mechanism for driving data collection and analysis procedures to investigate non-native English second-level students' use of conjunctions. The following steps were employed in carrying out the study, namely, research paradigms, research approach, research design, population and setting, sampling and sampling procedures, research instruments, data collection procedures, data analysis and ethical considerations.

3.2 RESEARCH PARADIGMS

The term paradigm originated from the Greek word *paradeigma* which refers to the pattern. It was first used by Kuhn in 1962 representing researchers' philosophical way of thinking. Kuhn defines paradigm as “an integrated cluster of substantive concepts, variables and problems attached with corresponding methodological approaches and tool.” A research paradigm is a large-scale system of interconnected practice and thinking that defines the nature of investigation along the major three dimensions, namely, ontology, epistemology and methodology (Antwi & Hamza, 2015).

Ordinarily, paradigms are basic belief systems and theoretical frameworks with assumptions about ontology, epistemology, methodology and methods. In this regard, they are the basic and comprehensive belief systems to view research phenomena and worldview set of shared beliefs that inform the meaning or interpretation of research data (Khatri, 2020). Four main paradigms in education research comprise positivism, anti-

positivism or interpretivism, critical or constructive and pragmatism. Grix (2004:82) attests that anti-positivism is a “response to the over-dominance of positivism.” Grix (2004) further states that anti-positivism is wherein the researcher gains knowledge of the universe that relies on interpreting or comprehending the meanings that humans attach to their behaviours. A critical paradigm is a paradigm in social science research focused on power, inequality and social change. According to Baskerville and Myers (2009), critical researchers assume that social reality is historically constituted, and people produce and reproduce it.

The knowledge recommended by those in political or educational power is to be viewed critically, and the rules that legitimatise some bodies of knowledge and delegitimise others should be questioned (Kincheloe, 2008). The term pragmatism was first used by William James in 1898 in a public speech, and it is the Greek word “*pragma*,” meaning action which is the central concept of pragmatism (Pansiri, 2005). Morgan (2014) maintains that pragmatism is based on the proposition that researchers should use the philosophical and methodological approach that works best for the research problem being investigated.

The positivist paradigm of exploring social reality is based on the idea that the researcher can best gain comprehension of human behaviour through remark and justification. Positivism assumes that the truth exists independently of humans and according to Collins (2012), the positivism paradigm adheres to the view that factual knowledge is gained through observation and measurement. For a better opportunity to understand the viewpoints and experiences of participants, the researcher adopted the positivism paradigm. This was done because the positivism paradigm has enabled the researcher to discover knowledge using scientific methods, thus the researcher obtained accurate and authentic findings from the participants’ essays.

In the current study, the researcher adopted the positivism paradigm because, for a better opportunity to understand the viewpoints and experiences of participants, the positivism paradigm enabled the researcher to discover knowledge using scientific

methods, thus the researcher obtained accurate findings. Although different types of research paradigms were discussed in this research, the focus was based on positivism because it enables the researchers to discover knowledge using scientific methods.

3.3 RESEARCH DESIGN

Kumar, Leone, Aaker and Day (2018) claim that a research design is a technique and a framework of the research methods the researcher may opt for. It guides the researcher in the process of collecting, analysing and interpreting observations. It is the plan for collecting and utilising data so that the desired data can be obtained (McCombes, 2019). Also, a research design outlines how the study takes place and what data are to be collected. Robson (2002) outlines the next three forms of research design: explanatory research design, exploratory research design and descriptive research design.

3.3.1 Explanatory research design

An explanatory research design is mainly concerned with the causes or the 'why' and the 'how' questions. Thus, explanatory research looks for causes and reasons and provides evidence to support or refute an explanation or prediction (Grey, 2014). An exploratory research design is a technique for conducting data when enough is not known (Saunders, Lewis & Thornhill, 2009) about a particular phenomenon.

3.3.2 Exploratory research design

According to Saunders *et al.* (2009), exploratory research is conducted when enough is unknown about the phenomenon and a problem that has not been clearly defined, and it does not aim at providing conclusive and final answers to the research objectives and research questions. Singh (2007) further stipulates that exploratory research forms the

basis for more decisive research and determines the initial research design, sampling methodology and data collection method.

3.3.3 Descriptive research design

A descriptive study design is aimed at obtaining information for describing a phenomenon, situation or population and how to describe the characteristics of the variable under investigation (Walliman, 2011). Nassaji (2015) adds that the descriptive research method specifically answers the questions, 'what', 'when', 'where' and 'how'.

The researcher employed a descriptive research design to examine the types and ways in which English second-level students used different types of conjunctions in their essay writings. A descriptive research design was used by the researcher to analyse how the students answered the questions they were provided with in the form of questionnaires. The descriptive research design enabled the researcher to describe and analyse data collected from students' essays.

3.4 RESEARCH APPROACH

A research approach is the primary principle that guides the research and the general approach to conducting research on the topic and determining what research method to use (Dawson, 2019). The research approach deals with methodologies and procedures consisting of steps of broad assumptions to detailed methods of data collection, analysis and interpretation (Creswell, 2013). Welman, Kruger and Mitchel (2006) assert that there are two main approaches to research, namely, qualitative and quantitative approaches. However, when the two approaches are utilised in a single study, it is referred to as a mixed approach. A qualitative research approach is wherein the researcher collects and analyses data textually to obtain an in-depth understanding of the use of conjunctions.

In this study, the respondents wrote essays that were manually assessed using a document analysis.

3.4.1 Qualitative research approach

A qualitative research approach is a form of social action that stresses the way people interpret and make sense of their experiences to comprehend the social reality of individuals (Zohrabi, 2013). Additionally, Walia (2015) states that a qualitative research approach focuses on words rather than numbers and observes the world in a natural setting, interpreting situations to understand the meanings that people make daily.

3.4.2 Quantitative research approach

A quantitative research approach as opposed to a qualitative research approach involves collecting and analysing numerical data. According to Kandel (2020), a quantitative research approach is an enquiry into a social problem, an explanation of phenomena by gathering numerical data that are mathematically based methods, and it is explained or collected numerically and analysed using mathematically based methods or statistics.

3.4.3 Mixed research approach

A mixed approach is research that involves collecting, analysing and interpreting quantitative and qualitative data in a single study or in a series of studies investigating the same underlying phenomenon (Leech & Onwegbuzie, 2008). Denzin and Lincoln (2008) allude that a mixed research approach makes use of multiple methods reflecting an attempt to secure an in-depth understanding of the phenomenon in question. Tashakkori and Teddlie (2003) acknowledge that the mixed research method is advantageous because both qualitative and quantitative research methods combined provide a better understanding of a social research problem or issue than either research

method alone. Mixed methods are further divided into four types, namely, convergent parallel, embedded, explanatory sequential and exploratory sequential.

According to Creswell and Pablo-Clark (2011), a convergent parallel design is wherein the researcher instantaneously conducts research utilising quantitative and analyse data separately. Creswell, Plano Clark, Gutmann and Hanson (2003) explain that embedded design is a mixed methods design whereby the quantitative and qualitative data are collected concurrently with the qualitative data embedded within the quantitative data. Besides, Creswell *et al.* (2003) add a mixed methods design is useful when the researcher wants to focus on the quantitative data but still needs to understand how qualitative data explain it further.

Jenkins (2020) describes the explanatory sequential design as a design that first collects quantitative data followed by qualitative data. Opposingly, Jenkins (2020) proclaims that exploratory sequential design collects qualitative data first then quantitative data is collected. The researcher employed both qualitative and quantitative approaches which is the mixed approach to answer the proposed questions and for better comprehension. Thus, the researcher investigated the types of conjunctions and how English second-level students at the University of Venda use them in essay writing using mixed research approaches. Quantitatively, the researcher provided the students with questionnaires with multiple-choice questions that were written in twenty minutes to accommodate time for providing feedback to them. The questionnaire was answered under the supervision of the researcher.

Qualitatively, students were given two essay topics titled 'The importance of education in an individual's life' and 'Social media has taken over our social lives'. However, they were allowed to write either of the above-mentioned topics under the supervision of the researcher. Students were given twenty-five minutes to write the essays and thereafter, the researcher collected the essays for marking to find out how they used conjunctions in their sentence constructions.

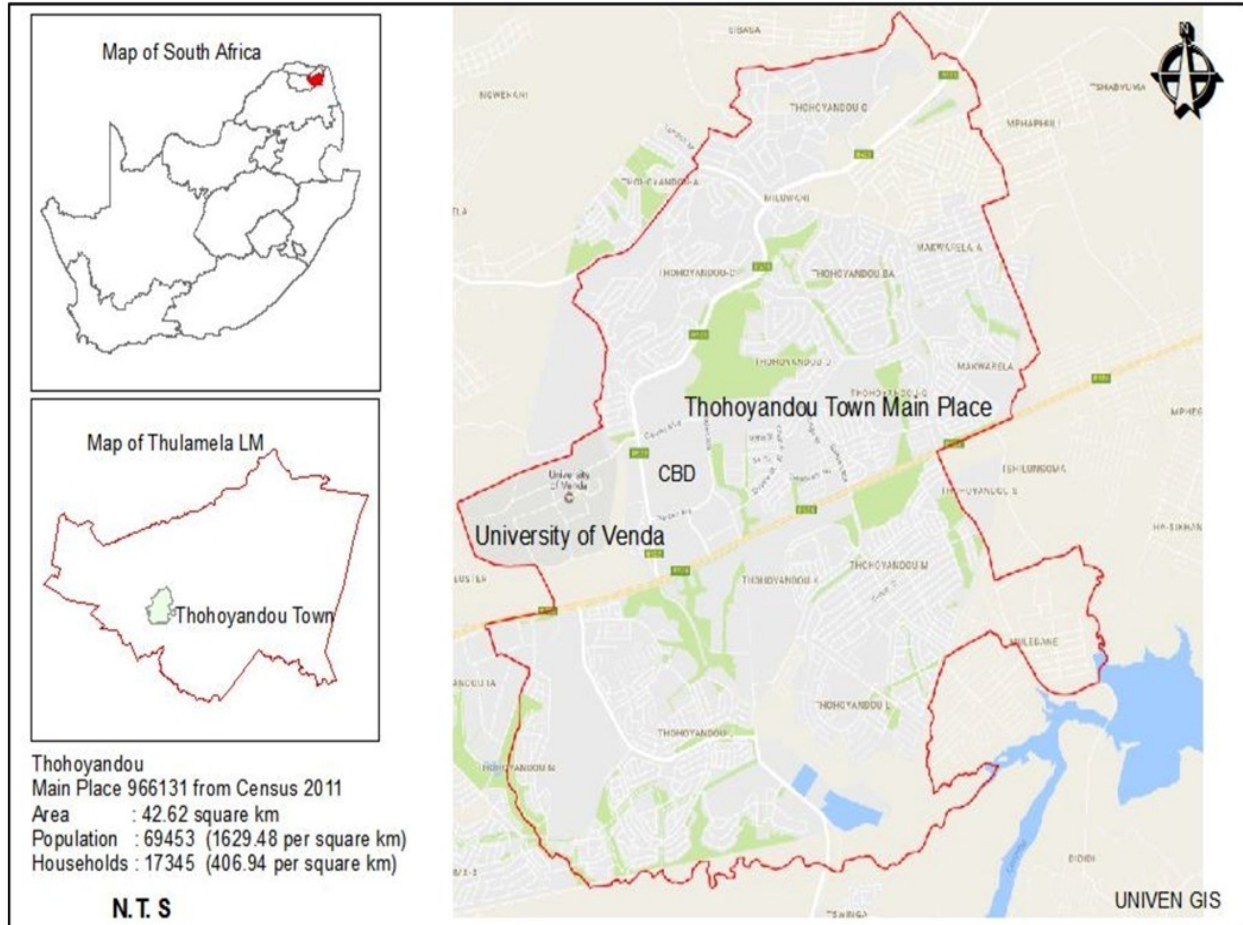
The researcher further utilised the explanatory sequential mixed approach, and it was appropriate to the current study because the researcher analysed quantitative data first then the qualitative data later. The researcher analysed how students performed on the multiple-choice questions provided to them and later he analysed essays written by the students by looking at how they connected sentences using different types of conjunctions.

3.5 POPULATION AND SETTING

3.5.1 RESEARCH SETTING

The research setting is the environment in which the research takes place and can be a controlled environment or natural (Burns & Grove, 2001). The study was conducted at the University of Venda in Vhembe District, Limpopo Province.

The following figure, Figure 3.1, shows a map of the Thohoyandou area in which the University of Venda is located:



Adapted from GIS Resource Centre, Thohoyandou Map ©2022.

Figure: 3.1 A map of Thohoyandou area showing the University of Venda

3.5.2 POPULATION

Popoola (2011) defines population as a set of individuals, subjects, events or elements or objects that possess or meet the same criteria for inclusion in the study. The population refers to the entire elements of the study (Leedy & Ormrod, 2010). The population of the study was 261, but the researcher decided to work with a manageable sample of 52 students based on a 20% population norm to represent the entire population.

3.6 SAMPLING AND SAMPLING PROCEDURE

Mertens (2019) describes sampling as the method the researcher uses to select a given number of people from the population. In contrast, Johnson and Onwuegbuzie (2004) assert that sampling is wherein a sample is drawn from the population where the characteristics of a subset are selected from the larger group. Creswell and Creswell (2017) view sampling as a smaller group of the target population that the researcher plans to study for generalising the target population. Types of sampling include random sampling, purposive sampling, convenience sampling, cluster sampling and stratified sampling.

As the researcher decided to use both quantitative and qualitative research approaches, the researcher used simple random sampling techniques and purposive sampling. The rationale behind using a quantitative research approach to randomly select participants for the study was that every individual member of the population has an equal opportunity and likelihood for participation in the study (Gregoire & Valentine, 2007). Additionally, a qualitative research approach was utilised to obtain in-depth knowledge about the use of conjunctions.

The researcher engaged a simple random sampling technique to select at least 10% population sampling norm of the 261 students because a good maximum sampling size should be 10%, and this percentage is recommended if the population does not exceed 1 000 individuals (Bhandari, 2022). However, the researcher used 20% of the population, amounting to 52 students in this study because he wanted to obtain a more reasonable number of responses in the use of conjunctions from the sampled students.

Quantitatively, 52 students participated in the provided questionnaires to demonstrate their understanding of the use of conjunctions. Furthermore, these respondents were purposively narrowed down to 10 students according to the researcher's interest in line with the qualitative research approach. The criterion for selecting the students over

others was that they fitted the researcher's view of selecting students to bring manageability of the respondents based on a random sampling technique where only the students who chose 52 odd numbers written on the pieces of paper formed a sample using a 20% of population sampling norm. The researcher selected this few number of the respondents because the total population of second-level non-native English students at the University of Venda was only 261.

3.7 RESEARCH INSTRUMENTS

A research instrument is a tool used to measure observed natural or social phenomena, including tools such as questionnaires, surveys, checklists, focus groups or interviews (Wang, 2022). Data collection instruments for this study included a questionnaire and documents in the form of students' essays.

3.7.1 Questionnaire

A questionnaire is a list of research survey questions asked to participants with the aim to extract specific information. According to Creswell (2012:382), a questionnaire is "a form used in a survey, or a design that participants in a study complete and return to the researcher". Bryman (2008) indicates that a questionnaire serves four basic requirements, namely, to collect the appropriate data, to make data comparable and amenable to analysis, to make questions engaging and varied and to minimise bias in formulating and asking questions. Open-ended questions and closed-ended questions are the two types of questionnaire questions.

The open-ended questions grant participants an opportunity to express their opinions with no limitations, questions do not have a fixed set of responses and the participants can freely respond how they feel is correct (Porst, 2013). Accordingly, open-ended questions are advantageous because they assist the researcher to obtain true, insightful responses and unexpected suggestions. The advantages of including closed-ended

questions in a questionnaire are that they make it quicker and easier for participants to answer and there are fewer confusing and irrelevant answers (Martino, Shaller, Schlesinger, Parker, Rybowski, Grob, Cerully & Finucane, 2017). Furthermore, Martino *et al.* (2017) acknowledge that answers from closed-ended questions are easier to code and because the answers set are known, this then becomes ideal when calculating statistical data and percentages. The current study questionnaire included closed-ended questions which were multiple-choice questions aimed at investigating the students' competence in the use of conjunctions and the participants answered the questions without the researcher's assistance or any trained research assistants. The first part of the questionnaire consisted of biographical details and the second part had multiple-choice questions on four types of conjunctions, thus the questions based on conjunctions given to students were twenty.

The questionnaire used for the quantitative part of the study was divided into two sections, namely:

Section A: The purpose of this section was to obtain the participants' biographical details so that the researcher could compile their profiles. They were instructed to put a cross or tick in the provided section.

Section B: This section consisted of questions on four different types of conjunctions. No explanation nor elaborations were expected of the participants since they were given a chance to select answers from those in brackets.

3.7.2 Documents

Merriam and Tisdell (2015) state that a document refers to a wide variety of material, visual sources, including photographs, film or texts, and they can be a source for qualitative analysis. Payne and Grey (2014) describe document reviews as how data is collected by reviewing existing documents such as student's transcripts, annual reports

or diaries. Additionally, Patton (2015) mentions that any document comprising text is possibly a source for qualitative analysis.

Fischer (2006) postulates document analysis as a form of qualitative research wherein the researcher analyses and interprets documents to give meaning to an assessment topic. Fischer (2006) further acknowledges that document analysis is essential because it grants the researcher to make sense of their resource and choose the appropriate piece for their studies. In this regard, the researcher analysed students' essays examining how they used conjunctions and the types of conjunctions they mostly used.

In this regard, the researcher provided two questions to the students, and they were expected to select one and write an essay on them, namely, 'To what extent do you agree with the notion; WhatsApp has taken over our social lives' and 'The importance of education in an individual's life'. The researcher used a rubric to mark the students' essays afterwards. The process also included the researcher examining the use of conjunctions by the students and their organisation of ideas in sentence constructions.

3.8 MEASURES OF QUALITY CONTROL

3.8.1 Validity and reliability of the quantitative data

(a) Validity

Validity implies how accurately representative a given account is, of the social phenomena that it refers to (Johnson & Onwuegbuzie, 2004). Zohrabi (2013) and Thatcher (2010) distinguish between validity in qualitative research and validity in quantitative research. According to Zohrabi (2013), validity in qualitative research is based on validity as a matter of utility, trustworthiness and dependability, whereas Thatcher (2010) discusses that validity in quantitative is the extent to which any measuring instrument measures what is meant to measure. To enhance validity, the

University Higher Degree Committee (UHDC) reviewed and verified the interpretation of the questions in the questionnaire and observation checklist before finalising. The instruments were used accurately and specifically for their intended purposes.

(b) Reliability

Reliability refers to how consistent instances that have been assigned to the same category are, as observed by different observers or by the same observer at different times. Reliability refers to the consistency of the instrument in quantitative research. According to Denhere (2010), reliability refers to the most basic feature which an instrument should possess. Reliability is the extent to which measurements are repeatable when different occasions, under different conditions, theoretically with alternative instruments which measure the construct or skill (de Vos & Fouché, 2005). In this study, to enhance reliability in the present study, 20 students who were not part of the study group but shared similar characteristics were given a questionnaire to answer.

3.8.2 Trustworthiness of the qualitative data

The trustworthiness of qualitative data depends on several factors, including the rigour of the research design, the credibility of the data sources and the transparency of the data collection and analysis process (Shufutinsky, 2020). Several measures for trustworthiness were considered:

(a) Credibility

In qualitative research, credibility refers to the extent to which the findings and interpretations of a study are valid, trustworthy and believable (Shufutinsky, 2020). It is an important aspect of ensuring the quality and rigour of qualitative research. Credibility focuses on establishing confidence in the truthfulness and accuracy of the data, analysis

and conclusions drawn from the study. To enhance credibility, the researcher shared the findings with participants and sought their feedback to confirm or clarify their views and experiences.

(b) Transferability

Transferability refers to the extent to which the findings of a study can be applied or generalised to other contexts or settings beyond the specific study (Shufutinsky, 2020). It is concerned with whether the findings hold or have relevance in different situations or populations. Transferability recognises that while qualitative research findings may not be statistically generalisable to a larger population, they can still provide insight, knowledge and understanding that can be relevant and applicable in similar contexts (Shufutinsky, 2020). To enhance transferability, the researcher reflected on the participants' biases, assumptions and perspectives and how they influenced the research process and findings.

(c) Dependability

Dependability refers to the stability, consistency and reliability of the research process and findings (Bengtsson, 2016). It focuses on establishing the trustworthiness and repeatability of the study, ensuring that the research can be conducted consistently and reliably and that the findings are consistent and can be replicated. To enhance dependability in this study, a detailed description of the research design was provided, including the aim, research questions, data collection methods and data analysis procedures.

(d) Confirmability

Confirmability refers to the objectivity and neutrality of the research findings, interpretations and conclusions (Bengtsson, 2016). It relates to the extent to which the data collected and the analysis conducted are grounded in the participants' perspectives and experiences rather than being influenced by the biases, values or preconceptions of

the researcher. To enhance confirmability, the researcher critically reflected on the participants' assumptions and values that could have influenced the research process and interpretations. By acknowledging and addressing subjectivity, potential for bias was minimised.

3.9 DATA COLLECTION PROCEDURES

Data collection is the procedure for collecting, measuring and analysing data from the selected population that can prove or serve some purpose (Kombo & Tromp, 2006). In addition, data collection is the process of gathering the desirable information sensibly with the least possible distortion so that the analysis may provide answers that are credible and stand to logic. There are several ways in which data can be collected depending on the study, and this includes a range of methods though the objectives which should be accomplished with the used instruments. For this study, data were collected using a questionnaire instrument and a document analysis in the form of essays to attain the research aims and objectives.

O'Leary and Brooks (2014) mention ways in which questionnaires can be distributed to participants, namely, email, post, online or personal delivery. An advantage of administering a questionnaire personally is to allow the researcher to explain the purpose of the study and increase the probability of receiving a completed questionnaire (Bell & Waters, 2014). In line with the advantages, copies of the questionnaire were given to participating students in person. The ethical requirement that the researcher must obtain permission to conduct the study amongst the university students was sought from the research office.

Thereafter, as an appointment was made prior to the commencement of the investigation, the researcher went to class to distribute, administer and collect the questionnaires. The researcher ensured that the participants were available and waited to collect the questionnaires after 52 questionnaires had been filled in by participants.

The method ensured a full return rate for the questionnaires. Moreover, the researcher observed 52 non-native English second-level students.

3.10 DATA ANALYSIS

Corbin and Strauss (2008) postulate that data analysis is the process of collecting, modelling and analysing information. Similarly, Shamo and Resnik (2003) affirm that data analysis is the process the researcher uses to reduce data to a story and interpret it to the desired understanding, consequently, data analysis helps to reduce data into smaller sections. The method of data analysis is the way of analysing data by organising it into categories based on themes, concepts or similar features. Kothari (2004) refers to analysis as the calculation of certain measures, along with the searching for patterns of relationships that exist among data, and it is closely related operations that are performed to summarise and organise collected data to answer the research questions.

The nature of the study is a mixed methods approach, therefore, data collected must also be analysed differently per method. According to Creswell (2003), data analysis in mixed methods research relates to the type of research strategy chosen for the procedures, and this should occur in both qualitative and quantitative approaches. In this study, data collected were analysed using both qualitative and quantitative approaches.

Data were placed in numerical order and manipulated in terms of arithmetic properties to derive the meaning for validity and reliability. Therefore, quantitative data were analysed based on the responses obtained from the participants' questionnaire. To ensure a better interpretation of the findings, data were analysed using Statistical Package for Social Sciences (SPSS) Version 22.0. Also, figures and tables were subsequently used to analyse data.

Thematic analysis as an analytical method that may be an introduction to other qualitative research methods (Braun & Clarke, 2006) was used. The steps used to develop the themes were based on Marshall and Rossman (2000), including

familiarisation, coding, theme generation, theme review, theme definition and naming, as well as writing down. The themes that emerged from the written essays were analysed manually. The following are thematic steps used by the researchers:

(a) Familiarisation

In this step, the researcher read the participants' essays thoroughly. To familiarise himself with the written essays, the researcher did not only read the essays once but more than twice. Revisiting the essays several times during this stage was for the researcher to develop a thorough grasp of all the data collected from all the participants.

(b) Coding

After carefully reading all the participants' essays, the researcher started to create codes for each of the essays. The researcher identified and noted all the conjunctions regardless of the type of conjunction used by each participant on each conjunction. The researcher further coded the apparent errors committed by the participants in their essays when using conjunctions.

(c) Generating Themes

The researcher then generated codes into broader themes. The codes created in the previous stage were bundled into a single theme. The researcher generated themes such as mispunctuation, misspellings, unnecessary addition of conjunctions, misplacement of conjunctions and many others.

(d) Reviewing themes

At this stage, the preliminary data that were identified in the previous step and reviewed, modified and developed. Also, the researcher gathered all the relevant data for each of

them, and the associated data with each theme were colour-coded. Then, 22 of the data associated with each of them were considered whether they support or not. When the analysis seemed incomplete, the researcher went back and found what was missing.

(e) Defining and naming themes

With the themes generated, the researcher then reviewed and revised them, ensuring that each theme had enough data to support them, and it was different. In this final, refinement of the themes aimed to identify the essence of what each theme is about. The following questions were asked: ‘What is the theme saying?’ If there are subthemes, ‘How do they interact and relate to the main theme?’ and ‘How do themes relate to each other?’

(f) Reporting

In this final stage, the researcher started to report coherently the findings with a focus on the themes that were generated.

3.11 ETHICAL CONSIDERATIONS

The study was submitted to the University Higher Degree Committee for approval before commencing the project. After acceptance and approval by this committee and the University Research Office for ethical clearance, the study commenced. Immediately after approval, an application letter to conduct research was written to the Department of English, Media Studies and Linguistics to seek permission to conduct the research within the Department.

3.11.1 Informed consent

Denzin and Lincon (2011) emphasise that this is a major ethical issue when conducting research. Miles and Huberman (1994) stress that free and informed consent needs to

be incorporated into the introduction of the study and its purpose. The researcher explained the purpose such that participants understood what was involved in the research. The students were informed that they could withdraw from the investigation voluntarily.

3.11.2 Anonymity and confidentiality

Bulmer (2001) describes anonymity as, “of unknown name, of unknown authorship”. Oliver (2003) emphasises that anonymity in ethics literature is commonly viewed as the principle of privacy, with the principle allowing participants to have the right to privacy. Participants were not required to provide their names or any form of identification but used numbers. Also, the researcher did not discuss the participants’ information outside the study, and the participants’ real names were excluded in the study.

3.11.3 Voluntary participation

In any research, participation must be voluntary, and there should be no deception or coercion (Oliver, 2003). Furthermore, participants must not be forced to partake in the study. Instead, they must be invited to assist the researcher in the study. Participants were not pressured into partaking in the study, and they were not compelled to do anything concerning the study. The participants could withdraw from the investigation voluntarily.

3.11.4 No harm to participants

There are numerous ways in which participants can be harmed, namely, physical harm, psychological harm, emotional harm and embarrassment. Beauchamp and Bowie (1997) stress that it is vital for the researcher to identify any potential harm and how it could be overcome. During the study, the researcher ensured that participants were not harmed psychologically or physiologically in any way.

3.12 SUMMARY

Chapter 3 dealt with the research methodology by explaining the research approaches and all its components. It detailed the research methodology and motivation, which the study aimed to adopt in pursuing the objectives outlined in Chapter 1 of the study. It outlined how the research methodology-related concepts would be applied for valid, reliable and credible findings. Chapter 4 deals with the research findings and discussions. This chapter detailed the research methodology and the motivation which the study aimed to adopt in pursuit of the objectives. Furthermore, it also outlined how the research methodology-related concepts were applied for the most valid and reliable findings in this study. The next chapter deals with presentation of results and discussion.

CHAPTER 4: PRESENTATION OF RESULTS AND DISCUSSION

4.1 INTRODUCTION

The preceding chapter detailed the way the data were collected using the stated methodological research design. This chapter aimed to present and discuss the results of the data collected and recorded by the researcher when participants responded to questions on the questionnaire provided to them by the researcher. The results are presented in the form of figures and tables that depict and record the number of students who participated and the themes they dealt with. Also, the data analysis was aimed at the exposition of the research topic: ‘Investigating the use of conjunctions in essay writing by selected second-level non-native English students at a South African University’ and its related research questions:

1. What types of conjunctions are used by selected second-level non-native English students at a South African University?
2. How are different types of conjunctions used in essay writing by selected second-level non-native English students at a South African University?
3. To what extent are the different types of conjunctions used in essay writing selected second-level non-native English students at a South African University?

4.2 PARTICIPANTS’ PERSONAL INFORMATION (QUANTITATIVE)

The following section presents and discusses the biographical data of the study participants from Figures 4.1 to 4.4 which prompted the participants’ personal information.

This part of research was included in this study to define the conformities of the respondents to the standards set to validate the research. Even though the findings in this section did not directly provide answers to the posed questions, their observations were what built the credibility of the sought answers.

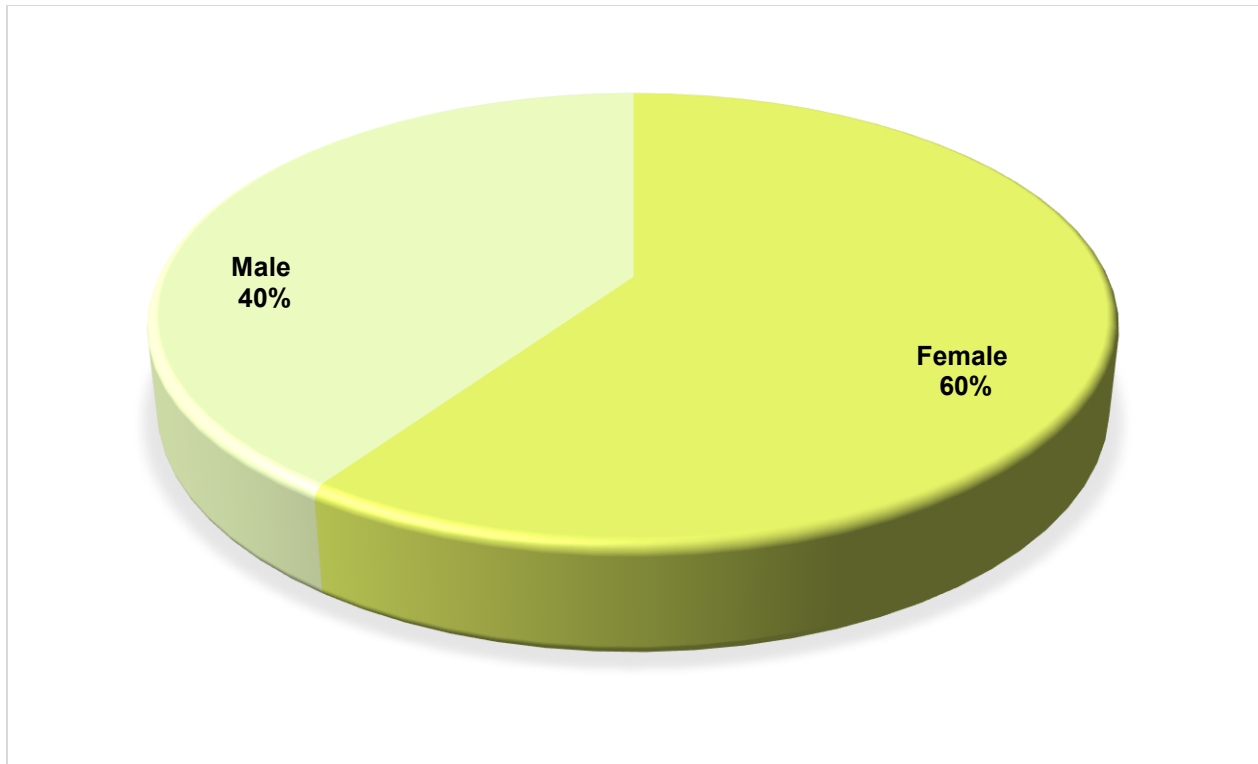


Figure 4.1: Participant by gender (N=52)

Figure 4.1 indicates that most respondents were females accounting for 60%. The minority of the respondents were males constituting 40%. Participation in this study was voluntary, thus, random sampling was employed to select respondents of the study. Findings on gender revealed that female students who participated in the study were more than males.

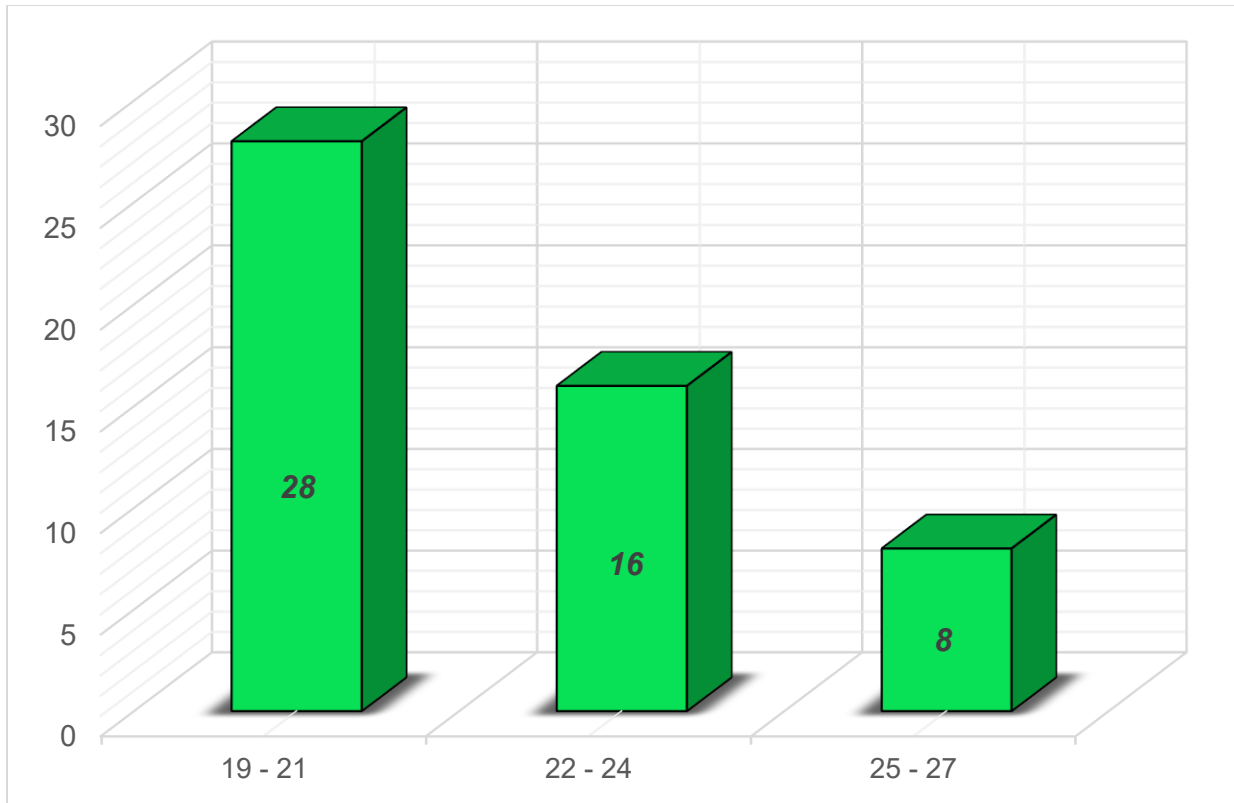


Figure 4.2: Participant by age (N=52)

Figure 4.2 shows that most of the respondents were between the age range of 19 and 21, and they were 28 respondents. Sixteen (16) respondents were between the ages 22 and 24, and the minority were 8 respondents at the age range 25 to 27. The implication of having the highest number of respondents in the age range 19 and 21 might be because in South Africa, learners are expected to be in Grade 12 at the age of 18, and some do so at 17 years. In this regard, they are then expected to enrol at higher institutions at the age of 19, and at the age of 20, they are then expected to be on their second level of studies.

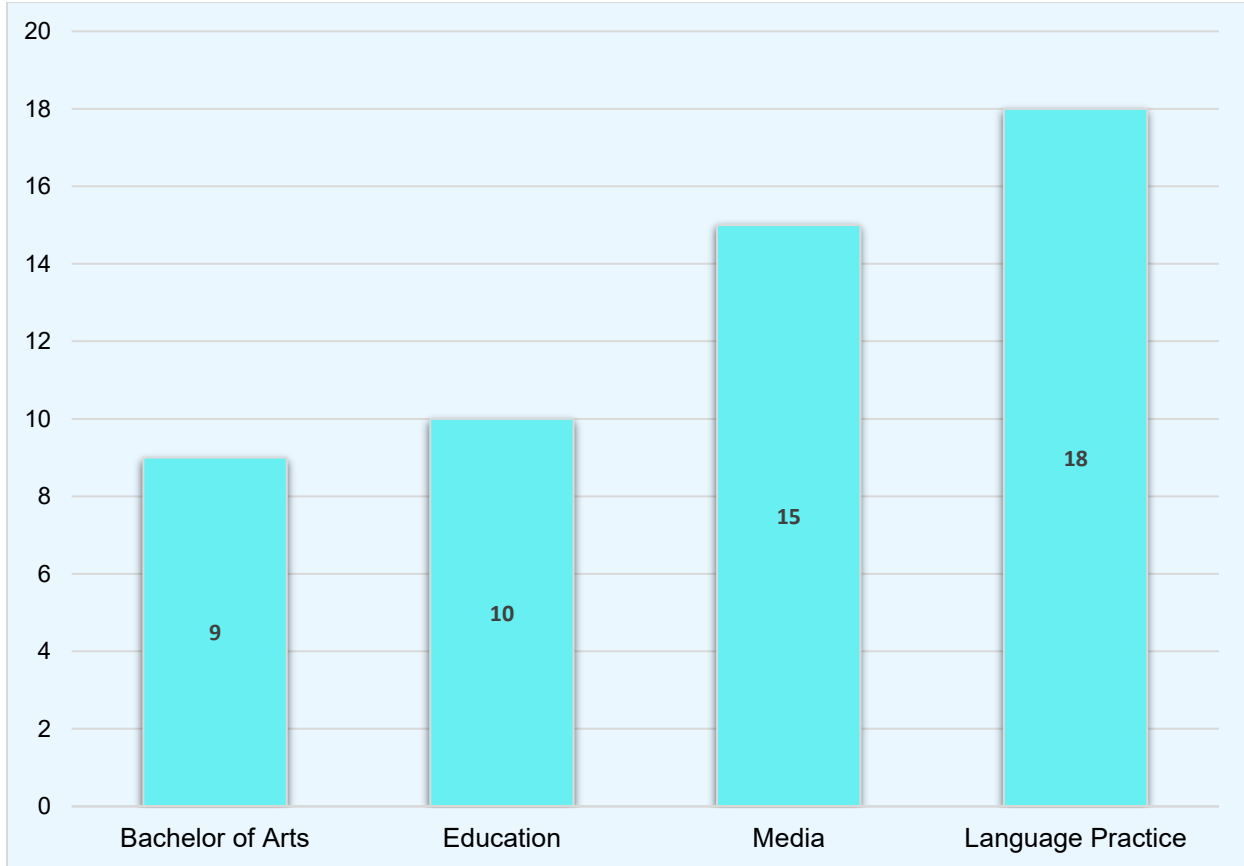


Figure 4.3: Participant by degree (N=52)

Figure 4.3 shows that many respondents were studying Language Practice consisting of 18 students, followed by 15 respondents who were studying Media Studies. Ten (10) respondents of the entire population were studying Education, and the smallest number of respondents were Bachelor of Arts students, only 9 of them.

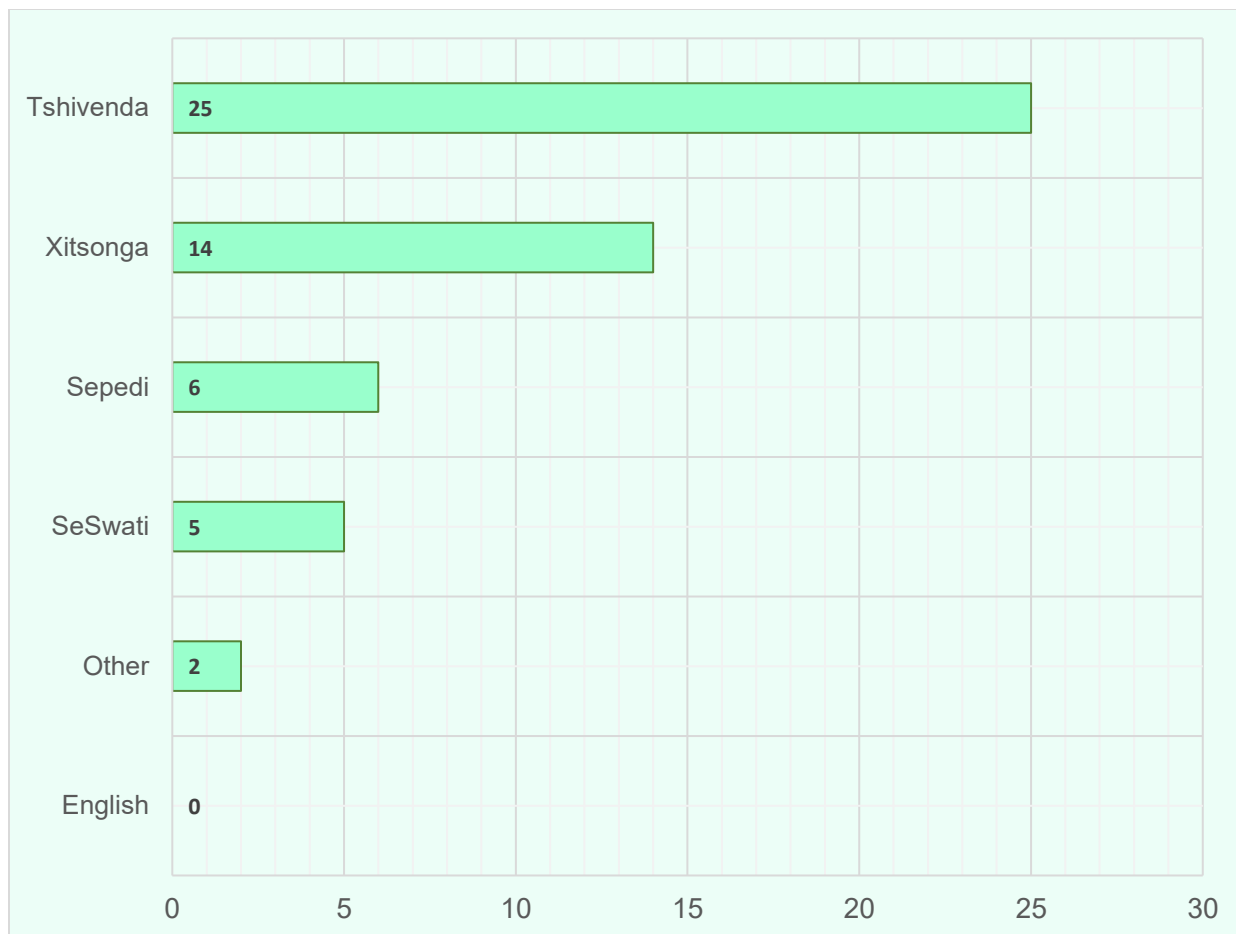


Figure 4.4: Participant by primary language (N=52)

Figure 4.4 indicates that none of the respondents were English speakers and at least 2 of the respondents indicated that they are neither speakers of the primary languages provided. They may be IsiZulu, Setswana, Shona or any other language. Five of the respondents were SiSwati-speaking, and 6 of them were Sepedi-speaking. Xitsonga-speaking people were accounting for 14 respondents of the entire population, and most of the participants were Tshivenda-speaking people who were 25. The reason for having more Tshivenda and Xitsonga-speaking people in the study because the University of Venda is geographically in Vhembe District wherein the population is mostly composed of the Vhavanḁa and Vatsonga people.

4.3 DATA ON CONJUNCTIONS CONTENT-RELATED QUESTIONS

The previous section dealt with the biographical data of the respondents while the current one presents data on the content-related questions regarding the use of conjunctions amongst non-native English second-level students at the University of Venda in Limpopo Province, South Africa. A mixed-methods approach was employed to gather information in this study, as it has been explained and motivated in the earlier parts of the study. The procedure of how each method was used and what evidence it yielded were detailed in the subsequent sections.

4.3.1 RETURN RATE OF THE RESEARCH INSTRUMENT

Table 4.1: Return rate of the research instrument

Instrument used	Administered	Collected	Percentage
Answered Questionnaire	52	52	100

The questionnaires answered by the English second-level students at the University of Venda were all collected, thus attaining a 100% return rate. A return rate of 50% is adequate, 60% is good and 70% and above is very good (Saunders *et al.*, 2009). The return rate in this study is therefore considered very good to yield the required information for analysis because a 100% return rate was obtained.

4.3.2 QUANTITATIVE DATA ANALYSIS

In this section, the presented analyses of the results were accompanied by demonstrated tables with comprehensive numerical details, as already stated in the introduction of this chapter.

Table 4.2: Questions on coordinate conjunctions (N=52)

Questions	Respondents' answers	
	Correct answers	Incorrect answers
1. Our English lecturer gave us a tongue-lashing (for/yet) we were late for class for the third time this week.	17 students 32.7%	35 students 67.3%
2. Freddie did not have enough eggs and sugar for the cake (but/so) he went to the supermarket immediately before they could close.	46 students 88.5%	6 students 11.5%
3. His brother went into the house from the kitchen window (and/but) took the book he forgot on the table.	51 students 98.1%	1 student 1.9%
4. Stop drinking too much coke and eating a lot of hamburgers (for/or) you may experience health complications.	35 students 67.3%	17 students 32.7%
5. Samuel really wanted to go to the concert on Friday night (and/but) he had to study for the upcoming examination.	50 students 96.2%	2 students 3.8%

All 52 respondents retorted to the multiple-choice questions provided to them. The table above presents how they performed on each coordinate conjunctions question. Table 4.2 indicates that 35 participants, constituting 67.3% were not competent in question 1, 'Our English lecturer gave us a tongue-lashing (for/yet) we were late for class for the

third time this week'. The question consists of two parts, namely, 'Our English lecturer gave us a tongue-lashing' and 'We were late for class for the third time this week' that must be connected by one of the two coordinate conjunctions *for* or *yet*. It is alarming to have such a majority of students incapable of selecting an appropriate conjunction. The finding is congruent with Luo (2022) who suggests that participants might have been confused by the rule in which the coordinate conjunctions *for* is sometimes used as *because* whereas *yet* shows contraction.

The sentence in question consists of two parts wherein the first action 'our English lecturer gave us a tongue-lashing' occurred as a result of the second action 'we were late for class for the third time this week'. The two actions call for respondents to find the reason that might have led to the placing of the actions in their rightful places. In this regard, the respondents were not competent in the use of the conjunction *for* because they did not know that it is used to give a reason, particularly in the provided question. The appearance of the coordinate conjunction *yet* might have confused the participants because it is not mostly used like the other coordinate conjunctions, namely, *and*, *but*, *for* and *so*.

Nonetheless, 17 respondents amounting to 32.7% were knowledgeable enough to choose the rightful conjunction for the question at hand. They managed to differentiate between the use of the two conjunctions *for* and *yet*. They did not get confounded by the two coordinate conjunctions *for* which are used to state the purpose of an object or action while *yet* showing a contrast between the two actions. Furthermore, they were never bamboozled by the appearance of the two actions mentioned supra.

The majority (46) of the respondents amounting to 88.5% responded to question 2 'Freddie did not have enough eggs and sugar for the cake (but/so) he went to the supermarket immediately before they could close' as expected by the researcher. They knew that the conjunction *so* in this question was to connect the second action with the first one. Meisuo (2000) has also reported how students often use the coordinate conjunction *but* in essay English writing. The conjunctions *so* and *but* are used in every

day communication, whether verbal or written communication, and this might have been the reason for such an outstanding performance by the participants.

On the other hand, 6 respondents amounting to 11.5% faced difficulty in choosing the correct answer to question 2, thus they were incompetent in the use of the two conjunctions within the sentence. The finding is consistent with the findings by Geraldine (2020) who indicates that students experience difficulties with conjunction *but*, but varied from errors such as misuse, omission and unnecessary addition. Also, the finding is in contrast with Aaron's (2001) assertion that the coordinate conjunction *but* is one of the most used types of coordinate conjunction wherein students usually perform well.

It is exciting that the 51 respondents constituting 98.1% were knowledgeable in responding to question 3 'His brother went into the house from the kitchen window (and/but) took the book he forgot on the table' because the respondents could discriminate between the coordinate conjunctions *and* and *but*. The coordinate conjunction *and* is used to connect two or more words, phrases or related sentences, whereas *but* is used to show a contradiction, an exception or an objection. The findings support Aaron (2001) who estimates that the respondents' performance is usually outstanding regarding the use of coordinate conjunctions *and* and *but*.

Despite the success of most of the respondents and the simplicity of the usage of two conjunctions *and* and *but*, at least 1 respondent amounting to 1.9% of the respondents still faced a challenge in choosing the right answer. The finding is incongruent with Aaron's (2001) claim that the respondents usually do better in the use of these coordinate conjunctions. Nevertheless, these respondents can do better if they are given proper assistance in this regard.

One respondent who did not respond to the question as expected might have selected the wrong coordinate conjunction without reading and understanding the question or the lack of English exposure may have been the cause. The question seemed to be

straightforward, particularly because the two conjunctions, *and* and *but* respondents were choosing from are used in everyday communication both written and spoken.

Thirty five (35) respondents constituting 67.3% responded appropriately to question 4 'Stop drinking too much coke and eating a lot of hamburgers (for/or) you may experience health complications.' The differences in the coordinate conjunctions *for* and *or* did not confuse them. The finding is in contrast with Ong (2011) who argues that students faced a challenge with some English conjunctions, including the coordinate conjunction *for* in essay writing. In this situation, respondents were well-aware that the coordinate conjunction *for* may be used for giving a reason when connecting sentences and *or* is used to give an alternative between two choices. They then managed to distinguish the conjunction *or* from the two choices.

On the other hand, it is concerning that the 17 respondents constituting (32.7%) of the respondents got were confused about the use of the two coordinate conjunctions *for* and *or* in the question 'Stop drinking too much coke and eating a lot of hamburgers (for/or) you may experience health complications.' In their state of confusion, they chose the wrong coordinate conjunction *or* for this matter. This coordinate conjunction may somehow be grammatically acceptable, however, in this case, the conjunction *or* is the best alternative instead of *for*. This finding supports what Ong (2011) suggested that students faced a challenge with the use of some English coordinate conjunctions such as *for* in essay writing.

Of the entire population, 50 respondents amounting to 96.1% were able to identify the accurate coordinate conjunction between *and* and *but* in the question 'Samuel really wanted to go to the concert on Friday night (and/but) he had to study for the upcoming examination.' The two sentences are contrasting; therefore, these respondents were knowledgeable enough to identify *but* as an answer and *and* is used to connect two similar words or phrases (Buyukkarci & Gneç, 2009). The conjunction *and* is used to connect two similar words or phrases.

However, only 2 respondents which made up 3.8% could not distinguish the differences between coordinate conjunctions, namely, *but* and *and* because they lack English exposure in this regard. Additionally, the respondents do not have the coordinate conjunctions *but* and *and* in their mother tongue languages. In this situation, they confuse one conjunction for the other and end up being ungrammatical and such usage translates into aberrant English coordinate conjunction. The respondents, in context, might have been confused by the rule regarding the use of coordinate conjunctions *but* and *and*. This rule states that the coordinate conjunction *but* is used to contrast ideas within the sentence and that the conjunction *and* connects words of the same rank. In this essence, the findings validate Greenbaum and Quirk's (1993) and Meisuo's (2000) studies which claim that students often misused the coordinate conjunction 'but' when writing English essays.

Table 4.3: Questions on subordinate conjunctions (N=52)

Questions	Respondents' answers	
	Correct answers	Incorrect answers
1. (Rather than/Even though) sending everyone the same email, Thomas composed a separate email for each of his colleagues.	22 students 42.3%	30 students 57.7%
2. She was aware that the department is undertaking a fieldtrip (after/unless) I told her about it last night.	51 students 98.1%	1 student 1.9%
3. They are under the impression that they will not win anymore (although/since) their key player was injured during the previous match.	51 students 98.1%	1 student 1.9%

4. Lecturers should always give enough attention to students (so that/as soon as) they do not underperform.	49 students 94.2%	2 students 3.8%
5. (Although/Because) it is difficult to solve this mathematical problem, I am certain that I can do it.	48 students 92.3%	4 students 7.7%

Table 4.3 presents the performance of 52 respondents on multiple-choice questions on subordinate conjunctions. It is perturbing to have 30 respondents resulting in 57.7% who struggled to choose the appropriate subordinate conjunction *even though* in question 1, '(Rather than/Even though) sending everyone the same email, Thomas composed a separate email for each of his colleagues.' Although the respondents were expected to choose between the two conjunctions *rather than* and *even though*, they could not respond as expected by the study. The subordinate conjunctions, namely, *rather than* and *even though* give more importance to one thing between two alternatives that are being compared and express an unusual or unexpected action respectively. However, the performance of respondents, in this case, indicates that there is a problem regarding the use of subordinate conjunctions. The finding is in line with Natilene (2007) who suggests that students experienced difficulties in the use of subordinate conjunctions.

On the other hand, 22 students which was 42.3% managed to select the appropriate subordinate conjunction *even though* in the question '(Rather than/Even though) sending everyone the same email, Thomas composed a separate email for each of his colleagues'. It seems participants were never confused by the difference between the two subordinate conjunctions *rather than* and *even though* and their application within the provided sentence. The findings are in contrast with Greenbaum and Quirk (1993) who indicate that students have challenges regarding the use of subordinate conjunction such as *even though* when writing English essays.

Remarkably, 51 respondents amounting to 98.1% did not have any difficulty responding to question 2 'She was aware that the department is undertaking a field trip (after/unless) I told her about it last night'. They could choose the right answer, namely, *after* although the two answers *after* and *unless* have more or less the same meaning in this context. Additionally, the students could distinguish the other subordinate conjunction *unless* from *after* within the confines of the two actions such as 'She was aware that the department is undertaking a fieldtrip' and 'I told her about it last night'. The finding supports Oshima and Hogue (2006) who suggest that subordinate conjunction *after* indicates the sequencing of ideas that are easy to use within a sentence in the English language.

Nevertheless, the minority (1) respondent amounting to 1.9% unsuccessfully responded to the question 'She was aware that the department is undertaking a field trip (after/unless) I told her about it last night'. The slight similarities between the two subordinate conjunctions *after* and *unless* might have contributed to the wrong choice by the respondents of the expected answer. The findings are incongruent with Oshima and Hogue's (2006) proclamation on the simplicity of subordinate conjunctions such as *after*, *before*, *unless* and many others.

Interestingly, 51 respondents accounting for 98.1% performed well in the question 'They are under the impression that they will not win anymore (although/since) their keyplayer was injured during the previous match' because they were aware of the different usage of the conjunctions *although* and *since* in a sentence. The findings oppose Coffin and Hewings' (2004) finding on students who faced difficulties with subordinate conjunctions such as *moreover*, *however*, and *though*. The conjunction *although* is similarly used as the conjunction *though* which means 'in spite of something' wherein these conjunctions are used to introduce a sentence that makes another sentence seem surprisingly synonymous. In this regard, the subordinate conjunction *since* is used the same as the subordinate conjunction *because* and they are both used to give a reason for something. Consequently, it is astonishing that most of the students were knowledgeable about the two subordinate conjunctions, namely, *although* and *since*.

Despite the success of numerous respondents, 1 respondent amounting to 1.9% still faced a challenge responding to question 3 correctly, thus they could not differentiate between the two subordinate conjunctions *although* and *since*, and their function within a sentence. The second part of the question ‘their key player was injured during the previous match’ is supposed to be the reason for the first part of the sentence ‘They are under the impression that they will not win anymore’ hence *since* is the appropriate conjunction. Pangaribuan *et al.* (2018) showed how students make errors in using the subordinate conjunctions: *since*, *in case*, *as*, and *because* in complex sentences in English.

The majority (49) of respondents accounting to (94.2%) answered question 4 ‘Lecturers should always give enough attention to students (so that/as soon as) they do not underperform’ correctly. These students were knowledgeable enough to know that the conjunction *as soon as* is used to indicate that an action has occurred immediately after another was completed and *so that* is used to introduce clauses of reason and explanation. The findings are in line with Adjei’s (2015) finding which portrays most students as having used subordinate conjunctions such as *so that* appropriately with no difficulties.

On the contrary, 2 respondents constituting 3.8% failed to differentiate between the conjunctions *as soon as* and *so that*. These students may have confused the grammatical rule required when using the subordinate conjunctions *so that* and *as soon as*. Additionally, the findings on this question contrast with the statement by Brown (2000) who indicates that when writing English essays, grammatical rules in English precede the correct use of subordinate conjunctions, otherwise the writer will not produce clear and comprehensible sentences.

There were 48 respondents which resulted in 92.3% being able to respond to the question ‘(Although/Because) it is difficult to solve this mathematical problem, I am certain that I can do it’ correctly. The subordinate conjunction *although* implies ‘in spite of something’, therefore these respondents were never confused by the presence of the subordinate

conjunction *because* when attempting to the question. Regardless of what Rahmah (2010) utters on how some students face challenges when they begin a sentence with subordinate conjunction at the beginning of the sentence, the current respondents were remarkably able to select the appropriate subordinate conjunction *although* in this regard.

Nonetheless, only 4 respondents making up 7.7% were confused by the two subordinate conjunctions *although* and *because* and chose the wrong answer. The finding is corresponding with Sutarmi's (2017) finding indicating that students face a challenge with the use of the conjunctions *although* and *because*. The findings, on the hand, differ from the findings by Adjei (2015) because, in her findings, students were able to use conjunction *because* appropriately.

The two subordinate conjunctions that respondents had to choose from, *although* and *because* were placed at the beginning of the sentence. The position of the conjunctions amongst other reasons might have contributed to the wrong choice by fewer respondents, especially because the two subordinate conjunctions, *although* and *because* seem to be easy to use, are different from each other and have different functions in a sentence.

Table 4.4: Questions on correlative conjunctions (N=52)

Questions	Respondents' answers	
	Correct answers	Incorrect answers
1. (No sooner/Not only) had she seen a fair price of the bread (than/but also) the shop owner increased it.	1 student 1.9%	51 students 98.1%
2. (Not only/Whether) my brother was the first winner of the marathon (but/or) he also was the best student of the year.	41 students 78.8%	11 students 21.2%
3. She can decide (both/either) if she moves to Cape Town (and/or) if her parents come live with her.	45 students 86.5%	7 students 9.6%
4. (The more/Not only) you exercise (the more/but also) you become fit.	47 students 90.4%	5 students 9.6%
5. Samantha has a big container of food for lunch and Willian has a big plate of food for lunch therefore, Samantha's lunch is (as/both big as/and) William's.	45 students 86.5%	7 students 13.5%

Table 4.4 presents multiple-choice questions on correlative conjunctions responded to by 52 respondents. It is very worrisome that 51 respondents of the entire population contributing 98.1% could not give the correct answer to question 1 '(No sooner/Not only) had she seen a fair price of the bread (than/but also) the shop owner increased it.' The sentence consisted of two pairs of correlative conjunction which must always be paired to each other, *no sooner* must be paired with *than*, and *not only* must be paired with *but also*. These types of conjunctions are hardly used, and this may have led to such a poor

performance. The findings validate Prawoto's (2016) argument on how problematic correlative conjunctions are to students and how they use less of them.

Only one respondent amounting to 1.9% responded to the question at hand flawlessly. They were knowledgeable about the use of the correlative conjunction *no sooner/than* and they responded without any difficulty. The reason for these concerning results might be because of the same reason mentioned by Purba and Pulungan (2017), who suggest that students use fewer correlative conjunctions compared to the other types of conjunctions when writing English essays.

The findings of this question may somehow be understandable due to the nature of the conjunctions. Correlative conjunctions are one uncommon type of conjunction in any form of communication. This implies that students are not quite acquainted with the correlative conjunctions as they are with the other types of conjunctions. Moreover, the two choices provided to the respondents were the pair of conjunctions, and this too might have led to such an undesirable performance by the participants.

It was not expected that out of 52 respondents, 41 amounting to 78.8% would perform well on the question '(Not only/Whether) my brother was the first winner of the marathon (but/or) he also was the best student of the year.' Forty-one (41) students were competent in the pair of *not only/but also*, and this is unlike the findings by Novalia (2018) who shows how the pair of correlative conjunctions *not only/but also* is problematic to students, as respondents of the current study were opposingly aware of how it is used in a sentence.

Regardless of the pairing of the conjunction *not only/but also* and *whether/or*, they still had a satisfactory answer to the abovementioned question. The pair of *not only/but also* connects words, phrases and clauses of equal importance that are balanced, also *not only/but also* adds emphasis when writing about two things that are related, whereas *whether/or* expresses a choice between two possibilities.

Conversely, 11 respondents which make 21.2% did not comprehend the pairing of the two correlative conjunctions, namely, *not only* and *but also* and their answers were inapposite. The finding is coinciding with the utterance by Rahayu and Oktavia (2020) who portrayed how students face difficulties in joining two sentences using correlative conjunctions, particularly because they are identity conjunctions.

The majority (45) of respondents making up 86.5% managed to respond to the question 'She can decide (both/either) she moves to Cape Town (and/or) her parents come live with her'. The correlative conjunctions they were expected to pair together are *both* and *either* with *and* and *or* respectively. These respondents understood that the use of the correlative conjunction *either/or* is to make a positive decision between two or more things unlike students mentioned by Rahayu and Oktavia (2020) who could not use the pair of *either* and *or*, they were pairing *either* with *nor* and *neither* with *or* which is unacceptable grammatically in English.

On the other hand, 7 respondents constituting 13.5% confused the pairs of correlation conjunctions in the question 'She can decide (both/either) she moves to Cape Town (and/or) her parents come live with her'. Respondents were not fully exposed to correlative conjunctions, and they scarcely use correlative conjunctions when writing hence the findings. This finding is confirmed by the findings of Savitri *et al.* (2021) who demonstrated the minimum use of the pair of correlative conjunctions in English essay writing by students such as *either/or*, *neither/nor* and *others*.

Question 4 '(The more/Not only) you exercise (the more/but also) you become fit' had at most 47 participants constituting 90.4% providing a correct answer. The pair of correlative conjunctions *the more/the more* is used when stating an activity that is increasing and causes something to change at the same time. As mentioned previously, the correlative conjunction *not only/but also* must be used when balanced words, phrases and clauses are being connected. Furthermore, the conjunction adds emphasis when two related things are being connected. It is therefore remarkable to have such a number of students who can use such pairs of correlative conjunctions. The findings are

in contrast with Rahayu and Oktavia's (2020) findings on problems such as identifying parallel structured sentences faced by students when using correlative conjunctions.

It is of concern that 5 respondents amounting to 9.6% did not answer as expected by the researcher. The sentence in question 4 '(The more/Not only) you exercise (the more/but also) you become fit' may have seemed to be elementary because of its length, but respondents still faced difficulties in choosing an appropriate correlative conjunction *the more/the more* and chose the wrong one *not only/but also*. It is worrisome to see some respondents pairing *the more* with *but also* others pairing *not only* and *the more*. The reason might be that these respondents are not exposed to the target language, as Aidinlou and Reshadi's (2014) findings indicate that students use less of correlative conjunctions when writing.

There are 45 respondents contributing to 86.5% of the respondents who answered satisfactorily to question 5 'Samantha has a big container of food for lunch and William has a big plate of food for lunch therefore, Samantha's lunch is as/both big as/and William's.' The question consists of two choices and two pairs of correlative conjunctions *as/as* and *both/and*, and it is thrilling to have several students answering correctly in such a sophisticated sentence regardless. Choy and Clark (2011) mention that compound-complex sentences are the most complicated type of sentences.

Although several students were successful in the question, there were 7 respondents which amounted to 13.5% who still answered erroneously. The question at hand is a long and complex-compound sentence hence students might have been confused in selecting an appropriate correlative conjunction *as/as*. This finding is validated by Fadhilah's (2022) demonstration which reveals that students struggle to combine two ideas correctly using conjunctions in complex-compound because of their difficulties.

There are about three factors that might have led to respondents being confused with this question. Firstly, the pairing of the correlative conjunctions has shown how hard it is

for students. Secondly, the question is a complex sentence, and this type of sentence is not easy for students and lastly, the pairs of correlative conjunctions *as/as* and *both/and* are uncommon to many since it they hardly used when communicating.

Table 4.5: Questions on conjunctive adverbs (N=52)

Questions	Respondents' answers	
	Correct answers	Incorrect answers
1. Patricia did not have all the ingredients to bake muffins; (therefore/instead), she decided to prepare something else.	41 students 78.8%	11 students 21.2%
2. Harry wants to go watch soccer in the stadium (meanwhile/accordingly), Henry wants to spend all day indoors.	50 students 96.1%	2 students 3.9%
3. I woke up very late this morning (however/hence), I managed to do all chores, bathe and catch a bus to campus.	36 students 69.2%	16 students 30.8%
4. At the hotel, they take safety seriously, (accordingly/thereafter), they have security officers on duty all day long.	24 students 46.2%	28 students 53.8%
5. Your customers are interested in buying your laptop (otherwise/ thereafter) they would not be asking about prices.	49 students 94.2%	3 students 5.8%

The Table 4.5 presents the performance of 52 respondents in multiple-choice questions on conjunctive adverbs. Of the whole population, 41 respondents resulting in 78.8% were competent in question 1, 'Patricia did not have all the ingredients to bake muffins; (therefore/instead), she decided to prepare something else.' They were able to

distinguish how the conjunctive adverbs *therefore* and *instead* are used within a sentence. This differs from Apse and Farneste's (2018) findings who have shown how students use the conjunction *therefore* with no challenges. The rule regarding the use of the two conjunctive adverbs was never problematic for the students since they knew how the conjunctive adverbs *therefore* and *instead*.

On the other hand, 11 respondents, which is 21.2% struggled to give an appropriate answer to the question 'Patricia did not have all the ingredients to bake muffins; (therefore/instead), she decided to prepare something else'. This finding is validated by Apse and Farneste (2018) who reported that tertiary-level students were using the conjunctive adverb *therefore* as compared to the other conjunctions. The reason for these respondents to unsuccessfully choose the unsuitable conjunctive adverb between *therefore* and *instead* might be because the two conjunctions are not often used in writing.

Amusingly, 50 respondents amounting to 96.1% provided an appropriate conjunction to the question 'Harry wants to go watch soccer in the stadium (meanwhile/accordingly), Henry wants to spend all day indoors.' The question consists of two independent clauses, namely, 'Harry wants to go watch soccer in the stadium' and 'Henry wants to spend all day indoors' which must be connected by one of the two connectors *meanwhile* and *accordingly*. In contrast, Lei (2012) has reported how Chinese doctoral students were misusing conjunctive adverbs.

Although there is a success of the majority of the respondents, there were still 2 respondents making up 3.9% who had responded wrongly to the above question. These respondents failed to distinguish between the two connectors *meanwhile* and *accordingly*, thus they did not know that *meanwhile* implies that at the same time and *accordingly* introduces a situation resulting in something referred to. The finding is in line with the findings by Ikhراطulsandi *et al.* (2021) indicating that the eighth-grade students were facing difficulties such as misplacing conjunctive adverbs and using inappropriate conjunctive adverbs when connecting sentences.

Distressingly, 36 respondents constituting 69.2% had correct answers to question 3 'I woke up very late this morning (however/hence), I managed to do all chores, bath, and catch a bus to the campus' though it is a compound-complex sentence. Alawerdy and Alalwi's (2022) findings contradict this finding because theirs indicated that several students had a challenge with the conjunctions such as, *however*.

Contrarily, 16 respondents making up 30.8% had provided the wrong answer to the prementioned question. Students might have been incompetent in the use of the two conjunctions *however* and *hence* or they might have failed to connect conjunctions since the question was a compound-complex sentence. The finding is in line with Fadhilah's (2022) study which showed that Bung Hatta University in the English Department experienced difficulties in using conjunctions when writing compound-complex sentences.

The majority (28) respondents equating to 53.8% were incompetent in the use of the two conjunctive adverbs *accordingly* and *thereafter* because they unsuccessfully responded to the question 'At the hotel, they take safety seriously, (accordingly/thereafter), they have security officers on duty all day long.' This is incredibly worrisome to have numerous students having failed to use the conjunctions *accordingly* and *thereafter*. In this situation, these participants yielded the same results as Liu (2008) indicated errors students were making when using conjunctive adverbs.

On the other hand, minority (24) respondents which is 46.2% unsuccessfully responded to the question 'At the hotel, they take safety seriously, (accordingly/thereafter), they have security officers on duty all day long.' They were knowledgeable about the use of the two conjunctive adverbs *accordingly* and *thereafter* within a sentence and their uses within a sentence, thus they could identify *accordingly* as the rightful conjunction in the abovementioned question due to the corresponding actions within the sentence. Oppositely, Can's (2011) results revealed an overuse of conjunctive adverbs in essay writing by students.

The results indicate 49 respondents which made 96.2% responded to Question 5 ‘Your customers are interested in buying your laptop (otherwise/ thereafter) they would not be asking about prices’ correctly. The conjunctive adverb *otherwise* seems to be much easier than *thereafter*, and this could be the reason for such a high number of correct answers. Aziz and Nuri (2021) have shown some challenges the learners were facing regarding conjunctive adverbs.

On the contrary, only 3 respondents contributing to 5.8% unsuccessfully picked an inappropriate question at hand. These students might have confounded the rules regarding the use of the conjunctive adverb *otherwise*. The finding is in contrast with an evaluation by Yanti (2019) which showed an adequate and appropriate use of conjunctive adverbs in undergraduate student articles.

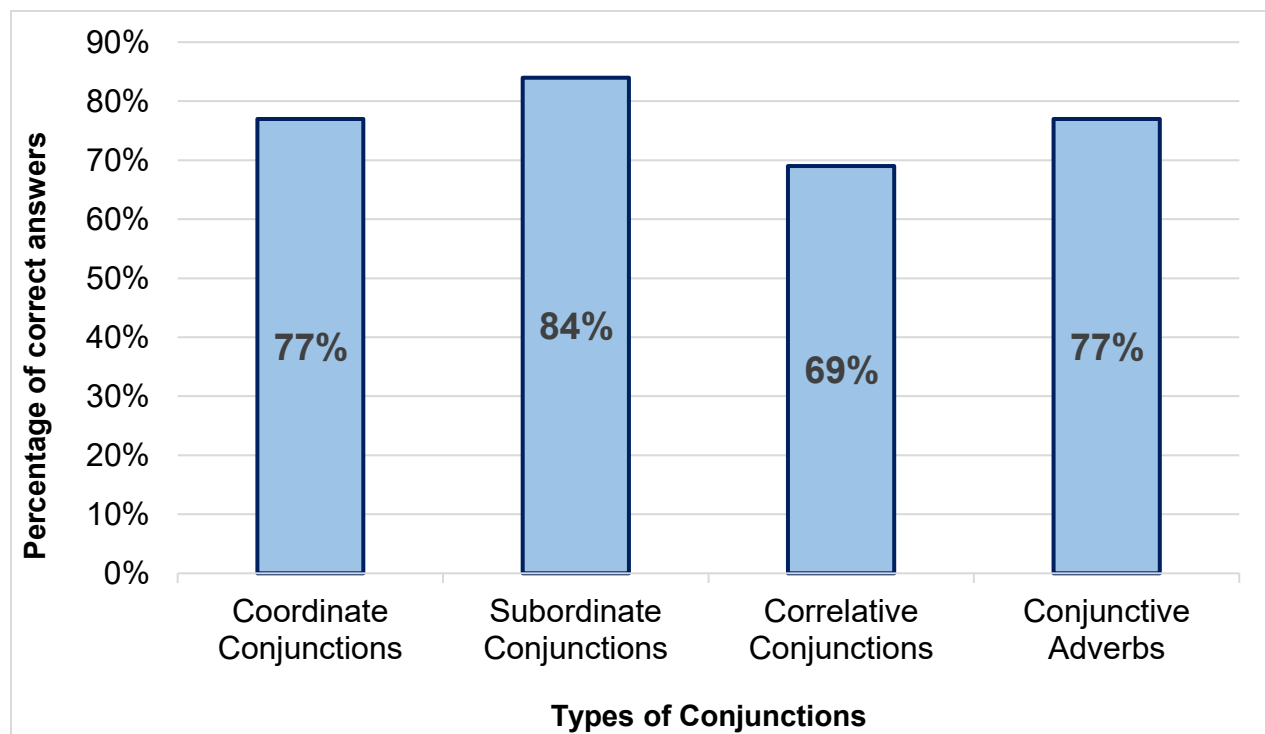


Figure 4.5: Overall performance (N=52)

Figure 4.5 presents the overall performance of all respondents per each conjunction. The type of conjunctions that several respondents (84%) performed well is the subordinate

conjunctions. The reason for such a performance may be because of the everyday use of subordinate conjunctions such as *after, although, as, as if, as soon as, because, before, even if, even though, if, in case, in order that, in the event that, once, only, since, so, than, that, though, till, unless, until, when, whenever, where* and *while*. The finding is in contrast with Brown's (2000) indication that some subordinate conjunctions are problematic to students.

The overall performance of the two types of conjunctions, coordinate conjunctions and conjunctive adverbs was equally 77%. Coordinate conjunctions include conjunctions that are mostly used in written and spoken communication, including *and, but* and *or* (Aaron, 2001). However, the expectations were that participants would perform extremely well in questions under coordinate conjunctions, but some students were incompetent in those questions.

In correlative conjunctions, 69% of the respondents performed poorly. Conjunctive adverbs include pairs of conjunctions such as *either/or, neither/nor, both/and, as/as, not only/but also, so/that, no sooner/then, and not/but* which may have seemed to be a challenge to the respondents. The finding validates what Prawoto (2016) mentioned regarding correlative conjunctions being the most challenging type of conjunction because of the pairing of identities.

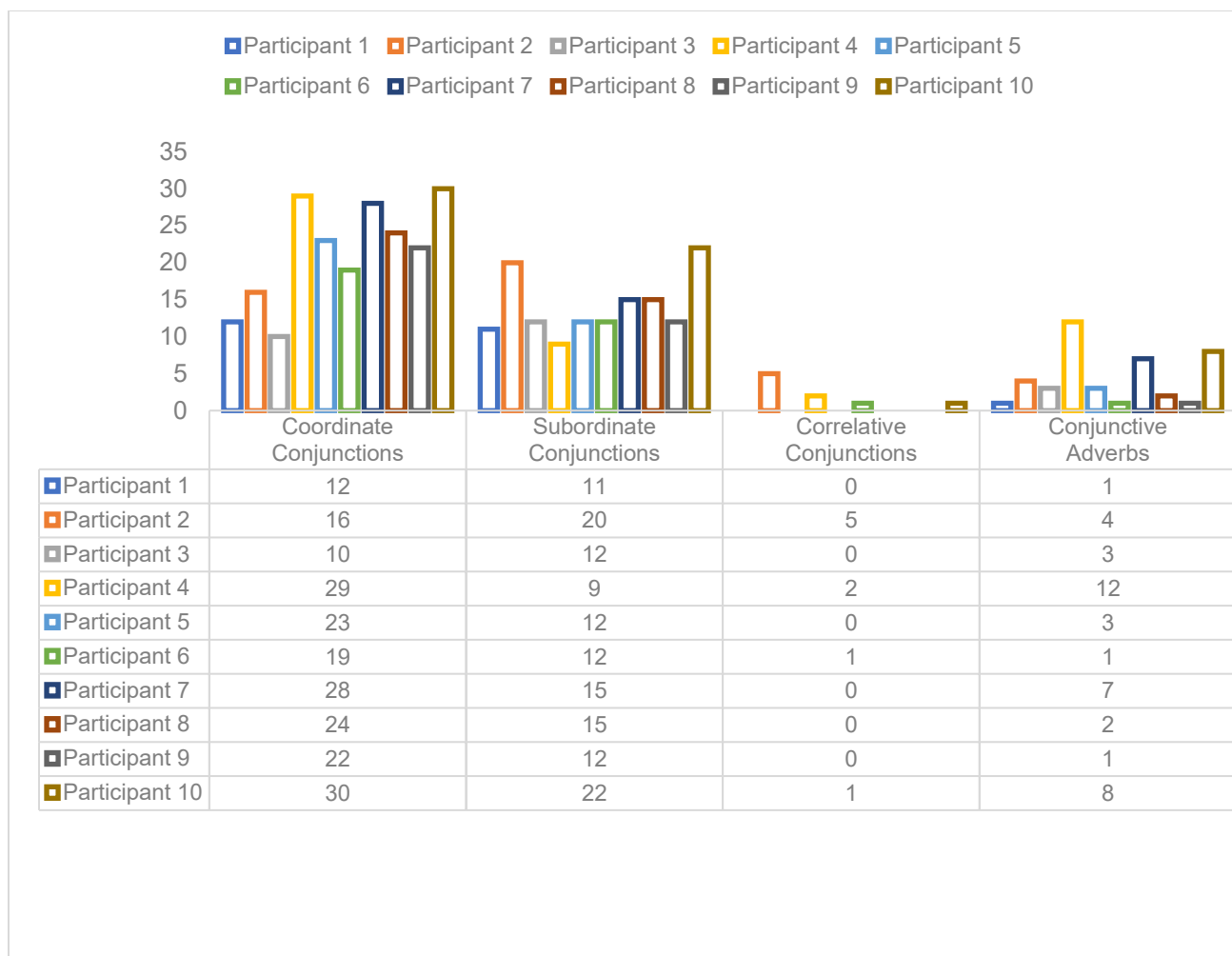


Figure 4.6: Theme 1: Application of different conjunctions

Figure 4.6 shows that Respondent 1 has used the sum of 24 conjunctions, including 12 coordinate conjunctions, 11 subordinate conjunctions and 1 conjunctive adverb. The only type of conjunctions the respondent did not make use of in their essay is the correlative conjunctions. The coordinate conjunctions that the researcher identified in Respondent's 1 essay are 'and', 'but' and 'or', and subordinate conjunctions were 'although', 'as', 'even though', 'that', 'since' and 'when'. The only correlative conjunction used by Respondent1 was 'also'.

The results of the findings as revealed in Figure 4.6 revealed that Respondent 2 has remarkably used all types of conjunctions in their essay. The respondent used more

correlative conjunctions than other respondents. Sixteen (16) coordinate conjunctions were used in the essay, 20 subordinate conjunctions, 5 correlative conjunctions and 4 conjunctive adverbs. In this regard, the most used coordinate conjunction was 'and' having been used 14 times.

In this figure, the findings demonstrate that Respondent 3 did not employ any of the correlative conjunctions and 10 coordinate conjunctions, 12 subordinate conjunctions, and 3 conjunctive adverbs were employed in the essay. The coordinate conjunctions used by Respondent 3 were 'and', 'but', 'for' and 'so'. 'Although', 'if', 'since', 'then' and 'that' are the subordinate conjunctions they used; the only 3 conjunctive adverbs were 'now', 'then' and 'therefore'.

Figure 4.6 reveals that 44 conjunctions were fascinatingly used by Respondents 4 when writing their essay. The respondent employed all four types of conjunctions, namely, coordinate, subordinate, correlative and conjunctive adverbs even though they only used 2 correlative conjunctions 'rather than' and 'whether'. Twenty-nine (29) coordinate conjunctions were employed, including 'and', 'but', 'for' and 'or', and the 9 subordinate conjunctions were 'as', 'before', 'even', 'if' and 'that'. Then, the 12 conjunctive adverbs were 'also', 'furthermore', 'however', 'instead' and 'thus'.

According to Figure 4.6, Respondent 5 wrote an essay with 37 conjunctions comprising coordinate conjunctions, subordinate conjunctions and conjunctive adverbs and no single correlative conjunctions. The only 8 conjunctions the researcher identified in the Respondents' 5 essays were 'also', 'and', 'as', 'for', 'or', 'that', 'therefore', and 'thus' with 'and' being the most used coordinate conjunction, appearing 20 times, followed by the subordinate conjunction 'that' used 6 times and conjunctions 'also', 'or', 'therefore' and 'thus' that were all used once each.

Figure 4.6 presents 33 conjunctions used by Respondents 6 when writing their essay. The respondent made use of all four types of conjunctions, coordinate, subordinate, correlative and conjunctive adverbs even though they used only 1 correlative conjunction

and 1 conjunctive adverb which were 'not only/but also' and 'also' respectively. Of all the 10 respondents, this is the only respondent who had the coordinate conjunction 'yet' in their essay.

The findings indicate that Respondent 7 has exceptionally used the sum of 50 to connect sentences when writing their essay. The most used types of conjunctions were the coordinate conjunctions comprising 9 'and', 10 'for', 8 'or' and only 1 'but'. The participant did not use any correlative conjunction, and there were 7 conjunctive adverbs in the whole essay, notably, 'also', 'furthermore', 'however' and 'namely'.

The figure above reveals that 41 conjunctions from 3 different types appeared in the participant's 8 essays. Correlative conjunctions were not employed and 'also' and 'however' were the only 2 conjunctive adverbs they employed. The majority of conjunctions were the coordinates which the participant used 24 times, followed by the subordinates which the respondent used 15 times.

According to Figure 4.6, Respondent 9 used 35 conjunctions. There was only 1 coordinate conjunction the respondent did not use, 'yet' and the other 5, namely, 'and', 'but', 'for', 'so' and 'or' were all used. Consequently, the researcher counted 22 coordinate conjunctions in the respondent's essay. Subordinate conjunctions used were 12, including 'as', 'even', 'if', and 'that'. The only conjunctive adverb the researcher identified was 'further'.

The researcher was incredibly enchanted with Respondent 10 because such respondent used 61 conjunctions in the essay. All four types of conjunctions were used in the essay written by Respondent 10 even though 'neither' was the only correlative conjunction. The respondent used more coordinate conjunctions than the other nine respondents amounting to 30 conjunctions. There were 9 subordinate conjunctions used by Respondent 10 whereas only four conjunctive adverbs were written.

In summary, the most used type of conjunctions is the coordinate conjunction followed by subordinate conjunctions. The findings coincide with Tarpley's (2021) claim that coordinate conjunctions and subordinate conjunctions are the most common and frequently used conjunctions. There were only 9 different correlative conjunctions in all 10 participants' essays, and this validates Purba and Pulungan's (2017) findings on how students use fewer correlative conjunctions when writing.

4.3.3 QUALITATIVE DATA ANALYSIS

After the quantitative questions were administered to 52 respondents in the form of questionnaires, the researcher gave 10 students a qualitative task to test their usage of conjunctions in essay writing. Although this study had already mentioned that participants were sampled in the quantitative approach, further sampling was done during the qualitative phase of the study so that the volume of data could be manageable. An acceptable sample was created by multiplying 52 by 10% and dividing by 100. Thus, document analysis was done of 10 participants' written compositions. Qualitative approach analysis granted the participants an opportunity to showcase authentically their use of language to the researcher using all different types of conjunctions.

The analysis of the use of conjunctions was guided by the scope of the study, which covered the following: how students use different types of conjunctions to connect sentences when writing essays, organisation of ideas, convention such as punctuation and spelling, cohesion and coherence. However, errors that were not committed in this study were captured for the sake of recording, while newly established errors in the study were unfolded.

The participants were required to choose one topic of the two provided to evaluate how they would use conjunctions when pairing sentences within their essays. The two topics participants had to choose from were: "To what an extent do you agree with the notion that *Social Media has taken over our social lives*" and "The importance of education in an individual's life." The analysis is based on the use of conjunctions per participant:

- Participant 1

Between the two essays provided to them, this participant chose to write about the importance of education in an individual's life. There were not many conjunctions in the essay, and a few errors were committed by the participant when connecting sentences using different types of conjunctions. Some of the challenges identified by the researcher within the participant's essays included the writing of long sentences with no commas or full-stops, ideas not being well-organised and lacking in cohesiveness.

“Education is one of the vital things in an individual's life, as it can be utilised on a daily basis which also assists in making better decisions and reduces mistakes in a person's life. Although it is challenging, it is beneficial.”

The preceding discussion entails the first paragraph of Participant 1. The researcher was pleased with how the participant used the subordinate conjunction 'although' particularly because it was used as the first word in the sentence and used appropriately, except there should have been a comma separating the two sentences, “Although it is challenging, it is beneficial.” The *supramentioned* sentence was not necessary because at first, the participant was discussing how important education is and from nowhere, something else was mentioned.

The sentence “Education is one of the vital things in an individual's life as it can be utilised on a daily basis which also assists in making better decisions and reduces mistakes in a person's life” was extremely long and a full-stop or conjunction could have been adequately applied to avoid a run-on sentence. “Education is one of the vital things in an individual's life as it can be utilised daily. It also assists in making better decisions and reduces mistakes in a person's life.” The second paragraph also contained a long sentence that did not have a comma or full stop as shown below:

“Even though the community doesn't encourage children due to various as some still believe that education is a waste of time since a person can still go to university or college

and still not be able to find a job, the community/communities are not able to find what lies under education except work.”

The use of the subordinate conjunction ‘even though’ amongst other challenges was problematic to the participant. The subordinate conjunction ‘even though’ may be used in a sentence when introducing an opposing or contrasting idea from the one mentioned earlier. However, the participant used the conjunction inappropriately because the sentence; “Even though the community doesn’t encourage children” was incomplete and it was connected to nothing. This finding is similar to Greenbaum and Quirk’s (1993) claim about how students faced difficulties when using the conjunctions ‘although’ and ‘even though’. Moreover, the participant was incohesive in this regard because one cannot make sense out of what was written.

Participant 1 seemed to have a major challenge with run-on sentences because all paragraphs were long without punctuations such as commas and full stops. As much as the participant was using conjunctions to connect sentences, the participant was just flowing uninterruptedly. This was one of the causes of the incoherence and cohesiveness of the participant’s essay. The participant’s last paragraph which was long and incoherent was written as follows:

“You learn how to respect and the benefits of respecting and knowing what’s valuable in life a Figure 4.6 perfect example I can say it is family one must value his family as they are blood and will remain on one’s side whatever happens. A young man will know that respecting adults including agemates of course will make him a better person and a good, responsible father.”

Canale and Swain (1980) stress that grammatical competence is knowing how to use language conventions, including grammar, vocabulary and punctuation. However, it is apparent that Participant 1 has challenges in regarding grammatical competence. Furthermore, the participant was not satisfactorily competent to combine language structure into a cohesive and coherent essay.

- Participant 2

The participant wrote an essay based on the social media topic, and the use of conjunctions in the entire essay was satisfactory, especially because this was a participant who had more correlative conjunctions than all other participants. Despite the participant using enough conjunctions, there were numerous conjunction errors in the essay, including omission and unnecessary punctuation, spelling errors, incoherence, long sentences without commas or full stops and misuse of conjunctions.

The researcher identified a couple of blunders in the first paragraph of Participant 2's essay. The participant did not punctuate the conjunctive adverb 'therefore' the way it is supposed to. Furthermore, the conjunctions 'but' and 'however' are interchangeable, thus they are identical and may be used in the same manner. However, the participant wrote them preceding as "but however" in the sentence "But however it is a lesser amount". Apart from the "but however" error, the conjunction should always be punctuated with a comma which the participant did not do. The sentence is also incomplete just like the last sentence in the first paragraph, "However the message in time." The finding is incongruent with Watson's (2000) assertion on the rule concerning the use of the conjunctive adverb being used with a comma in writing.

Other than misspelling the word 'neither', Participant 2 tried to use the pair of the conjunction 'neither/nor' but failed to pair the two because the wrong pair was used instead. 'Neither' should be paired with 'nor' and 'either' should be paired with 'or', however, the participant paired 'neither' with 'or'. This finding is identical to Rahayu and Oktavia's (2020) finding who demonstrated the same challenge the Universitas Negeri Padang students had with the pair of correlative conjunction 'neither/nor' and 'either/or'. Also, the participant confused the coordinate conjunction 'nor' for 'or' in the sentence "Neigther any of the platforms e.g., newspaper and magazine and radio and internet nor television can be used."

Additionally, in the prementioned sentence, the participant overused the coordinate conjunction 'and'. When listing three or more items in a sentence, a comma must be used to separate the first ones, and the coordinate conjunction 'and' comes between the last two items. This could reflect how people use the language when speaking and then they translate it into written language as well. Like the findings of this study, Abdalwahid (2012) reported the overuse of the conjunction 'and' by the students in their essays.

Participant 2 unnecessarily used the conjunction 'rather than' when beginning one of the sentences in the third paragraph, "Rather than reaching and nurture existing relationships with family and friends who have moved away it can also be used to reach out new connections and start developing relationships with them as well." Instead of using 'rather than' in this regard, 'other than' should have been used. Also, the sentence was unnecessarily long. In the last paragraph, the participant again used a different pair of correlative conjunctions 'not only/but also' but it was inappropriately used in the sentence: "Not only to show them that they are not alone. It also advises and show them that some people experience far worse than them."

When using the pair of 'not only/but also', they should be within the same sentence with no separation, but as indicated above, Participant 2 unnecessarily separated them with a full stop translating to misuse of punctuation in essay writing as regards grammatical competence. Similarly, Novalia (2018) indicated how students have difficulties with the pair of the correlative conjunction 'not only/but also'.

- Participant 3

'The importance of education in an individual's life' was the topic the participant selected and wrote on. This is the participant who had few conjunctions in the essay compared to others. The fewer conjunctions the participants had, the fewer errors the researcher could identify in this participant's essay. Thus, the few conjunctions used by the participant were most applied appropriately without any difficulty.

In the opening paragraph, the researcher was delighted with how the participant used the correlative conjunction 'not only/but also' flawlessly. The introductory part was attractive, and one would be enthusiastic to go through the entire essay due to the usage of the pair of conjunctions, 'not only/but also.' The sentence "Not only is money important in our lives but also education since it opens closed doors for many people" furnished the researcher with optimism that this participant will be using conjunctions appropriately.

As anticipated, Participant 3 continued using all different types of conjunctions in an electrifying manner to such an extent that the researcher could barely find any fault in the participant's essay. The slight error identified was the use of the conjunction 'hence' wherein the participant punctuated with a comma which is unnecessary, "People around the world have the chance to know what really happens around the world, hence they get to have more knowledge than expected."

One of participant's 3 sentences in the second paragraph was, "The more one acquire this education it is the more they get to have knowledge." The use of the conjunction 'the more/the more' was intriguing in the above-mentioned sentence except the participant omitted punctuation in a form of a comma and a subject-verb agreement problem on the verb used at the beginning of that sentence. Instead of writing "acquire", the word should have been written as "acquires" since the subject is singular, "The more one acquires education, the more acquire knowledge."

The second paragraph discussed acquiring knowledge, and the third one dwelt on getting employed when one is educated. Thus, the ideas have accurately been organised, leading to a coherent essay since the participant has shown their knowledge of producing and comprehending written texts in the modes of writing. The researcher only identified a long sentence which could have been avoided with a fullstop. The conjunction 'furthermore', in this situation, should have been followed by a comma and the word 'tangible' was spelt incorrectly: "Furthermore, in the times we live in now, one can never a job without being educated, they first need to have tangible qualification to be hired."

- Participant 4

The participant wrote about how social media have taken over our social lives. The participant has outstandingly made use of different conjunctions to connect sentences, amounting to over fifty (50) conjunctions, except there was no single correlative conjunction in the rest of the essay. This is one participant who employed more conjunctive adverbs than the other 9 participants in this study, as (12) twelve conjunctive adverbs were used by the participant in the entire essay.

One of the sentences in the first paragraph reads as follows: “However, social media has also made it easier for people to find each other and connect.” In this sentence, one of the conjunctions used by the participant was ‘however’ and unlike most of the participants, Participant 4 did not have a challenge with punctuating the conjunction. In addition, the conjunction was used accordingly because it was opposing the previous sentence in this regard.

The main concern with Participant 4’s essay was the second paragraph which only had one coordinate conjunction ‘and’. Regardless of the underuse of conjunctions in the *supramentioned* paragraph, the participant still managed to make sense of what they were expressing, and the only used conjunction was used flawlessly without any difficulty: “ A huge population of people have definitely let social media take over social lives. The youth especially, who are easily swayed by what they see on social media have been trapped into following trends they see online. You find them dressing, speaking and posting content they see famous people posting. This shows how social media could have taken over an aspect of our youth’s social lives”.

The fifth paragraph contains a run-on sentence which could have been prevented by the proper application of conjunctions and using a fullstop for the division of ideas being expressed “Social media offers platforms for people who like to read, cook, knit, take pictures and other activities and its so easy and wonderful how you can meet people online who have the same interests as you”. As much as the coordinate conjunction ‘and’

was satisfactorily used to connect sentences, a fullstop should have been used and divide ideas as follows: “Social media offers platforms for people who like to read, cook, knit, take pictures and other activities. It is so easy and wonderful how one can meet people online who have same interests.”

The researcher was astonished because cohesively and coherently, Participant 4 was competent enough to combine language structure into a meaningful and unblemished essay and, therefore, did not have significant grammatical errors. This is in line with Nassaji and Fotos (2011) and Subasini and Kokilavani (2013) who stress that grammatical competence is the speakers’ knowledge of the forms and meanings that exist in grammar and a theoretical knowledge of using them and correct grammar is important in writing because language errors can be avoided respectively.

- Participant 5

The participant chose the topic “The importance of education in an individual’s life.” The participant used numerous conjunctions including coordinate conjunctions, subordinate conjunctions, and conjunctive adverbs except for correlative conjunctions which never appeared in their essay. However, there were only three conjunctive adverbs in the whole essay and coordinate conjunctions were the ones used more than all types of conjunctions.

The researcher has identified the abuse of the coordinate conjunctions ‘and’ and ‘or’ by Participant 5 because it was overused in the participant’s essay. The participant used the abovementioned conjunctions even where they did not need to use them, especially in the first paragraph:

“Education is the process of gaining information and abilities and beliefs and attitudes through a variety of techniques including instruction or training or study or hands on experience. It entails the growth and improvement of cognitive and behavioural skills that let people comprehend and communicate with their environment. Education also

includes receiving formal instruction in academic discipline as well as learning knowledge and skills that help people contribute to society. Thus, education has a disadvantages and advantages in an individual's life.”

When listing items such as “Education is the process of gaining information and abilities and beliefs and attitudes,” commas must be used to separate them, but the participant did not, rather, the coordinate conjunction ‘and’ was overused. The punctuation in the form of a comma was omitted after the conjunction ‘thus’ in the last sentence of the above paragraph and the word “cognitive” was misspelt. Also, the paragraph appeared to be incohesive and incoherent because there were lots of jumbled ideas in one paragraph which was even an introduction.

The second paragraph was also jumbled with unorganised ideas and fewer usage of conjunctions. The participant kept repeating the subject or the noun instead of using pronouns to substitute the noun. Towards the end of the paragraph, the participant used two identical conjunctions ‘and’ and ‘also’ precedingly as “and also” which is ungrammatical. The same “and also” blunder was written twice in the participant's essay.

“The advantages of education it improves knowledge and skills, education enhances the knowledge and skills of an individual, making them knowledgeable and competent in their respective fields. Education opens up career opportunities, education career paths by providing specialized training, qualifications. Education helps people make informed decisions education empowers people to make informed decisions and also rational choices.”

Participant 5's essay was exasperating to read because it was incohesive and incoherent from the first paragraph to the last paragraph due to too much information piled up in paragraphs, some lacking conjunctions. It is apparent that the overuse of the coordinate conjunctions ‘and’ and ‘or’ was influenced by spoken language, thus, the participant could not differentiate spoken language from written language. Harmoniously, Alawerdy

and Alalwi (2022) and Al-Ahdal *et al.* (2021) revealed the students' lack of ability to use conjunctions to write coherent and cohesive essays.

- Participant 6

“Social media has taken over social lives” was the topic chosen by Participant 6 to write on. The use of conjunctions by the participant was inadequate because a few of them were used and most of those identified by the researcher were faulty. It is tremendously disturbing to see Participant 6's essay having too many language issues. Not only the student had challenges with using different types of conjunctions, but also there were too many problems such as tautology, capitalisation and punctuation.

The researcher identified an omission of the coordinate conjunction ‘and’ in the opening sentence. The sentence was also lacking coherence, thus, the participant did not produce any sense in the sentence; “Social media is apps like facebook, Whatsapp, twitter is what we found about other peoples life, you can find a person whom you last long time ago.” When mentioning social media applications, the conjunction ‘and’ should have separated the last two items like ‘Facebook, WhatsApp and Twitter.’

Regardless of the simplicity of the subordinate conjunction ‘because’, the participant still unsuccessfully uses the conjunction the way it should. The subordinate conjunction ‘because’ is used when giving reasons, and it is there in any language. There were two occasions in the second paragraph wherein the participant used the prementioned conjunction separately with the main idea; thus, the ideas and the reason were separated using a fullstop. Concurrently, Natilene (2007) also demonstrated how Massey University students faced difficulties with the subordinate conjunction ‘because’. Also, the same sentence was incohesive and had many language errors such as misspellings, mispunctuations and wrong usage of language:

“Social media has taken all over of our lives people expose themselves, and that's how people get killed. Because their to show on tiktok hows what kind of house their living

into cars not everything, we should post on social media what are people doing nowhere days is that their living for likes, People are getting pressure. Because nower days having so many likes and followers you get paid.”

The participant continued misusing the subordinate conjunction ‘because’ in the third paragraph, “Because they want to take videos and pictures and post on social media.” The sentence itself is incomplete, and there is a misuse of the coordinate conjunction ‘and’. It is heartwarming that the correlative conjunctions ‘not only/but also’ were not challenging to the participant because they were used adequately and a meaningful sentence was produced though there was a word which was slightly misspelt: “In this technology age, it is apparant that social media become the main gateway to connect and interact, not only with our friends but also with the world around us.”

“Using social media. Including social networking sites, is now on essential part of everyone’s life. Yet what often begins as a harmless virtual habit can hasten into damaging and intruding one. Along with conceinci social media has brought it. It also negatively affect people’s lifestyles relationship, and self esteem to the extent it has become too invaise.”

The above is the fifth paragraph in Participant 6’s essay. The use of language, including wrong spellings, subject-verb agreement and punctuating unnecessarily, was among the errors identified by the researcher. On the use of conjunctions, the participant used the coordinate conjunction ‘yet’ and it was not used appropriately because it is used to show contrast and used in the same manner as ‘but’ and ‘nevertheless’ but the participant failed to connect sentences in this regard due to the full-stop which divided ideas.

Canale and Swain’s (1980) discourse competence in the theory of Communicative Competence clearly emphasises on the knowledge of organising words using conjunctions, phrases and sentences to create meaningful conversations. Ideas presented were not flowing, the participant would discuss different ideas which were not following each other. This is against Nordquist’s (2019) and Owusu’s (2020) assertion

on how every paragraph should carry its idea to allow readers to rest and introduce a new line of thinking.

Participant 6 was therefore incompetent to produce a cohesive and coherent essay because the whole essay had ideas that did not flow smoothly. Some sentences contained more than one idea, whereas others had too many contrasting ideas. Congruently, Fareh (2014) demonstrated how students encounter major problems with bringing about cohesion and cohesion within their essays.

- Participant 7

The participant chose to write an argumentative essay on how social media has taken over our social lives. Regardless of several errors committed by the participant, they used sufficient conjunctions to connect sentences in the essay. Moreover, the participant wrote more conjunctive adverbs compared to the other 8 participants; thus, this was the second participant to make use of more than 5 conjunctive adverbs. The challenges that the aforesaid participant had in the essay include using identical conjunctions at once, incoherency, punctuation, usage of unnecessary conjunctions, repetition, misspelling and run-on sentences.

There was the usage of identical conjunctions 'but' and 'however' in the same sentence after one another as "but however" which is grammatically unacceptable. "Social media has taken over our social since the world is slowly changing but however some people still find it hard to adopt to social media. Our lives have been taken by social media we are using it on daily bases because it has become the trend in norwadays." Apart from using identical conjunctions, there is a spelling error in the paragraph and an omitted conjunction. Participant 7 unsuccessfully punctuated the conjunctive adverbs 'however' and 'namely' with a comma in the second paragraph as they should have. Additionally, the paragraph contained a run-on because the participant did not make use of a full-stop, instead, the idea just flowed without stopping. The participant expressed robust ideas, but the researcher is mainly concerned with the way ideas were expressed:

“Social media is now our daily bread remember we use it schools, businesses and for other uses that benefits us as human beings. However, some people do not have excess to the social media because of various reasons such as data is expensive, gadgets like phones or laptops are too expensive for people to own but all in all I stand firm on that social media has taken over our social lives as human beings. There are manyof benefits for using social media namely you became update, and you also learn new things since people post a lot of new things in social media.”

Participant 7 began a new paragraph with the conjunction ‘hence’ which is ungrammatical because the conjunctive adverb ‘hence’ shows the cause-and-effect relationship between two sentence parts, therefore, it cannot begin a new paragraph. Consequently, this caused incoherence in the participant’s essay, also the word was misspelt and written as “hence”. The conjunction ‘furthermore’ was also used without a comma. The whole paragraph was made of two long run-on sentences because there was only one full-stop in the entire paragraph.

“Hense mostly in higher learning institution technology is mostly used there rather than the old or the traditional method of learning that is used in primary or secondary furthermore social media has somehow manage to be the source of income for a lot of people for example tiktok is paying a lot people money for having accounts there or for using it. Some people find information on social media for example google or chrome and the information on social media is accurate and has references for validity and also to avoid plagiarism or taking someone’s work without aknowledging that person.”

The above paragraph demonstrates how Participant 7 has challenges with the use of language because apart from the wrong use of conjunctions, there are other errors such as spelling errors and omission of punctuations. The identical conjunctions ‘and’ and ‘also’ were used together as “and also” which is unacceptable grammatically.

In the last paragraph, the participant had a challenge with the subordinate conjunction ‘although’ wherein it was used as the first word in the paragraph. Davidson (2005)

contends that if starting a sentence with a conjunction, the writer must be cautious to avoid bloopers, and this is exactly what we are seeing in Participant 7's essay. The introduction of the conjunction 'but' could have been what caused the error because it changed the whole meaning of the sentence since the conjunction 'although' is often used to show contrast. The sentence was written as follows:

“Although some people do not have excess to social media but we cannot deny the fact that social media has taken our daily lives since we use on daily bases rather than the traditional way of doing things or the old and cultural way.”

Apart from the findings of the study, the researcher also found that Participant 7 had an extreme problem with homophones. The words “excess” and “bases” both appeared twice in the entire essay, and the participant wanted to write ‘access’ and ‘basis’ respectively. Grammatical competence stresses syntax rules, semantic rules and rules of sentence formation. However, the findings undoubtedly showed the struggle that Participant 7 had with using language structures.

- Participant 8

Between the two topics the researcher had provided to the participants, Participant 8 chose to write on the importance of education in an individual's life. It is stimulating that the participant had reasonable different types of conjunctions employed in the essay, and the researcher did not find many errors. Some of the errors that the researcher identified include the overuse of the coordinate conjunction ‘and’, wrong placement of a comma and using two identical conjunctions simultaneously.

In the introductory paragraph, the participant used the subordinate conjunction ‘as’, the comma was also used before conjunction which was unnecessary. The following paragraph had two identical conjunctions written together or precedingly ‘and’ and ‘also’ in one of the sentences, ‘It links the teacher and also taught with the social institution.’ Despite the two identical conjunctions used together in the previous sentence, the

sentence itself is meaningless. The second paragraph had too many chopped sentences:

'The aim of education is the acquisition of knowledge, skills and attitudes. It helps to adjust properly in one's own environment. Knowledge helps the man to overcome the nature and satisfy human wants. It links the teacher and also taught with social institution.'

The participant did not use enough conjunctions in the above paragraph, resulting in unnecessary choppy sentences. Sherman *et al.* (2010) state that one of the five ways to attain coherence in writing is the use of pronouns to link sentences, but it seems Participant 8 overdid that. The finding corresponds to Demirezen (2012) who has shown English intermediate students at a Turkish University having a major challenge with the expansion of sentences using different types of conjunctions.

Participant 8 has fascinatingly used the conjunctive adverb 'however' appropriately in the sentence 'However, the correlation between family socio-economic status and school success or failure appears to have increased worldwide.' The participant correctly punctuated the conjunction with a comma, and it was used exactly what it is meant for, namely, to indicate contrasting of ideas. As much as the just mentioned sentence may not be easily understood, it is obviously contrasting the sentence before it.

The fourth paragraph of participant eighth's essay has an overused coordinate conjunction 'and' wherein the participant used more of 'and' instead of using the comma to separate the items listed. The rules plainly state that when listing more than two items in a sentence, items must be separated by a comma and the last coordinate conjunction 'and' connect the last two. However, the participant did not use commas to separate the items but the conjunction 'and'. The illustration below demonstrates how the participant overused 'and':

‘Alternative forms of education have developed since the late 20th century, such as distance learning and home schooling and many parallel or supplementary systems of education often designated as ‘nonformal’ and ‘popular’. Religious institutions also instruct the young and old alike in sacred knowledge as well as in the value and skills required for participation in local, national, and transnational societies.’

The participant also overused the coordinate conjunction ‘and’ in the last sentence of the essay, ‘You are taught to get dressed and learn self-care and practical life skills’ and commas should have been utilised in the following manner: ‘You are taught to get dressed, learn self-care and practical life skills.’

- Participant 9

The researcher has identified issues such as the omission of the coordinate conjunction ‘and’, a run-on sentence since they wrote a lengthy sentence with no full stop, capitalisation and incoherence. All these blunders were made under the topic of education’s importance in one’s life, and the usage of conjunctions in the essay was reasonable. There was only one conjunction, ‘and’ in the second paragraph which was used twice. The underuse of conjunctions led to the paragraph having run-on sentences because they were long and flowing without a fullstop. Participant 9 also struggled with the capitalisation of certain words. The words ‘general’ and ‘building’ were all written in the middle of the sentence, thus there should not have been capitalised like how the participant capitalised them:

“What education does mostly is to make an individual wiser more talented and with the ability to solve problems education has been something acknowledge in the world. Problem education has been something problem solving skills, General knowledge, Building knowledge, Building skills to better ways through the world, each individual’s mind has more potential in all that education stores and holds.”

There is an instance wherein either two coordinate conjunctions 'and' or 'or' were omitted in the essay. In the sentence, 'People acquire their education from creche, primary, secondary, tertiary to reach a level of having a career and being employed or an employee' the items creche, primary, secondary and tertiary were mentioned. Between the last two items, a conjunction 'and' or 'or' should have been used instead of using commas to separate them.

Pardiyono (2007) and Caplan (2012) admonished that if the writer begins a sentence with any conjunction, it must be prudently written to avoid errors and for meaningful text. Accordingly, Participant 9 has intriguingly used the subordinate conjunction 'if' to begin a sentence, and the message was clear with no blunders, "If proper education is not imported to the people in the society, they will not be able to identify the right elements with proper education comes proper awareness a person can understand and react to the events that are taking place in the surroundings in a proper manner." The student knew that 'if' introduces the circumstances in which an event or situation might happen, might be happening or might have happened. The sentence was faulty towards the end because it is too long, with no fullstop and conjunction.

Participant 9 seems to have mastered the knowledge of combining language structures to write an essay, which is cohesive and coherent with the use of different types of conjunctions to connect sentences and form different sentences, namely, simple sentences and complex sentences. The essay was also somewhat coherent and cohesive, thus some of the ideas were well-arranged and efficiently flowing.

- Participant 10

The participant has tremendously employed different types of conjunctions in the essay. The participant used more conjunctions than the other nine participants and 'The importance of education in an individual's life' was what the participant chose to write on. Notwithstanding the obstacle faced by the participant when using conjunctions, there

were occasions wherein conjunctions were used without any challenge in the essay. The opening paragraph was written as follows:

“People are now educated thus promoting a better and a civilise world. If you are educated you know a lot of things than someone who is not educated neither civilised.”

In the above paragraph, the word ‘civilise’ was not spelt correctly and their conjunctive adverb ‘thus’ and subordinate conjunction ‘if’ were both not punctuated with a comma as they should be. In the sentence “People are now educated thus promoting a better and a civilise world”, the conjunction thus should have been punctuated, and it was unnecessarily written. The conjunction could have at least been avoided in the manner “People are now educated, and they are promoting a better and a civilised world.”

Moreover, the subordinate conjunction ‘if’ was wisely and successfully used to begin a sentence, but there was no separation by a comma between the two sentences, namely, “If you are educated” and “you know a lot of things than someone who is not educated neither civilised.” The conjunction ‘neither’ was used unnecessarily in the sentence, the conjunction ‘and’ or ‘or’ should have been used instead. Towards the end of the second paragraph, the participant used the subordinate conjunction ‘although’ to begin a sentence and it was used veraciously. Unlike the omission of a comma when using the conjunction ‘if’, a comma was perfectly placed to separate the two sentences, “Although you are an educated being, you must have morals, respect and humanity at the same time.” This differs from Sarfraz’s (2011) findings amongst Pakistani Universities’ undergraduate students who had challenges when starting sentences with conjunctions. The following paragraph was long, therefore, the researcher identified a couple of errors:

“Mostly before you become successfull you have to undergo the process of being thought, shape or moulded into what you want to be. Like a variety of tribes nor culculture or religion they also joined in the trend of being educated because of being educated. Even though you are educated you might find that you do not have humanity, respect nor the morals and thus resultin to people not liking you or they consider you to be

barbaric and rude. Mostly educated people know what is right nor wrong therefore they do not find themselves on the wrong side of the Law.”

It is apparent from the above paragraph that Participant 10 has a major challenge with the coordinate conjunctions ‘nor’ and ‘or’. The conjunction ‘nor’ was unnecessarily written three times instead of the conjunction ‘or’ thus the participant was confusing the conjunction ‘or’ for ‘nor’. Furthermore, the conjunction ‘therefore’ was used without a comma and ‘even though’ was used at the beginning of the sentence but a comma was omitted. The sentences “Even though you are educated” and “you might find that you do not have humanity, respect and morals” must be separated by a comma.

Moreover, the sentence “Even though you are educated you might find that you do not have humanity, respect nor the morals and thus resultin to people not liking you or they consider you to be barbaric and rude” was unnecessarily long such that the participant abortively used conjunctions to connect the sentence appropriately. The two conjunctions ‘and’ and ‘thus’ were written sequentially as “and thus” which is grammatically unacceptable. Also, the words such as “successfull”, “culculture” and “resultin” were misspelt.

Participant 10 continued to confuse the coordinate conjunction ‘nor’ for ‘or’ in the third paragraph, “Nowadays if one is educated there are no boders for that person whether he nor she chooses to world international nor locally within the borders of his nor her country and make it a better and a peacefull place.” Correspondingly, the participant had four words which were not spelt correctly, namely, “peacefull”, “nowadays”, “boders” and “peacefull”. Most of the errors committed in the prior sentences were also committed throughout the whole essay, including the following paragraph:

“Moreover if you are educated you get equiped with the knowledge of using technology or gadget and thus increasing your chances of being civilised nor to cope in the industrial world nor the coming world of technology. If you are educated you know a lot for example, languages and cultures, religion and other tribes that existed before after our

time. Most people they know a lot of the thing that happened before our time and that is because of the study of History in schools.”

The conjunction ‘moreover’ that began a paragraph should have been punctuated with a comma; there has been a misspelling of the word ‘equipped’. The sentence “Moreover if you are educated you get equipped with the knowledge of using technology or gadget and thus increasing your chances of being civilised nor to cope in the industrial world nor the coming world of technology” was long. The participant was incompetent in using conjunctions in simple sentences and complex sentences. The error “and thus” was committed, and the confusion of ‘nor’ for ‘or’ was again written. by the participant.

In addition, the last paragraph consisted of the errors already mentioned above such as the omission of a comma when using the conjunction ‘therefore’ and the confusion of ‘nor’ for ‘or’ in a long sentence ‘Education is the key to success and to living a better future therefore get educated and enjoy the fruits nor benefits of being educated’. Canale and Swain’s (1980) grammatical competence and discourse competence reveal that students must be knowledgeable to use linguistic codes, including grammar, vocabulary and conventions of its written representation and knowledgeable enough to utilise conjunctions to form cohesive and coherent well-written English essays respectively. However, Participant 10 was fairly competent to use conjunctions and the main concern is wherein the participant made unnecessary mistakes in the written essay.

4.4 SUMMARY

With the aid of data presented in figures and/or tables, this chapter provided the research findings and their interpretation. Discussions were presented to attach meaning to the findings. The relationships between the findings and the presented literature were established and explained. However, the areas of contradictions and parallels were identified and discussed. The subsequent chapter provides overview of the study, conclusion and recommendations.

CHAPTER 5: OVERVIEW OF THE STUDY, CONCLUSION AND RECOMMENDATIONS

5.1 INTRODUCTION

Chapter 4 presented and discussed the research findings and their interpretations. This chapter presents the overview of the whole study, the conclusion and makes recommendations informed by the realities concerning the mastery of English FAL and/or the related causes of errors students make when using conjunctions and how such errors could be overcome and/or eradicated – thus contributing towards the body of knowledge regarding their usage by the second-level students.

5.2 SUMMARY OF STUDY

Chapter 1 presented the background of the study, explaining English as an internationally acclaimed language. The chapter has also indicated the different types of conjunctions in English. In addition, the chapter has highlighted the difficulties that non-native English students experience using conjunctions to connect sentences when writing English essays or writing coherent and cohesive essays. The aim and the objectives of the study and the definitions of the operational terms have also been explained.

Chapter 2 reviewed the literature regarding the use of conjunctions in essay writing. The literature showed how numerous students across the world face challenges using various conjunctions to connect sentences and to write cohesive and coherent essays. The Communicative Competence with special reference to grammatical and discourse competence was discussed since the students are expected to be competent to writing grammatically acceptable essays, with ideas flowing smoothly respectively.

Chapter 3 discussed the research paradigm in which positivism was utilised because it is used to obtain accurate and authentic findings from the essays of the participants. The

research approach discussed in Chapter 4 was the mixed method approach since both quantitative and qualitative methods analysed data. The population comprised 261 University of Venda selected second-level non-native English students. The instruments comprised questionnaire and document analysis. Validity and reliability in this study were ensured using tables to record data, constant testing and comparison of data and the use of comprehensive data. The participants granted permission to the researcher to carry out the study, and ethical considerations were adhered to. Data were collected and analysed by the researcher using the SPSS version 22.0 programme. Also, the response rate for the research was good, thus all participants responded to the questionnaire and handed their essays to the researcher.

Chapter 4 presented and discussed the findings based on the three research questions. The findings of the questionnaire focused on the participants' personal information and background. Participants stated their gender, age, degree they are studying and primary language. Fifty-two (52) students responded to the multiple-choice questionnaire that contained five questions on each of the four types of conjunctions, and not a single student could give all the correct answers. The coordinate and subordinate conjunctions are the types of conjunctions students performed stupendously as compared to the correlative conjunctions.

Ten students further wrote essays on one of the two topics provided by the researcher. The essays were then analysed using thematic analyses, and the findings showed that students were unable to connect sentences nor use conjunctions to produce cohesive and coherent essays.

5.3 REVISITING RESEARCH QUESTIONS

The study questions addressed:

1. What types of conjunctions are used by selected second-level non-native English students at a South African University?

2. How are different types of conjunctions used in essay writing by selected second-level non-native English students at a South African University described?
3. To what extent are the different types of conjunctions used in essay writing by selected second-level non-native English students at a South African University?

Objective 1: How students use different types of English conjunctions (4.3.2).

This objective was dealt with by providing students with multiple-choice questions on both four types of conjunctions which sought to find out their knowledge of sentence connection using conjunctions. The findings (Figure 5.4) revealed that the subordinates are the types of conjunctions students performed outstandingly, followed by the coordinate conjunctions and the conjunctive adverbs that yielded similar results. The correlative conjunctions, on the other hand, were the most challenging type because the overall performance was poor.

Objective 2: Types of conjunctions frequently used by students (4.6).

The researcher used participants' essays for this objective. Each type of conjunction was counted from all ten participants' essays and the results were presented in (Figure 4.6). From the prior mentioned figure, the most used type of conjunctions in all ten essays was the coordinate since it is used in everyday communication. The second most used type of conjunctions was the subordinate conjunctions, followed by the conjunctive adverbs. The correlative conjunction was the least used type of conjunctions in all the essays used.

Objective 3: How conjunctions are used in essay writing by English second-level students.

The students' essays were again used to deal with this objective. Their essays were analysed to examine how they were using conjunctions to connect sentences in their essays and if they were writing cohesive and coherent essays or not. The insights were then discussed in (4.3.3). The findings revealed that students were incompetent in the

use of conjunctions, especially regarding connecting of sentences and writing a cohesive and coherent essay. Though some of the students were invigoratingly using as many conjunctions as possible, they were coming across hiccups when connecting sentences with such conjunctions. A few of the students did not have sufficient conjunctions in their essays.

The study findings suggest that students per discussions in (4.3.3) did not profusely master the use of conjunctions due to the numerous challenges they showed in their essays. The findings revealed that all the students had errors in the use of conjunctions, though others did not have many errors compared to others. One of the errors that was mutual in all essays of the participants was punctuation, where a comma is required when a conjunction has been used, they were not placing it and, in some cases, they were placing it where it is never needed.

It was concerning that some students incompetently use conjunctions to produce cohesive and coherent essays. The ideas were not flowing smoothly from one paragraph to another, thus they were jumbled up. In most cases, students were using conjunctions to connect sentences and make them long without fullstops, leading to several essays having run-on sentences. Other errors that seemed identical to most of the students include abusage, misuse, overuse and underuse of conjunctions. Also, apart from the findings of the study, one of the students was having a homophones challenge, thus the student was confusing some of the words and how they sound.

In Figure 4.5, quantitative findings indicated that the majority (84%) of the respondents were competent in the use of 'subordinate conjunctions' in the written essays. High performance of the students, in this regard, was followed by the coordinate conjunctions and the conjunctive adverbs because they obtained 77% indiscriminately. However, 69% of the respondents were incompetent in the use of correlative conjunctions regarding the provided questionnaire in this study. Contrastively, qualitative results depicted that although some participants were competent in the use of conjunctions, most of them were incompetent the areas including punctuations,

incohesive and incoherent essays. In this regard, quantitative approach assisted the researcher to find the students' performance by using numbers and percentages to arrive at competence and incompetence levels in the use of conjunctions. Qualitative approach assisted the researcher to obtain an in-depth understanding of the use of conjunctions in essay writing by selected second-level English students at the University of Venda. The researcher was able to collate the findings from each approach to ensure credibility, reliability and validity of the present study.

5.4 CONCLUSIONS

This study aimed to examine conjunction usage in English essays written by English second-level students at the University of Venda in Limpopo Province. This research provided important information about the usage of different types of English conjunctions, paying attention to both students' abilities and their failures. The research revealed that although English students at the University of Venda use all types of conjunctions when writing English essays, they have challenges regarding grammatical aspects and producing coherent and cohesive essays. This research is expected to enrich students' knowledge thereby improving their understanding of grammatical rules concerning the use of conjunctions in the English language. Although various limitations were experienced during the investigation of the use of conjunctions in the current study this information is extremely crucial for other researchers to conduct similar research in the future.

5.5 LIMITATION OF THE STUDY

A sample of 52 students was drawn from 261 second-level non-native English students at the University of Venda in Limpopo Province, South Africa. The sample could be a true reflection of all second-level students in the university under study but not of the whole of South Africa. Second-level students in other universities may be well

knowledgeable about the use of conjunctions in essay writing. Therefore, the findings may only apply to second-level students at the University of Venda in Vhembe District.

5.6 RECOMMENDATIONS

The researcher found it necessary to make certain recommendations following the summary, findings of the present research and the conclusions reached. These recommendations could be used to enhance the connection of sentences with conjunctions in essay writing. Therefore, the recommendations in the present study are:

5.6.1 Intensive teaching of parts of speech

Students should be taught parts of speech thoroughly as early as primary schools so that by the time they are in higher institutions of learning, they are well equipped. The rules regarding the applications of all the parts of speech should also be emphasised to these students from their lower grades so that by the time they enter higher institutions of learning, they are well equipped.

5.6.2 Editing of written essays

The researcher suggests that students must always be educated in language editing. Before handing in their written assessments to the teachers for assessment, the students must be encouraged to edit their work. This can help in focusing more on academic literacy than on surface grammar features when students' writings are being evaluated.

5.6.3 Encouraging students to read

Lecturers should encourage students to read widely on a variety of written materials such as books, novels and magazines. They should read more books at all levels, especially at the basic level. When reading, students must be encouraged to learn a variety of

sentences and how conjunctions have been used to connect such sentences. Consequently, when a good reading habit is reinforced among students, it may help improve their use of English, and their communicative competence will be enhanced.

5.6.4 Focusing students on essay writing

Students should be given topics that deal with the use of conjunctions in their written essays because their competence in this regard can be enhanced. Also, students should be encouraged to identify the appropriate use of conjunctions in the written English documents such as scholarly articles and book chapters, to name a rare.

5.6.5 Hiring of new lecturers

English lecturers should be hired to ensure that there are always an adequate number of lecturers to lessen the burden on the few existing ones in the university.

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ANNEXURE A: INSTRUMENTS

ANNEXURE A1: BIOGRAPHICAL INFORMATION

1. Gender

Male	Female

2. Age range

19 – 21	22 – 24	25 – 27

3. Degree

Bachelor of Arts	Education	Media Studies	Language Practice

4. Primary language

English	Northern Sotho	Swati	Tshivenda	Tsonga	Other (Specify)

ANNEXURE A2: CONTENT-RELATED QUESTIONS

Complete the following statements by choosing the correct alternative from those supplied within brackets. Write your choices in the spaces provided after each question.

For example:


Sentence	Answer
(Whether/Neither) Joe (or/nor) understood what their parents said last night.	Neither/ nor

Coordinate conjunctions questions	
1. Our English lecturer gave us a tongue-lashing (for/yet) we were late for class for the third time this week.	
2. Freddie did not have enough eggs and sugar for the cake (but/so) he went to the supermarket immediately before they could close.	
3. His brother went into the house from the kitchen window (and/but) took the book he forgot on the table.	
4. Stop drinking too much coke and eating a lot of hamburgers (for/or) you may experience health complications.	
5. Samuel really wanted to go to the concert on Friday night (and/but) he had to study for the upcoming examination.	

Subordinate conjunctions questions	
1. (Rather than/Even though) sending everyone the same email, Thomas composed a separate email for each of his colleagues.	
2. She was aware that the department is undertaking a fieldtrip (after/unless) I told her about it last night.	
3. They are under the impression that they will not win anymore (although/since) their key player was injured during the previous match.	
4. Lecturers should always give enough attention to students (so that/as soon as) they do not underperform.	
5. (Although/Because) it is difficult to solve this mathematical problem, I am certain that I can do it.	

Correlative conjunctions questions

1. (No sooner/Not only) had she seen a fair price of the bread (than/but also) the shop owner increased it.	
2. (Not only/Whether) my brother was the first winner of the marathon (but/or) he also was the best student of the year.	
3. She can decide (both/either) if she moves to Cape Town (and/or) if her parents come live with her.	
4. (The more/Not only) you exercise (the more/but also) you become fit.	
5. Samantha has a big container of food for lunch and Willian has a big plate of food for lunch therefore, Samantha's lunch is (as/both big as/and) William's.	

Conjunctive conjunctions questions		 University of Venda Creating Future Leaders
1. Patricia did not have all the ingredients to bake muffins; (therefore/instead), she decided to prepare something else.		
2. Harry wants to go watch soccer in the stadium (meanwhile/accordingly), and Henry wants to spend all day indoors.		
3. I woke up very late this morning (however/hence), I managed to do all chores, bathe and catch a bus to campus.		
4. At the hotel, they take safety seriously, (accordingly/thereafter), and they have security officers on duty all day long.		
5. Your customers are interested in buying your laptop (otherwise/thereafter) they would not be asking about prices.		

ANNEXURE A3: MARKING GUIDELINE FOR CONTENT-RELATED QUESTIONS

RESEARCH TOPIC: 'Investigating use of conjunctions in essay writing by selected second-level non-native English students at a South African University.'

CONTENT-RELATED QUESTIONS

Coordinate conjunctions questions	Answers
1. Our English lecturer gave us a tongue-lashing (for/yet) we were late for class for the third time this week.	for

2. Freddie did not have enough eggs and sugar for the cake (but/so) he went to the supermarket immediately before they could close.	so
3. His brother went into the house from the kitchen window (and/but) took the book he forgot on the table.	and
4. Stop drinking too much coke and eating a lot of hamburgers (for/or) you may experience health complications.	for
5. Samuel really wanted to go to the concert on Friday night (and/but) he had to study for the upcoming examination.	but

Subordinate conjunctions questions	Answers
1. (Rather than/Even though) sending everyone the same email, Thomas composed a separate email for each of his colleagues.	rather than
2. She was aware that the department is undertaking a fieldtrip (after/unless) I told her about it last night.	after
3. They are under the impression that they will not win anymore (although/since) their key player was injured during the previous match.	since
4. Lecturers should always give enough attention to students (so that/as soon as) they do not underperform.	so that
5. (Although/Because) it is difficult to solve this mathematical problem, I am certain that I can do it.	Although

Correlative conjunctions questions	Answers
1. (No sooner/Not only) had she seen a fair price of the bread (than/but also) the shop owner increased it.	No sooner/than
2. (Not only/Whether) my brother was the first winner of the marathon (but/or) he also was the best student of the year.	Not only/but also
3. She can decide (both/either) if she moves to Cape Town (and/or) if her parents come live with her.	Either/or
4. (The more/Not only) you exercise (the more/but also) you become fit.	The more/the more
5. Samantha has a big container of food for lunch and Willian has a big plate of food for lunch therefore, Samantha's lunch is (as/both) big as/and) William's.	as/as
Conjunctive adverbs questions	Answers
1. Patricia did not have all the ingredients to bake muffins; (therefore/instead), she decided to prepare something else.	therefore
2. Harry wants to go watch soccer in the stadium (meanwhile/accordingly), Henry wants to spend all day indoors.	meanwhile

3. I woke up very late this morning (however/hence), I managed to do all chores, bathe and catch a bus to campus.	however
4. At the hotel, they take safety seriously, (accordingly/thereafter), they have security officers on duty all day long.	accordingly
5. Your customers are interested in buying your laptop (otherwise/ thereafter) they would not be asking about prices.	otherwise

ANNEXURE A4: ESSAY WRITING

Using various types of conjunctions, choose and write an essay on ONE of the topics provided. The length of the essay should be 1½ to 2 pages.

1. To what extent do you agree with the notion; 'Social media has taken over our social lives?'
2. The importance of education in an individual's life.

ANNEXURE A5: MARKING GUIDELINES FOR THE ESSAY

	Exemplary 4	Accomplished 3	Developing 2	Limited 1
Conjunctions	Student varies the types of conjunctions used in sentence structures using conjunctions	Student uses some variation of conjunctions used in sentence structure using less than conjunctions.	Types of conjunctions used are similar and used fewer conjunctions	Very few conjunctions are used in sentences.
Organisation	Conjunctions are well used to create a cohesive essay.	Most of the conjunctions have been used to write a cohesive essay.	Some of the conjunctions used to write a cohesive essay.	Conjunctions are poorly used to create a cohesive essay.
Coherence and Cohesion	Uses a logical structure that is appropriate to essay's subject, purpose.	Shows a logical and some logical links may be faulty, but each paragraph clearly relates to essay's central idea.	May have random organisation, lacking internal paragraph coherence and using few or inappropriate transitions.	No organisation, lacks transitions and coherence.

ANNEXURE B: STUDENTS' SCRIPTS

Participant 1

2. The importance of education in an individual's life

Education is one of the vital thing in an individual's life as it can be utilised on a daily basis, which also assist in making better decisions and reduces mistakes in a person's life. Although it is challenging it is beneficial.

Lack of education in ones life limits opportunities and chances to succeed in life. Even though the community doesn't encourages children due to various as some still believe that education is a waste of time since a person can still go to university or college and still not able to find a job, the community/communities are not able to find what lies under education except work.

Education or being educated will help a person to know how to deal with certain challenges how to live together with people and stay united. When you are educated you know better that you cannot survive alone in this life. You will know better that fighting does not solve problems but causes more damage.

The importance of education in an individual's life is that one will know what to value and not value. You learn how to respect and the benefits of respecting and knowing what's valuable in life a perfect example I can say it is family one must value his family as they are blood and will remain on one's side what ever happens. A young man will know that respecting adults

including age mates of course will make him a better person and a good, responsible father.

Participant 2

Social media is the means of communication between people who are far and near. Through social media we share an exchange information, without meeting in person.

As the technology keep improving, it also improve the social, therefore our social life is expanded. So these days we do not have to be in contact to share news and information. Not only it saves our time but also it saves our money for travelling to meet the people we want to communicate with. Even though we have to use money so that we can access the social media. But however it is a lesser amount. However the message in time.

We share information and memories with our friends and relatives, whom stays near and far from us. Neither of them should be left out or being avoided because of the distance of where they live. Since we can use social media to assure that, they are always included in our lives. Other people use it to give and spread the same message. Neither any of the platforms eg newspaper and magazine and radio and internet nor television can be used.

Most people would prefer to build and grow their relationships on social media rather than in person. However it can make it easy to make friends and always be in touch with them. Rather than reaching and nurture existing relationships with family and friends who have moved away it can also be used to reach out new relation connections and start developing relationships with them as well.

Participant 5

The importance of education in an individual's life

Not only is money important in our lives but also education since it opens closed doors for many people.

People who are educated have the chance to know what really happens around the world, hence they get to have more knowledge than expected. It is one's first priority to be educated and have the development of all official languages to enable you to communicate with people in the education environment.

Once one is educated it is believed that they get to have dignity and be respected although that is not true. Education is the key to success but still it needs an individual to be committed and patient in everything that they will do. The more one acquires this education it is the more they get to have knowledge. For example, one can be a teacher in that way the teacher needs to have more knowledge than the learner.

Furthermore in the times we live in now, one can never get a job without being educated, they first need to have tangible qualification to be hired. If people go to school then they will have the ability to read and write but without doing that, they will not be able to do so. They are then able to develop the skills that are required

by the government.

If a person is educated, they are therefore able to critically think and find ways to solve the problems.

SECTION C

1) To what extent do you agree with the notion that social media has taken over our social lives.

There is much debate as to whether social has taken over our social lives. People tend to spend more time on social media and on their phones rather than in person with other people. However, social media has also made it easier for people to find each other and connect. It's also infinitely easier to find your niche, thus making it easier to meet new people and make friends.

A huge population of people have definitely let social media take over their social lives. The youths especially, who are easily swayed by what they see on social media have been trapped into following trends they see online. You find them dressing, speaking and posting content the see famous people posting. This shows how social media could have taken over an aspect of our youth's social lives.

People in general and not just youths) also tend to prefer to spend time on social media and not with each other in person. This is common in introverted people who are already too shy to go outside and meet people. This also isn't helped by the fact that most of our homes have wifi nowadays. This makes people not want to leave their homes entirely, preferring to stay home and on their devices, showing

how social media has taken over a quite large amount of our social lives.

It can be argued that social media has taken over our social lives, however, it has also made it exponentially easier to reconnect with people we might have lost touch with. It's easier to connect with people oceans away without needing to travel.

If you were looking to travel, social media has made that easier too by allowing access to see all the places you could visit before you even leave your home. This shows how social media has also helped make our lives easier.

Furthermore, social media has made it easier for introverted people and extroverted people alike to find their niches.

Social media offers platforms for people who like to read, cook, knit, take pictures and other activities and it's so easy and wonderful how you can meet people online who have the same interests as you. This builds social lives and new relationships of people who would have never met otherwise, showing how social media could offers a social life instead of taking it away.

Social media has taken over our lives to a certain extent, but it has also helped connect and restore other people's social lives. Anything, ~~even~~ social media, can be good or bad for you, depending on how you use it.

Participant \rightarrow

The importance of education in an individual's life

Education is the process of gaining information and abilities and beliefs and attitudes through a variety of techniques including ~~interaction~~ instruction or training or study or hands on experience. It entails the growth and improvement of cognitive and behavioral skills that let people comprehend and communicate with their environment. Education also includes receiving formal instruction in academic disciplines as well as learning knowledge and skills that help people contribute to society. Thus education had a disadvantages and advantages and advantages in an individuals life.

The advantages of education it improves knowledge and skills, education enhances the knowledge and skills of an individual, making them knowledgeable and competent in their respective fields. Education opens up career opportunities, education opens up various job opportunities, education career paths by providing specialized training, qualifications. Education helps people make informed decisions education empowers people to make informed decisions and also rational choices.

The disadvantages of education is that it has high cost of education, education can be expensive, making it difficult for some people to afford quality education. On time Consuming education takes a significant individuals with other commitments. Education has limited job opportunities in some cases, education does not guarantee job opportunities, particularly in highly competitive fields. Education is highly competitive, which can cause stress and anxiety for many individuals. Education system often emphasizes standardized approaches that do not consider individual learning styles.

Education is one of the most important aspects of an

individuals life. It is the process of acquiring knowledge and skills and values and also attitudes that help individuals to become competent, informed and responsible citizens. Education plays a critical role in shaping and individual's personality, character and future prospects. The importance of education in an individual's life:

All in all, education is the process of acquiring knowledge and information that leads to a successful future. As discussed above, there are a lot of positive traits of having education, such as having a good career, having a good status in society and having self-confidence. Education makes us view obstacles as challenges to overcome with no fear, facing new things. It is the main factor behind successful people and the merit of developed countries so therefore education is deemed a real success behind any future success.

Participant 6

To what an extent do you agree with the notion that social media has taken over our social lives

Social media is apps like Facebook, WhatsApp, Twitter is what we found about other people's life, you can find a person whom you lost long time ago.

Social media has taken all of our lives, people nowadays live for social media, they don't live the life of their own. People are living for content, people are lying on social media, about living the life that they are not living.

Social media has taken all over of our lives, people expose themselves, and that's how people get killed. Because they're going to show on TikTok hows what kind of house they're living into that's not everything, we should post on social media what are people doing nowadays is that they're living for likes, people are getting pressure. Because nowadays having so many likes and followers you get paid.

People are getting pressure of likes and followers that's why they tend to live life and associate themselves with people they don't like. Because they want to take videos and pictures and post on social media. I'm not saying posting on social media is part of our lives.

Society is constantly changing and will continue to change in the future. In this technology age, it is apparent that social media has become the main gateway to connect and interact, not only with our friends and families but also with the world around us.

Using social media, including social networking sites, is now an essential part of everyone's life. Yet what often begins as a harmless virtual habit can hasten into damaging and intruding one. Along with convening social media has brought it, it also negatively affects people's lifestyles, relationships, and self-esteem to the extent that it has become too invasive.

As we look back over the past few decades, social media has started to evolve more quickly while pulling in people from all different age groups. Even older adults are joining in on Facebook and Instagram to try and fit in with the new norm social media has created. The power of social media has can be observed all over the world in many different settings. Sadly, this power can be both positive and negative.

Participant 1

To what An Extent Do You Agree With the Notion That Media Has Taken Over Our Social Lives

Social media has taken over our social since the world is slowly changing but however some people still find it hard to adapt to social media. Our lives have been taken by social media since we are using it on daily bases because it has become the trend in nowadays.

Social media is now our daily bread remember we use it in schools, businesses and for other uses that benefit us as human beings. However some people do not have access to the social media because of various reasons such as data is expensive, gadgets like phones or laptops are too expensive for people to own but all in all I stand firm on that social media has taken over our social lives as human beings. There are lots of benefits for using social media namely you become update and you also learn new things since people post a lot of new things in social media.

Hence mostly in higher learning institution technology is mostly used there rather than the old or the traditional method of learning that is used in primary or secondary furthermore social media has somehow manage to be the source of income for a lot of people for example tiktok is paying a lot of people money for having accounts there or for using it. Some people find information on social media for example google or chrome and the information on

Social media is accurate and has references for validity and also to avoid plagiarism or taking some one's work without acknowledging that person.

In a lot of companies social media has become their tool since they use it to contact with each other and some also use it to promote or to advertise their products that they render to their customers. Social media is faster to use although some people they do not have the social media due to certain issues. Most companies use social media due to advertise posts and also to do or to conduct interviews for their candidates.

Although some people do not have access to social media but we cannot deny the fact that social media has taken our daily lives since we use on daily bases rather than the traditional way of doing things or the old and cultural way. Lastly social media is our daily bread and we live it.

Participant 2

The Importance of Education in an Individual's Life.

Education refers to the discipline that is concerned with methods of teaching and learning in schools like environments, as opposed to various nonformal and informal means of socialization.

The aim of education is the acquisition of knowledge, skills and attitudes. It helps to adjust properly in one's own environment. Knowledge helps the man to overcome the nature and satisfy human wants. It links the teacher and also taught with social institution.

Education is the strongest determinant of individual's occupational status and chances of success in adult life. However, the correlation between family socioeconomic status and school success or failure appears to have increased worldwide. Long-term trends suggest that as societies industrialize and modernize, social class becomes increasingly important in determining educational outcomes and occupational attainment.

Alternative forms of education have developed since the late 20th century, such as distance learning and home schooling and many parallel or supplementary systems of education often designated as "nonformal" and "popular". Religious institutions also instruct the young and old alike in sacred knowledge as well as in the value and skills required for participation in local, national, and transnational societies.

Education helps you develop Critical Skills like decision-making, Mental agility, Problem-solving, and logical thinking. People face problems in their professional as well as personal lives. In such situations, their ability to make rational and informed decisions comes from how educated and self-aware they are.

It helps to build characteristics as you learn about different cultures, languages, and how other people think as well as live. When you have an education you are able to fulfill the basic needs in life, you are taught to get dressed and learn self-care and practical life skills.

Participant 0

The importance of education in an individual's life.

Education has and always would be the key to success. Each individual in the world has a chance of being educated and acquire knowledge. It is known that a person a person can not acquire such knowledge through inheritance.

What education does mostly is to make an individual wiser, more talented and with the ability to solve problems. Education has been something acknowledge in the world. Problem education has been something problem solving skills, General Knowledge Building skills to better ways through the world. Each individual's mind has more potential in all that education stores and holds.

Importance of education can be getting a job or a career that has your abilities, interest and strength. People acquire their education from creche, primary, secondary, tertiary to reach a level of having a career and being employed as an employee. Education is very beneficial for everyone as we can upgrade or update ourselves through education. An educated person has an uncanny trait to look and learn more about new territories.

Education opens wonderful opportunities for the knowledge of a person to grow and expand even further. Education is able to receive information from the external humanity and receiving all important information regarding the current. It equips us with all that is needed to make our dreams come true. Every employer today requires his prospective employees to be well-educated so education becomes an eligibility criterion for employment in any sector of the industry. It fetches

Prospects in career and growth.

In life people can live without education but education is the first way of helping people improve knowledge and experiences. Education aims at the reformation of attitudes wrongly developed by children already. Education helps a lot in the improvement of citizenry values that a person possesses. Proper education inculcates the feeling and abilities of a person to become better citizens of a particular area.

There are a lot of things that takes place in the world in a daily basis. If proper education is not imparted to the people in the society, they will not be able to identify the right elements with proper education comes proper awareness and with proper awareness a person can understand and react to the events that are taking place in the surroundings in a proper manner. Education lead us towards relying on ourselves making people believe that are ready to take on the world.

PARTICIPANT D

The Importance of Education In An Individual's Life.

People are now educated thus promoting a better and a civilised world. If you are educated you know a lot of things than someone who is not educated neither civilised.

Moreover if you are educated you stand higher chances of being employed or being respected because of your qualification and your success. Education has been named as the key to success and the mother of all civilised beings. Many countries prefer educated people than uneducated people they consider them to be failures or barbaric people. Although you are an educated being you must have morals, respect and humanity at the same time.

Mostly before you become successful you have to undergo the process of being thought, shape or moulded into what you want to be. Like a variety of tribes nor culture or religion they also joined in the trend of being educated because of being educated. Even though you are educated you might find that you do not have humanity, respect nor the morals and thus result in to people not liking you or they consider you to be barbaric and rude. Mostly educated people know what is right nor wrong therefore they do not find themselves on the wrong side of the law.

Education is so crucial in a person's life because in the future educated people will stand higher chances of being favoured since the world is getting more civilised and technologically. Get educated and live a peaceful life free from suffering. Nowaday if one is educated there are no borders for that person whether he nor she chooses to work international nor locally within the borders of his nor her country and make it a better and a peaceful place.

Moreover if you are educated you get equipped with the knowledge of using technology or gadget and thus increasing your chances of being civilised not to cope in the industrial world nor the coming world of technology. If you are educated you know a lot for example, languages and cultures, religion and other tribes that existed before after our time. Most people they know a lot of the thing that happened before our time and that is because of the study of history in schools.

Education is the key to success and to living a better future therefore get educated and enjoy the fruits nor benefits of being educated. The world is changing daily without education you will not survive.

ANNEXURE C: ETHICAL CLEARANCE CERTIFICATE

ETHICS APPROVAL CERTIFICATE

RESEARCH AND INNOVATION
OFFICE OF THE DIRECTOR

NAME OF RESEARCHER/INVESTIGATOR:
Mr M Ligege

STUDENT NO:
11632349

PROJECT TITLE: Investigating use of conjunctions in essay writing by second-level non-native English students at a university.

ETHICAL CLEARANCE NO: FHSSE/22/EMS/13/1905

SUPERVISORS/ CO-RESEARCHERS/ CO-INVESTIGATORS

NAME	INSTITUTION & DEPARTMENT	ROLE
Dr MN Lambani	UNIVEN, English, Media studies and Linguistics	Supervisor
Dr FT Nephawe	UNIVEN, English, Media studies and Linguistics	Co - Supervisor
Mr V Demana	UNIVEN, English, Media studies and Linguistics	Co - Supervisor
Mr M Ligege	UNIVEN, English, Media studies and Linguistics	Investigator (Student)

Type: **Masters Research**

Risk: **Minimal risk to humans, animals, or environment (Category 2)**

Approval Period: **May 2023 – May 2024**

The Research Ethics Social Sciences Committee (RESSC) hereby approves your project as indicated above.

General Conditions

While this ethics approval is subject to all declarations, undertakings and agreements incorporated and signed in the application form, please note the following.

- The project leader (principal investigator) must report in the prescribed format to the REC:
 - Annually (or as otherwise requested) on the progress of the project, and upon completion of the project.
 - Within 48hrs in case of any adverse event (or any matter that interrupts sound ethical principles) during the course of the project.
 - Annually a number of projects may be randomly selected for an external audit.
- The approval applies strictly to the protocol as stipulated in the application form. Would any changes to the protocol be deemed necessary during the course of the project, the project leader must apply for approval of these changes at the REC. Would there be deviated from the project protocol without the necessary approval of such changes, the ethics approval is immediately and automatically forfeited.
- The date of approval indicates the first date that the project may be started. Would the project have to continue after the expiry date; a new application must be made to the REC and new approval received before or on the expiry date.
- In the interest of ethical responsibility, the REC retains the right to:
 - Request access to any information or data at any time during the course or after completion of the project,
 - To ask further questions; Seek additional information; Require further modification or monitor the conduct of your research or the informed consent process.
 - withdraw or postpone approval if:
 - Any unethical principles or practices of the project are revealed or suspected.
 - It becomes apparent that any relevant information was withheld from the REC or that information has been false or misrepresented.
 - The required annual report and reporting of adverse events was not done timely and accurately.
 - New institutional rules, national legislation or international conventions A it necessary

ISSUED BY:

UNIVERSITY OF VENDA, RESEARCH ETHICS COMMITTEE

Date Considered: May 2023

Name of the RESSC Chairperson of the Committee: Prof TS Mashau

Signature 



ANNEXURE D: APPLICATION LETTER

FACULTY OF HUMANITIES, SOCIAL SCIENCES & EDUCATION

To : Prof. PE Matshidze

Interim Deputy Teaching and Learning

Faculty of Humanities, Social Sciences and Education

Enq : Mutshidzi Ligege

MA in English Language Studies

079 296 2226

MutwidziL@gmail.com

Date : 22 May 2023

Request for permission to conduct a research project in a selected English class at the University of Venda

I am Mutshidzi Ligege, a Master student in the Department of English, School of Human Science at the University of Venda. As per my studies, I am undertaking research on the topic: ‘ ‘Investigating use of conjunctions in essay writing by selected second-level non-native English students at a South African University.’ I kindly request permission to conduct this research amongst the sampled second-level English students.

The reason for conducting this reason is that English is currently an important language that unified the whole world into a single unit. It is regarded as a superior language here in our country South Africa, as it is widely used in many government sectors and all institutions of learning. Therefore, there is a need for investigating students’ competence

in the use of conjunctions. I assume that the findings of this study can be beneficial for both students and lecturers and the English Department in general.

The module lecturer will be asked about the total number of students registered for the module. The sampled number of students will then be given a questionnaire comprising multiple-choice questions, while some will be given two essay topics in which they are expected to select one. I wish to state categorically that as a researcher, I will be confined by all the principles that govern a research project. Amongst others, the students' personal information and their results will not be divulged to anyone whatsoever. After writing the research findings, all the collected information will be destroyed.

I have attached hereto the Research Ethical Clearance Certificate from the university and the data collection instrument.

I will be grateful to hear from you in this regard.

Sincerely,



M Ligege [11632349]

ANNEXURE E: PERMISSION LETTER

FACULTY OF HUMANITIES, SOCIAL SCIENCES & EDUCATION

To : Prof. PE Matshidze
Interim Deputy Teaching and Learning
Faculty of Humanities, Social Sciences and Education

Enq : Mutshidzi Ligege
MA in English Language Studies
079 296 2226
MutwidziL@gmail.com

Date : 22 May 2023

Request for permission to conduct a research project in a selected English class in the University of Venda

I am Mutshidzi Ligege, a Masters' student in the Department of English, School of Human Science, at the University of Venda. As per my studies, I am undertaking research on the topic: 'Investigating the use of conjunctions in essay writing by selected second-level non-native English students at a South African university.' I kindly request permission to conduct this research amongst the sampled second-level English students.

The reason for conducting this research is that English is currently an important language that unifies the whole world into a single unit. It is regarded as a superior language here in our country South Africa as it is widely used in many government sectors and all institutions of learning. Therefore, there is a need for investigating students' competence in the use of conjunctions. I assume that the findings of this study can be beneficial for both students and lecturers and the English Department in general.

The module lecturer will be asked of the total number of students registered for the module. The sampled number of students will then be given questionnaire comprising multiple-choice questions, some will be given two essay topics in which they will be expected to select one. I wish to state categorically that as a researcher, I will be confined by all the principles that govern a research project. Amongst others, the students' personal information and their results will not be divulged to anyone whatsoever. After writing the research findings, all the collected information will be destroyed.

I have attached hereto of the Research Ethical Clearance Certificate from the university and the data collection instrument.

I will be grateful to hear from you in this regard.

Sincerely,



M Ligege [11632349]

The permission has been granted



.....
23/05/2023

Adv. Prof. PE Matshidze

ANNEXURE F: RESEARCH CONSENT FORM

Research Topic: 'Investigating use of conjunctions in essay writing by selected second-level non-native English students at a South African University.'

Position: Part-time Lecturer and Student at the University of Venda

Contact Address: PO Box 19

Masia

0944

079 296 2226

MutwidziL@gmail.com

1. I confirm that I have read and understood the information leaflet and have had the opportunity to ask questions.

Yes	No
<input type="checkbox"/>	<input type="checkbox"/>

2. I understand that my participation is voluntary, and it could be terminated at any time without giving reasons.

Yes	No
<input type="checkbox"/>	<input type="checkbox"/>

3. I grant permission to partake in the study.

Yes	No
<input type="checkbox"/>	<input type="checkbox"/>

Name

Date

Signature

ANNEXURE G: EDITOR'S LETTER

Registered with the South African Translators' Institute (SATI)

Reference number 1000686

19 August 2023

***INVESTIGATING USE OF CONJUNCTIONS IN ESSAY WRITING BY SELECTED NON-NATIVE
ENGLISH SECOND-LEVEL STUDENTS AT A SOUTH AFRICAN UNIVERSITY***

This certificate confirms that I edited substantively the above document, including a Reference list. The text, as edited by me, is grammatically correct. The document was returned to the author with various suggestions and tracked changes from me intended to correct errors. After completion of my language editing, the author can accept or reject suggestions/changes before re-submission to the supervisor who will check the content and instances of plagiarism, if any.

Yours faithfully



Dr. K. Zano

Ph.D. in English

kufazano@gmail.com/kufazano@yahoo.com

0631434276

ANNEXURE H: TURNITIN REPORT

INVESTIGATING USE OF CONJUNCTIONS IN ESSAY WRITING BY SELECTED SECOND LEVEL NON-NATIVE ENGLISH STUDENTS AT A SOUTH AFRICAN UNIVERSITY

ORIGINALITY REPORT

5%

SIMILARITY INDEX

%

INTERNET SOURCES

5%

PUBLICATIONS

%

STUDENT PAPERS

PRIMARY SOURCES

1

Hanoi National University of Education

Publication

<1%

2

Hamed, Muftah. "Conjunctions in
Argumentative Writing of Libyan Tertiary
Students", English Language Teaching, 2014.

Publication

<1%