

**A SYSTEMIC FUNCTIONAL ANALYSIS OF THE USE OF CONJUNCTIONS AS
COHESIVE MARKERS IN PARAGRAPH DEVELOPMENT: A CASE STUDY OF
SOME LEVEL TWO HUNDRED STUDENTS WRITING OF BAYERO
UNIVERSITY, KANO**

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Studies, Bayero University, Kano, in partial fulfillment of the requirements for the
award of the degree of Master of Arts, English (Language)**

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DECLARATION

I hereby declare that this work is the product of my own research efforts; undertaken under the supervision of Professor Aliyu Kamal and has not been presented and will not be presented elsewhere for the award of a degree or certificate. All sources have been duly acknowledged.

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CERTIFICATION

This is to certify that the research work for this dissertation and the subsequent preparation of this dissertation by AdamuIsah Babura (AIS/11/MEN/00006) were carried out under my supervision.

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APPROVAL

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DEDICATION

I dedicate this research work to my parents, Hajiya Aisha Adamu and Malam Isah Aliyu, who had been my source of encouragement, when all hopes appeared to have been lost. May Allah bless you abundantly.

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ABSTRACT

This research is aimed at investigating Halliday's (2004) use of three categories of conjunctions (elaborative, extension and enhancement) by level 200 students' of English in Bayero University, Kano. The data is collected from essays written by twenty eight (28) selected level II students of English as mentioned above. However, not all the twenty eight (28) essays were found to be exhibiting instances of misappropriation of conjunctions. The research employed in the analysis an eclectic method of deconstructing the data obtained. It combined qualitative and quantitative methods of analysis in dealing with the variables and providing the numerical facts of the research findings. The study is carried out to determine the students' use of conjunctions and their influence in developing their paragraphs in to coherent pieces. A simple percentage employed in carrying out the research shows how unfamiliar the subjects are with the categories of conjunction of extension that has the higher number of 79% misuse discovered, and distantly followed by elaborative and enhancement conjunctions with 13% and 8% misuse respectively. The findings generally show that inadequate knowledge of the classification of conjunction proposed by Halliday (2004) leads the students in to mistaking their first language conjunctive systems and the insufficient knowledge of how to use the three broad categories of conjunctions might be among the factors leading to these errors.

CHAPTER ONE

GENERAL INTRODUCTION

1.1 INTRODUCTION

This chapter gives a general introduction to this research work. It also discusses the background to the study, the statement of the problem, the aim and objectives of the research, research questions, significance as well as scope of the study. This research work is undertaken with a view of highlighting the findings and views of some scholars on conjunction as a cohesive marker in writing or paragraph development in particular.

1.2 BACKGROUND TO THE STUDY

Writing is one of the four language skills: others are reading, speaking and listening. Nunan (1986) asserts that writing is not a natural activity. This is explained by White (1981) that physically and mentally normal people learn to speak a language but they are taught how to write. This shows that writing is a skill that one has to be trained, coached and above all monitored on how it is done as the person progresses. Writing has been defined by many scholars in different ways. These definitions are mostly tilted towards the direction of what kind of writing they are talking about. Writing can be in a form of letter, a composition, an essay, a report or any document that is meant to be read. Okoye (2006) defines writing as the act of imaginative composition through which the writer communicates to the audience by way of 'words'. These words can be strung together as the writer wants, depending on the type of the writing being carried out. In the words of Strunk and White (1999), writing is the process of expressing one's feelings and thoughts

via the use of chunk of words to the reader. The important thing is for the writer to pass the right message across to the reader. Celce-Murcia and Olshtain (2000) also view writing as the production of the written word that results in a text but the text must be read and comprehended in order for communication to take place. This is because a writer communicates with an unseen audience who is expected to extract information from what he has read.

The capacity to write academically is a plausible expectation of students studying in colleges and universities. Academic writing is often developed in students through formal instructional settings, although proficiency in academic writing may be influenced by cognitive development, educational experiences and overall proficiency in second language for English as Second Language learners. Writing involves composing, developing and analyzing ideas, implying the ability to rephrase information in the form of narratives, or transforming information into new texts as in argumentative writing (Myles, 2002). Writing in academic contexts requires students to advance their own ideas within a framework of domain or discipline so as to engage the reader in academic discourse. Research studies reveal that for students entering tertiary levels, academic success is dependent on successful academic writing (Kelley 2008). It is undeniable that academic writing epitomizes the language of scholarship and demonstrates eligibility for higher education. The quality of an individual's written work determines his or her scholarship and acceptance in academia. Poor academic writing skills have often been alluded to as a key factor in the failure of English as second language learners in meeting

institutional literacy expectations. Based on this submission, the present research investigates the use of elaborative, extensive and enhancement conjunctions proposed as cohesive features in the Hallidayan (1989) theory of cohesion in paragraph development. The study uses the data provided by the level 200 students of Bayero University, Kano. The said students were admitted in the 2013/2014 academic session in the Department of English and Literary Studies of the university. Although studying B.A English, they are required to take extra credit units from sister departments within the Faculty of Arts or from some departments outside the faculty. Thus, the study examines the students' paragraph developments using this aspect of conjunction to determine the paragraph's unity and how it affects reader's comprehension.

Bacha, (2002) and Zhu, (2004) mentioned that paragraphs are the building blocks of writing. Many students define the paragraph in terms of length: a paragraph is said to consist of group of at least five sentences; others say it is half a page long, etc. In reality, the unity and coherence of ideas among sentences are what constitute a paragraph. Robert and Collins (2003) define the paragraph as a group of sentences that supports one main idea. Consequently, the knowledge of paragraph development is regarded as a writing skill which can be investigated to manifest the proficiency one has in academic writing.

However, systemic functional linguistics focuses on the systems of language and their functions for meanings. These systems could be phonological (phonemes), lexical, sentential and other grammatical structures, such as negation, plural markers, etc. Bloor

and Bloor (2004) argue that whenever these systems are used, they construct meanings through appropriate words and other grammatical choices made by either a speaker or a writer, according to the context of situation.

1.3 STATEMENT OF THE PROBLEM

As Nunan (1988) and Selfie (1983) independently contend, writing is the most difficult among the four language skills because it causes uneasy feelings. However, since writing is the making of meaning, as Raimes (1983) asserts, students should have the working or efficient composing process that is put down using rightful choice of lexical items and grammatical apparatus. These apparatus, such as reference, ellipsis or substitution, conjunction and lexical cohesion, form the cohesive component, as Halliday (1994 cited in Bloor and Bloor 2004) puts it. As observed in the pilot study conducted, the subjects lack expertise of using the cohesive devices during their composing processes to have coherent paragraphs. This is even more alarming when using conjunctions to add information, to contrast or state reasons and timing events. There seems to be the misuse of these components as some that are ought to be used for stating reasons are obviously used inappropriately. Also, contrasting conjunctions that should give different information from the preceding one are instead, used to add them. Also noticed are some instances of ungrammaticality that equally hinder the smooth flow of ideas in paragraph development. Based on these, the research explores the use of conjunctions as the components in the process of composing coherent paragraphs.

1.4 AIM AND OBJECTIVES

The aim of this research is to explore how the textual component and to be specific the conjunction as a cohesive marker affects the development of paragraphs in students' writing and to highlight how the mishandling of this marker tampers with the acceptability and grammaticality of their writings. The study has employed the following objectives:

- i. to examine the students' ability to use the categories of elaborative, extension and enhancement conjunctions,
- ii. to investigate how the categories of conjunctions affect paragraph unity,
- iii. to identify the possible factors influencing the misuse of conjunction as a component in the composing process.

1.5 SIGNIFICANCE OF THE STUDY

The study is on conjunction as a cohesive marker in paragraph development that enhances unity of a paragraph in a particular piece of writing. Halliday (1989) highlights that conjunctions are among the most confusing elements for English as a second language learners. Considerable number of researches have proved that students face a lot of problems with other cohesive markers such as reference, ellipsis, substitution and lexical cohesion especially when it comes to writing. So, this research is expected to reveal the students' problems of inappropriate use of conjunctions in their writings. The findings would indicate how categories of conjunctions affect the intelligibility and

acceptability of students' essays. It will also add literature to the field that would guide the English as second language learners on the way to handle this intricate and fragile aspect of writing.

1.6 SCOPE AND DELIMITATION

The concern of this study is on the use of conjunction as the cohesive device that serves as an important feature of paragraph development. Conjunction has three crucial uses. Specifically, it considers three components of cohesion: *elaboration*, *extension* and *enhancements* observed by Halliday (2004). Also, the research explores paragraphs as aspects of writing that break the smooth flow of ideas. Other aspects of cohesion are paid less attention. This enables the researcher to have a holistic analysis of the data obtained.

1.7 RESEARCH QUESTIONS

1. Do the subjects know how to use the categories of elaborative, extension and enhancement conjunctions?
2. How does the subjects' use of the categories of conjunctions affect both the unity of the paragraphs and their comprehension as coherent piece?
3. What are the factors influencing the misuse of conjunctions as cohesive markers in paragraph development?

CHAPTER TWO

REVIEW OF LITERATURE

2.1 INTRODUCTION

This chapter contains the review of related works on the textual components or cohesive devices that glue the different ideas in the individual sentences into a connected discourse. Such discourses that feature as description of events, narrating episodes, explaining processes and arguing on certain propositions are also given attention. The chapter equally focuses on the concept of writing in English as Second Language and its structure. In this structure, specific attention is given to paragraph and its texture. The notions of reference, substitution, ellipsis, lexical cohesion and conjunction that constitute the major variable of the research are given special attention. The chapter concludes by giving the theoretical framework out of which the entire work would be analyzed.

2.2 SYSTEMIC FUNCTIONAL GRAMMAR

Systemic Functional Grammar (SFG) also known as Systemic Functional Linguistics (SFL), first introduced by Michael Halliday (1985), refers to a new approach to the study of grammar that is radically different from the traditional view in which language is a set of rules for specifying grammatical structures. In this view (SFG), language is seen as a resource for making meanings and hence grammar is a resource for creating meaning by means of wording. Halliday (1999) clarify his position with respect to SFG as follows:

For the task of constructing such a meaning base, we shall use a systemic grammar. A systemic grammar is one of the class of functional grammars, which means (among other things) that it is semantically motivated, or 'natural'. In contradistinction to formal grammars, which are autonomous, and therefore semantically arbitrary, in a systemic grammar every category (and 'category' is used here in the general sense of an organizing theoretical concept, not in the narrower sense of 'class' as in formal grammar) is based on meaning: it has a semantic as well as a formal, lexico-grammatical relevance.

To capture the essence of the distinction between grammar and theories of grammar, Halliday and Matthiessen (1997, 1999) call the latter 'grammatics'. They further underscore the need for a richer theory of grammar (i.e. SFL), claiming that the traditional 'grammar as rule' type of theory falls far short of the demands that are now being made on grammatical theories:

At this stage in history, we need a richer theory of grammar to meet the challenges of the age of information, e.g. in education and in computation (Halliday and Matthiessen, 1997).

Unlike the 'grammar as rule' type of theory, SFL takes the resource perspective rather than the rule perspective, and it is designed to display the overall system of grammar rather than only fragments. That's why it has come to be known as a Systemic Functional Grammar. In Halliday's (1985) terms:

The theory behind the present account is known as ‘systemic’ theory. Systemic theory is a theory of meaning as choice, by which a language, or any other semiotic system, is interpreted as networks of interlocking options... whatever is chosen in one system becomes the way into a set of choices in another, and go on as far as we need to, or as far as we can in the time available, or as far as we know how.

In Systemic Functional Linguistics, ‘clause’ rather than ‘sentence’ is the unit of analysis.

In Systemic theory, a clause is a unit in which meanings of three different kinds are combined. Three distinct structures, each expressing one kind of semantic organization, are mapped onto one another to produce a single wording. These semantic structures are referred to as Meta-functions, as Bloor and Bloor (2004) put them. Language is used to organize, perceive and tell people’s understanding of the world and their consciousness known as ideational metafunction. Language is also used to indicate people’s roles, expressing and understanding feelings and judgments known as interpersonal metafunction. The third metafunction is known as a textual metafunction. In this category, language is used to relate what is said (or written) to the rest of the text and other linguistic events. This involves the use of language to organize the text that forms the core part of undertaking this research.

2.3 WRITING IN THE HIGHER INSTITUTION

Most of students’ writings in higher institution are in paragraphs which they write in response to assignments given to them, tests, reports or research papers, (Brandon & Brandon, 2011).The nature and the purpose paragraphs serve make the term elusive to define but an important aspect of a good paragraph is that it should develop an idea and

support it. The main idea in a paragraph is contained in the topic sentence. Any other sentence within the paragraph should help in developing the topic sentence. Paragraphs within the same essay need to have unity and this is done using relevant cohesive markers. Researchers have been investigating different aspects of students' writing skills, including paragraph development. Below are some researches relevant to the present study.

2.4 WRITING SKILLS

Assessment of writing skills has been of growing scholarly interest in recent times (Aryadoust 2014). These skills, according to research, grow as the students' neural connections, both linguistic and cognitive, grow (Abbott, Berninger and Fayol; Berninger as cited in Aryadoust, 2014). Aryadoust further claims that researches on L2 developmental writing have been focusing mostly on word, sentence and essay levels, and on cognitive and linguistic processes involved; "too little attention has been given to paragraph" (p. 156). Aryadoust's subjects in investigating the development of paragraph writing ability were some 116 ESL students enrolled in a paragraph writing course. The study found that the students' gradual development in writing skills were attributable to multiple factors which include explicit lessons and frequent practice, regular feedback through a continuous assessment (CA) approach and various opportunities to engage with class tutors, and the use of online technology in the course .

In his research, Almaden (2006) used Topical Structure Analysis (TSA) as proposed by Lautamatti (1987) to investigate topical progression in Filipino ESL students. TSA

according to Almaden “has gained interest among researchers in their desire to determine thematic development in paragraphs and styles of writing of individuals.” (p. 129). The main objective of Almaden’s study was to determine the types of progression used by Filipino students to create coherent writing using TSA. The study found that parallel progression (where two consecutive clauses have the same topical subject) was the most preferred progression among the subjects in their paragraphs followed by extended parallel progression (where a topical subject occurs in two clauses that are non-consecutive). Sequential parallel progression (where the rheme element of a clause becomes the theme element of the consecutive clause) was the third most preferred, and extended sequential progression (where the rheme element of a clause is taken up as the theme of a non-consecutive clause) was the least preferred by the subjects as used in their paragraphs.

2.5 TYPES OF WRITING

Writing has different types or styles. A writer chooses a type depending on what he or she wishes to accomplish, what sort of material is to be discussed, and what kind of effect she/he wants to have on the reader. According to Kamal (2001), there are four types of writing. The first is expressive writing, which is usually used at the lower levels of tertiary education where the students are asked to write about themselves. The second type is the persuasive, which is written to persuade the reader on the topic the writer wishes to write on. Elegance through balance and rhythm, control for appropriate emphasis, propriety of style, precision and memorability in diction and variety of

expression are the characteristics of persuasive writing (Williams 1985 in Kamal 2001:80). The third is literary writing, which is written in form of poems, plays, novels, etc. The fourth type is the referential, writing which results in the production of text such as encyclopaedias, magazines, as well as newspapers. However, there are other types of writing apart from the ones described above. They are according to Burton and Humpries (1992) and Eko (1978), : the Descriptive, the Narrative, the Expository and the Argumentative.

2.5.1 Descriptive Writing

A descriptive form of writing involves making use of one's ability of observation. Descriptive writing involves for example, describing people and objects of a house, a scenario, etc. The description should be vivid by giving all the required details to create a clear picture in the minds of the readers so that the readers not only see, but smell, feel, hear and taste, through the constructions used in writing the essay. A descriptive essay is used to produce in the minds of the readers a picture as clear and as accurate as that in the mind of the writer. Descriptive essays employ the use of adjectives to describe what is being discussed.

2.5.2 Narrative Writing

A narrative type of writing tells a story or narrates events or incidents that took place in the past. It involves the narration of experiences or participation in the events or activities. The narrative writing is structured around development of events and is

centered on a person or hero. The purpose of writing a narrative is to tell a story, teach a lesson through analogy, render a complex message in an accommodating form, or provide a sophisticated literary experience to the reader.

2.5.3 Expository Writing

Expository writing is a form of writing that deals with explaining how things are done, how a process is followed, how things work, etc. An expository writing has no chronological organization but rather a logical one and is usually objective and factual in nature. Expository writing describes how something works. It involves process and analysis of how to do something and how to break down a broad topic into parts. It is always written in the present tense with the use of declarative statements.

2.5.4 Argumentative Writing

Argumentative writing is the ability of the writer to convince the reader to accept and act upon his ideas. It involves arguing for or against an idea. Arguments involve reasoning, which can logically be done through deduction and induction. Argumentative can also be persuasive in nature. This kind of writing can be done in three different ways: through taking an affirmative position; by adding further evidence that will counterbalance the arguments of the arguments of the opponents; by pointing out fallacies in an opponent's arguments as a way of discrediting them.

2.6 THE STRUCTURE OF WRITING

Writing can be structured in such a way that it has an introduction, main body of the writing and a conclusion. Introduction is the opening part of the writing that explains the purpose or topic of writing with general ideas. Its purpose is to introduce the reader to the topic of the whole body of writing. After the introductory part comes the body of the writing. Its purpose is to develop, support, and explain the topic idea stated in the introductory part of the writing. The body consists of one or more paragraphs. Each paragraph develops a subdivision of the topic, so the number of paragraphs in the body will vary with the number of subdivisions or subtopics. The writing ends with a concluding paragraph. Its purpose is to bring the essay to a conclusion that gives the text a sense of completeness. The most common methods for concluding an essay are emphasizing one of the following: *a call to action, a warning, a prediction, or an evaluation* of the important points (Checkett and Checkett 2010:288).

2.7 WRITING IN A SECOND LANGUAGE

Writing in the English as a second language (ESL) classroom seems to be a never ending (contentious) issue. Second language (L2) writing has always been a difficult area for second language learners and a hot topic for second language researchers. The emergence of the field of L2 writing is a relatively recent phenomenon, but it has come of age. Historically speaking, the field of L2 writing originally focused on the teaching of writing to the increasing population of international ESL writers at institutions of higher education in North America in the late 1950s and the early 1960s. Over around the last 50

years, the number of inquiries into L2 writing issues have grown rapidly and produced fruitful results. Leki, Cumming, and Silva (2008) point out that the last 30 years or so have seen several firsts in L2 writing research: the first journal devoted exclusively to L2 writing in 1992 (*Journal of Second Language Writing*); the first book on the development of writing ability of what is being called Generation 1.5, that is, people who immigrate to a new country before or during their early teens and are high school immigrant students (Harklau, Losey&Siegal, 1999); the first bibliographies of published papers on L2 writing (Silva, Brice &Reichelt, 1999; Tannacito, 1995); and the first conference devoted exclusively to L2 writing in 1998 (Purdue Symposium on Second Language Writing). Especially during the late 1980s and the early 1990s, L2 writing began to evolve into an interdisciplinary field of academic study with its own disciplinary infrastructure (Matsuda et al., 2003). It has established links with other various fields of inquiry, such as composition studies, applied linguistics, teaching English to speakers of other languages (TESOL), foreign language education, and bilingual education, among others.

Furthermore, the writing aspect is another supplement of speech and used to communicate meanings. Writing is usually attached to, and sometimes synonymous with literacy and knowledge. Arapoff (1975 cited in Aliyu 2010) defines writing as “a purposeful activity and organization of experience requiring active thought to achieve coherence and clear thinking”. Writing is in principle the representation of language learnt. The ability to write is largely depending on another ability to acquire the productive knowledge of vocabulary and observe the basic rules of grammar. Although

proficiency in writing may be influenced by cognitive development and educational experiences, an adequate mastery of grammar and overall proficiency in second language are what matter much for the second language learners. In fact, according to Hinkel (2002) second language learners of English require adequate language tools such as grammar and vocabulary in order to organize coherent academic discourse. In another contention, Hinkel (2004) asserts that “extensive, thorough and focused instruction in L2 vocabulary, grammar and discourse is essential for developing proficiency in disciplines”.

2.8 PARAGRAPH DEVELOPMENT

Paragraphs are the building blocks of writings. Many students define paragraphs in terms of length: a paragraph is a group of at least five sentences; a paragraph is half a page long, etc. In reality, though, the unity and coherence of ideas among sentences is what constitutes a paragraph. A paragraph is defined as a group of sentences or a single sentence that forms a unit (Lunsford and Collins 2003). Length and appearance do not determine whether a section in writing is a paragraph. For instance, in some styles of writing, particularly journalistic styles, a paragraph can be just one sentence long. Ultimately, a paragraph is a sentence or group of sentences that support one main idea. In this research, we will refer to this as the “controlling idea,” because it controls what happens in the rest of the paragraph.

Before one begins to determine what the composition of a particular paragraph will be, he must first decide on a working **thesis** for his writing. What is the most important idea that one is trying to convey to his reader? The information in each paragraph must be related to that idea. In other words, writer's paragraphs should remind his reader that there is a recurrent relationship between his thesis and the information in each paragraph. A working thesis functions like a seed from which his writing and his ideas, will grow. The whole process is an organic one—a natural progression from a seed to a full-blown writing where there are direct, familial relationships between all of the ideas in the writing. The decision about what to put into one's paragraphs begins with the germination of a seed of ideas; this “germination process” is better known as **brainstorming**. There are many techniques for brainstorming; whichever one chooses, this stage of paragraph development cannot be skipped. Building paragraphs can be like building a skyscraper: there must be a well-planned foundation that supports what one is building. Any cracks, inconsistencies, or other corruptions of the foundation can cause one whole writing to crumble. So, taking into cognizance the above discussions on paragraph development, every paragraph in a paper should be:

Unified—all of the sentences in a single paragraph should be related to a single controlling idea (often expressed in the topic sentence of the paragraph).

Clearly related to the thesis—the sentences should all refer to the central idea, or thesis, of the writing.

Coherent—the sentences should be arranged in a logical manner and should follow a definite plan for development.

Well-developed—every idea discussed in the paragraph should be adequately explained and supported through evidence and details that work together to explain the paragraph's controlling idea.

Developing a paragraph in writings also involves a number of related processes or steps as suggested by Lunsford and Collins (2003). The following steps have to be followed:

Firstly, one should decide on a controlling idea and create a topic sentence. Paragraph development begins with the formulation of the controlling idea. This idea directs the paragraph's development. Often, the controlling idea of a paragraph will appear in the form of a topic sentence. In some cases, the writer may need more than one sentence to express a paragraph's controlling idea. Secondly, one should explain the controlling idea. Paragraph development continues with an expression of the rationale or the explanation that the writer gives for how the reader should interpret the information presented in the idea, statement or topic sentence of the paragraph. The writer explains his/her thinking about the main topic, idea, or focus of the paragraph. Thirdly, the writer is expected to give an example (or multiple examples). Paragraph development progresses with the expression of some type of support or evidence for the idea and the explanation that came before it. The fourth movement in paragraph development is an explanation of each example and its relevance to the topic sentence and rationale that were stated at the beginning of the paragraph. This explanation shows readers why the writer chose to use

this/or these particular examples as evidence to support the major claim, or focus, in his paragraph. The writer should continue the pattern of giving examples and explaining them until all points/examples that the writer deems necessary has been made and explained. None of his examples should be left unexplained. He might be able to explain the relationship between the example and the topic sentence in the same sentence which introduced the example. More often, however, you will need to explain that relationship in a separate sentence. Finally, the writer should complete the paragraph's idea or transition into the next paragraph. The final movement in paragraph development involves tying up the loose ends of the paragraph and reminding the reader of the relevance of the information in this paragraph to the main or controlling idea of the writing. At this point, the writer can remind his reader about the relevance of the information that he just discussed in the paragraph. He might feel more comfortable, however, simply transitioning your reader to the next development in the next paragraph.

2.9 PARAGRAPH STRUCTURE

A paragraph is a group of sentences concerned with developing or expressing a single idea or topic (Zemach and Rumisek 2010:11). It consists of several sentences that are grouped together to discuss one main idea. In academic writing, paragraphs have three principal parts. These three parts are: the topic sentence, supporting sentences, and the concluding sentence. A topic sentence usually comes at the beginning of a paragraph; that is, it is usually the first sentence in a formal academic paragraph. Not only is a topic sentence usually the first sentence of a paragraph, but, more importantly, it is the most general sentence in a paragraph. This means that there are no many details in the sentence, but that the sentence introduces an overall idea that the writer wants to discuss in the paragraph. The topic sentence has two parts: the topic/subject and the controlling idea. The topic is the subject of the paragraph. The controlling idea states what the writer will be developing about the subject of the paragraph, and it contains the writer's attitude toward the subject. The controlling idea limits what you can say about the topic subject so that you don't stray to other subjects or ideas.

Supporting sentences are sentences that follow the topic sentence and develop the subject using specific examples, details, and facts. These support ideas must be consistent with the controlling idea. In other words, the controlling idea unifies the paragraph by determining the kind of support ideas you can use in the support sentences. In some paragraphs, a sentence, sometimes, can be seen at the end of the paragraph which

summarizes the information that has been presented. This is the concluding sentence.

One can think of a concluding sentence as a sort of topic sentence in reverse.

However, there must be unity and coherence in any paragraph. The topic sentence in a paragraph announces the subject of the paragraph, the attitude the writer has towards the subject, and the controlling idea by which the subject will be discussed. Therefore, all supporting sentences in the body of the paragraph should explain, clarify, and directly relate to the topic sentence. This is called paragraph unity. Along with unity, paragraphs should demonstrate paragraph coherence. Coherence means, for a paragraph, that the elements in the paragraph should stick together. In other words, there should be logical order of events, transitional expressions, key concept repetition, substituting pronouns for nouns and parallelism. Paragraphs can be as long as the writer wants them to be, for there is no formula on the length a paragraph can have (Brooks and Warren 1945:292), although most are usually four to fifteen sentences in length. The key to writing a good paragraph is to make it long enough to develop the topic sentence but no longer.

2.10 COHERENCE AND COHESION

Coherence and cohesion tend to be thought of as the same and sometimes it is difficult to separate the two. However, coherence can be described as the text making sense as a whole at an ideas level, and cohesion as rather more “mechanical” links at language level. Thus, it is possible to have a text full of cohesion devices and yet little coherence. More in depth, coherence can be seen as the overall event structure of the narrative. It may be realized for different types of cue that signal how people and things are related e.g.

referential coherence, and how events within that discourse are related on the basis of time, location, causality and structure. Furthermore, coherence is seen as the element that allows a text to be understood in a real world setting.

Relating to cohesion, it is considered a subset of coherence, which along with it, is thought of as one of the key defining characteristics of quality of writing. A text can be cohesive in three levels: conjunctive cohesion, lexical cohesion and repetition. Lexical cohesion is the means by which texts are linguistically connected and conjunctive cohesion is the type of cohesion commonly and most extensively dealt with in grammar and composition writing. It is often referred to as “transitional devices”. As the name suggests, connectives are the elements mostly referred to when discussing conjunctive cohesion. Since conjunctive cohesion is the level at which connectives are addressed, they will be the focus of the study.

2.11 PARAGRAPH TEXTURE

Halliday in different studies of 1994, 1999 and 2002 identifies two major groups of texture—structural and cohesive. While the former is sub-divided into information structure and thematic structure and talks on packaging information at clause level predominantly, the latter shifts ground to ideas organization into a paragraph through the use of cohesive components of reference, substitution, ellipsis, conjunction and lexical cohesion. These ties usually work simultaneously within a paragraph and by extension a text providing meaning flow. Furthermore, both the broader classifications of structural and cohesive components work together in packaging and organizing ideas from

sentences to paragraphs (texts). Thus, below is a discussion on the cohesive components under which the variable for the study is chosen.

2.11.1 Reference

The term “reference”, according to Halliday and Hasan (1976), is an extension of the term as used in philosophy and formal semantics to mean an act of referring to entities outside the discourse. Reference in this sense is not necessarily textually cohesive. For instance, when out walking, a friend might point to a tree and say to a companion ‘look at that’. In this case ‘that’ refers to an entity which is identifiable in the situation of utterance. Thus, the word ‘that’ exemplifies non-cohesive exophoric reference or reference outside the text. A main feature of reference within a text is that on second and subsequent mention, instead of being named, an entity referred to may be represented by a pronoun—demonstrative or comparative. In this case, a co-referentiality is established between the pronoun and its antecedent. Speakers or writers refer to entities to avoid clumsiness and monotony and establish free flow of meaning provided by lexical and grammatical items. This kind of reference is referred to as endophoric reference (in-text reference). According to Bloor and Bloor (2004), endophoric reference is further sub-classified into cataphoric and anaphoric reference. The former is ‘forward pointing’ meaning that in text, the unnamed expression mostly pronoun appears first and followed by the named expression. For instance, from an example below taken from Bloor and Bloor (2004), cataphoric reference is clear in bold type:

1. To see how it works, type VER and press ENTER. You will see **this** on your screen: **MS-DOS Version 6.00**

Anaphoric reference is the second type of in-text or endophoric reference and by far most common in in-text realization. It is ‘backward looking’ in the sense that the named entity appears second as can be seen in the example below:

2. **Umar and John** are good friends but **they** usually disagree on certain issues concerning **them**.

Halliday and Hasan (1976) maintain the three main types of cohesive reference in terms of grammatical realization and they are: personal reference, demonstrative reference and comparative reference. The first one is not solely dependent on people but involve the personal pronouns in the genders. They appear in both the subject and object positions within a nominal group and indicate possessions in some instances. For example:

3. **Reading and writing skills** are of paramount importance in any literacy development. **They** help develop **one’s** ability and shape **his** behaviours above that of **his** peers.

Demonstrative reference on the other hand is solely dependent on the use of determiners such as (this, that, these and those) and adverbs such as here, now, then, there. However, comparative reference uses adjectives like: same, better, identical, more or their adverbial counterparts such as identically, similarly, less, etc to create links with previously

mentioned entities in an anaphoric reference. Example (4) below represents demonstrative reference while (5) represents comparative reference:

4. Be careful of **wasps, bees and hornets**. **These** are dangerous pests.
5. Usman gives a **moving account** of Kano riot. Aliyu's treatment on the issue is **lighter** but **more subtle**.

2.11.2 Substitution

Halliday and Hasan (1976) define substitution as the replacement of one item by another. Substitution is the relation between linguistic items such as words or phrases. When substitution is compared with reference in terms of linguistic system; reference is a relation on the semantic level, whereas substitution is a relation on the lexicogrammatical level, that is, the level of grammar and vocabulary. There are three types of substitution: nominal, verbal and clausal. Nominal substitution according to Halliday (1985) is when the nominal substitute *one* is derived by extension from an item or structure of the full, non-elliptical group. This means that *one* always functions as head of a nominal group, and can be substituted only with an item which is itself head of a nominal group or a noun. For example:

6. I will have **one** cup of coffee can be 'I will have a coffee'.
7. Do you want the books? Yes, I will take **one**

Verbal substitution is realized by the verb 'do' in its various forms (e.g. does, did and done). It operates as head of a verbal group, in the place that is occupied by the lexical

verb; and its position is always final in the group. Halliday and Hasan (1976) examples are:

8. Did you sing? Yes, I **did**. 'did' substitute sing.
9. Most women like eating fish and I think my wife **does** too.

Clausal substitution is when what is substituted is not an element but the whole clause entirely. The words used for substitution are 'so' and 'not'. Clause substitution can be in reported clause or conditional clause. For example:

10. The cups **needed to be cleaned**. Yes, they **did**.
11. I **thought of buying a gun** as a weapon. I thought **so** too, said Abubakar.

2.11.3 Ellipsis

Ellipsis is the omission of a lexical item to avoid repetition; it can be a word, a phrase or a clause. Ellipsis includes the lexical element of a verbal or nominal group which may be presupposed at a subsequent place in the text by the device of positive omission, Halliday (1985). An elliptical item is one which, as it were, leaves specific structural slots to be filled from elsewhere, Halliday and Hasan (1976). Ellipsis is nominal, verbal or clausal. Nominal ellipsis occur when the presupposing element is a noun or noun phrase Halliday and Hasan (1976). For example:

12. These are my two **goats**. I used to have **five**.

Verbal ellipsis is found within the verbal group. Halliday (1985) says verbal ellipsis consists of finite plus predicator. It can be seen in sentences like;

13. Were you typing? No, I wasn't (typing)

14. Was he writing? Yes, he was.

Clausal ellipsis occurs in a situation where a noun or a noun phrase and a verb or at least part of a phrase is omitted. Usually this is common in dialogue where yes/no (polar question) stands out as the answer. For example:

15. Are you going to the party? Yes!

Here, the answer 'yes' is confirming the entire clause that, *'he is going to the party'*.

2.11.4 Conjunction

According to Aliyu (2006), Conjunction is defined as an uninflected word employed to link words or part of sentences. For Ramasawmy (2004), it is a cohesive device which does not need a specifiable element in a situational context for its interpretation. It has its own intrinsic meaning. He further added, citing Gallo and Risik (1973) in Lieber (1981), a definition of conjunction as they open in the directions at the same time forward to where the writer intends and backward to where he has been. This, in a way clearly differentiates conjunction from the other cohesive devices; however with the exception of pronoun which has the potentiality to act as anaphoric, cataphoric or exophoric reference, depending on the text in which it occurs.

Cook (2001) defines conjunction as words which may simply add more information to what has already been said (*and, furthermore, add to that*) or elaborate or exemplify it (*for instance, thus, in other words*). They may contrast new information with old information or put another side to the argument (*or, on the other hand, however, conversely*). They may relate new information to what has already been given in term of causes (*so, consequently, because, for this reason*) or in time (*formerly, then, in the end, next*) or they may indicate a new departure or a summary (*by the way, well, to sum up, anyway*). In other words, they are words or phrases which highlight the relationship which exists between one clause/sentence and the other.

McCarthy (2006) is of the view that ‘a conjunction does not set off a search backward or forward for its referent, but it does presuppose a textual sequence, and signal a relationship between segments of the discourse.’ This definition of McCarthy is in a way related to the one offered by Halliday and Hasan (1976), where they see conjunctions as ‘cohesive not in themselves but indirectly, by virtue of their specific meaning; they are not primarily device for reaching out into the preceding (or following) text, but they express certain meanings which presuppose the presence of other components in the discourse.’ The following example affirms this assertion.

16. Aliyu took a shower *after* he woke up.

The word *after* in the above sentence suggests sequence, signalling that, what is expressed in the first (main) clause followed what is expressed in the second clause.

According to Kirkpatrick (2007), a conjunction is a linking word used to join words, word groups or clauses. There are two types of conjunctions; i.e. coordinating conjunctions and subordinating conjunctions. Coordinating conjunctions coordinate or join two or more sentences, main clauses, words or other parts of speech which are of equal syntactic importance. They are normally introduced by words such as *for, and, nor, but, or, yet, and so* (acronym FANBOYS). Consider the examples below:

17. Adam shot the dog *and* it died instantly.

18. We went to her office *but* she refused to enter.

19. They can stay here *or* they can go home.

Subordinating conjunctions usually come at the beginning of a subordinate/dependent clause, thereby establishing relationship between subordinate/dependent clause and the entire sentence. By this, the clause now depends on the entire sentence for its meaning. Usually, subordinating conjunctions are introduced by lexical items such as *when, if, because, although, while, unless, after, so, that, etc.*

20. *Although* Muhammad passed his exams, he was not satisfied.

21. Abdullah arrived at the house *while* the snake is being chased out.

2.11.4.1 Categories of Conjunctions

As discussed by Halliday (2004), conjunction being responsible for unifying clauses, could portray a relationship of cause and effect. This is to say that, ‘possible meanings within the domain of *elaboration*, *extension* and *enhancement* is expressed by the choice of conjunctive adjunct (an adverbial group or a prepositional phrase) or any of the smaller units of conjunctions, i.e. *and*, *or*, *no*, *but*, *yet*, *so*, *then*’ occupying the thematic position at the beginning of the clause. Now, let us see how they occur and operate.

(1) Elaboration. Within the domain of elaboration, conjunction can be divided into two categories, i.e.

- a. Apposition
- b. Clarification

- a. Apposition involves elaboration by means of representation or restatement of some elements, either by exposing using conjuncts like *i.e.*, *in other words*, *that is (to say)*, *I mean (to say)*, *to put in another way* etc, or by exemplification introduced through: *for example*, *for instance*, *thus*, *to illustrate* etc.
- b. Clarification: Under clarification, ‘the elaborated element is not simply restated but reinstated, summarised, made more precise or in some way clarified for the

purpose of the discourse.’ (Halliday and Hasan 1976). Consequently, the conjunctive elements are broken down into more precise and smaller units thus:

- i. Corrective *or rather, at least, to be more precise*
- ii. Distractive *by the way, incidentally*
- iii. Dismissive *in any case, anyway, leaving that side*
- iv. Particularizing *in particular, more especially*
- v. Resumptive *as I was there, to resume, to get back to the point*
- vi. Summative *in short, to sum up, in conclusion, briefly*
- vii. Verifactive *actually, as a matter of fact, in fact*

(2) Extension: This is a form of conjunction used by means of addition, variation and adversative, as displayed below:

Addition	Positive: and, also Negative: nor
Variation	Replacive: instead, on the contrary Subtractive: apart from that, except for that Alternative: alternatively, nor
Adversative	Adversative: but, yet, on the other hand, however

(3) Enhancement: Here, cohesion is created by use of various types of enhancement such as:

Spatio-temporal: Place reference –here, there

Spatial adverbs – behind, nearby

Place noun – in the place

Adverb plus reference – anywhere else, in the same place

Temporal Conjunction (simple)

- a. Following: then, next, afterwards
- b. Simultaneous: just, then, at the same time
- c. Preceding: before, after, hitherto, previously
- d. Conclusive: in the end, finally

Complex

- a. Immediate: at once, thereupon, straightaway
- b. Interrupted: soon, after a while
- c. Repetitive: next time, on another occasion
- d. Specific: next day, an hour later, that morning
- e. Durative: meanwhile, all the time
- f. Terminal: until then, up to that point

One should, however, note that, those that are called complex are the simple ones with some other semantic feature or features present at the same time Halliday (1995):325). Quite a number of the temporal conjunctions could be translated internally as well as externally, for the fact that, the time they indicate refer to the temporal sequence of the process.

2.11.5 Lexical Cohesion

The last in our discussion of cohesive devices as outlined in Halliday (2004), is the lexical cohesion. According to Halliday (1994), lexical cohesion comes about through the

selection of items that are related in some way to those that have gone before. In other words, successive sentences are expected to exhibit some kind of relationship through their vocabulary. Lexical cohesion is the predominant means of connecting sentences. Consequently, Halliday and Hasan (1976) identify two major classes of lexical cohesion:

i. **reiteration** and **collocation**.

Reiteration according to Halliday and Hasan (1976) is a form of lexical cohesion which involves the repetition of a lexical item, at one end of the scale; the use of a general word to refer back to a lexical item, at the other end of the scale; and a number of things in between the use of a synonym, near-synonym, superordinate or a general word. For example:

22. Ascending Mount Arafat is not easy. However, those who can **climb**, find **it** interesting and adventurous. Indeed, it is a pride to do so.

The lexical cohesion is attained in two ways, i.e through synonym **climb** and personal pronoun **it** (referring **ascend/climb**). In most cases, reiterated item is accompanied by reference item, typically '**the**' or the demonstrative '**that**'.

Collocation is a lexical cohesion which is achieved through the association of lexical items that regularly co-occur (Halliday and Hasan 1976). Lexical cohesion achieved through collocation is the most difficult type of cohesion to analyze, because items said to collocate involve neither repetition or synonymy nor superordination. What is important is that, the items share the same lexical environment.

Halliday and Hasan (1976) present the following example:

23. Surprisingly enough, while on holidays in the village, children willingly do household chores that they resist at home in the city. They **gather firewood** and **fetch water from the river**.

The phrases **gather firewood** and **fetch water from the river** anaphorically refer us to the **household chores** in the first sentence.

From the above discussion and examples we can agree with Halliday (2004), where he argues that, lexical cohesion operates within the lexical zone of lexicogrammar. Here a speaker or writer creates cohesion in discourse through the choice of lexical items. In this way, lexical cohesion comes about through the selection of items that are related in some way to those that have gone before. Lexical cohesion takes the advantage of the patterns inherent the organization of lexis.

2.12 THEORETICAL FRAMEWORK

The Hallidayan systemic functional linguistics approach to text analysis is based on the model that language is a system of meaning generation using lexico-grammar. Bloor and Bloor (2013) claim that people's language acts produce and construct meanings. In Halliday's (1989) theory, language expresses three main kinds of metafunctions simultaneously: ideational, interpersonal and textual metafunctions. Ideational metafunction (the clause as representation) serves for the expression of content or people's experiences of the real world. This metafunction has the well-known theory of

transitivity. The interpersonal metafunction (clause as exchange) helps to establish and maintain social relations; the individual is identified and reinforced in this aspect by enabling him to interact with others by expression of their own individuality through the main theory of modality. The last meaning or metafunction is textual metafunction (clause as message) which creates links between features of the text with the elements in the context of situation. It refers to the manner in which a text is organized through both structural and cohesive textual components. While the former components comprise theme and rheme and given and new structure, the latter includes ellipsis, reference or substitution, conjunction and lexical cohesion. Out of conviction that the latter features work in longer stretches of language like paragraphs, the researcher applies Halliday's (1989) comprehensive model of conjunction as a cohesive feature to examine the students' ability to use elaborative, extensive and enhancement conjunctions and determine their frequency and also identify how these conjunctive categories affect paragraph unity and reader's comprehension.

CHAPTER THREE

Research Methodology

3.1 Introduction

This chapter focuses on the description of the research methodology adopted for the research. The chapter considers the design of the study that enables the researcher to explain the research instrument, the population and sampling, data collection procedures. The chapter also states the variables of the study.

3.2 Research instrument

The instrument used in data collection for this research is essay writing. It is used because the study focuses on conjunction as a cohesive marker in paragraph development of learners of English as a second language writings and what possibly influences their development of paragraph in their writings—academic or non-academic. The researcher hopes that the instrument would help in providing quick and efficient method of data analysis.

3.2.1 Essay Writing Task

An essay topic is given to the subjects to write on. This is to evaluate their knowledge or ability to write and their patterns of developing paragraphs.

3.3 Research Population

The population of this research is drawn from level two hundred students of the Department of English and Literary Studies of BUK that take the course titled

'Introduction to Linguistics' as a general course. There are 30 students who are taking the course based on their records. In consideration of time and other research constraints, it is almost impossible to easily make a stratified analysis on all the assessable population that would be generalized on the target population (Second language learners of English). Therefore, using the simple random sampling, 28 students are finally selected. This is used in order to arrive at a desired number and give all the members in the class equal chance of being selected as Krashen and Morgan (1970) asserts. This selection may be before or after the administration of the instruments. Thus, number one to thirty (1-30) were written on separate pieces of paper then folded. The subjects were asked to pick one by one. Those that took one to twenty eight (28) were given a chance to participate in the study.

3.4 Data Collection Procedure

In collecting the data for the research, students are asked to write an essay of not more than two pages narrating the experiences they encountered so far in their lives. Expectedly, the topic given would reveal the desired items on discussion and portray different methods used by the students in developing their paragraphs. However, the subjects were given one hour to write the essay. But before then, the researcher explained the purpose of the research to the sampled subjects and allowed them to ask questions and those that would not predetermine their responses were answered before administering the instruments.

3.5 Method of Analysis

This research employs in the analysis an eclectic method of deconstructing the data obtained. This should be the combined qualitative and quantitative methods of analysis. In the former, description is made on the use of cohesive devices that serve as the main variables of this study, while in the later simple percentage is adopted to compliment the previous method in giving numerical facts on how the subjects investigated to handle the variables individually.

3.6 Variables

The variables of this research involve the use of some elements of conjunction (*elaboration, extension and enhancement*) as the agents of unifying clauses, portrayal of relationships and indicating cause and effects in the students' writings as Halliday, (2004) puts it.

3.7 THE PILOT STUDY

A case study investigation such as this requires a pilot study to determine the feasibility of the study and the content validity of the research instrument of data collection. As such, fifteen students from the present level two hundred students of the Department of English and Literary Studies, Bayero University, Kano were randomly selected and asked to write an essay of not more than two pages narrating the experiences they encountered so far in their lives. After the rating by some research assistants, the findings reveal a lot of grammatical errors, ranging from concord, tense mixture, punctuation, spelling errors

to the inappropriate use of cohesive devices that should have coherently developed the paragraphs in the writings to make a complete essay. The researcher observes lack of knowledge by the subjects to demonstrate the appropriate use of especially conjunctions as devices that help in elaboration, extension and enhancement in writings, as noted by Halliday (2004). The data contain the misuse of conjunctions in adding information, contrasting ideas, explaining reasons and stating time of events in their different discourses. The results also display an immoderate use of the conjunction 'so', as speech habits of some subjects that would have only been used to explain reasons. Certainly, errors seem to be transitional but allowing them unexplored may give room to their flourishing and even abnormally used.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND FINDINGS

4.1 Introduction

This chapter presents and analyses the data collected from the research participants. The data were the extracts from the written and marked essays of 2013/2014 level two hundred English students of Bayero University, Kano. These extracts were presented in sentences unedited and numbered because they contain inappropriate use of conjunctions as cohesive markers for *elaboration*, *extension* and *enhancement*. The sentences were marked with asterisks to indicate that they are grammatically ill-formed and presented as such in order not to interfere with the research findings. However, the presentation was done simultaneously with the descriptive analysis because under each presented sentence there is reformulated version that tries to improve the lexico-grammatical choice but with special interest in the use of conjunctions. Thereafter a general discussion on these sentences regarding their use, placement and even spellings perhaps due to false analogy were inappropriate and thus should be replaced with the more appropriate ones to further enhance the choice of words and structure to negotiate meaning. Furthermore, these analyses and the discussion were done using Halliday and Hasan (1985) model of cohesion to answer the research questions that align with the research objectives. In doing this, tables were formulated to assess the percentage use of inappropriate conjunctions by each participant that was sampled. At the end of the chapter, findings were presented.

4.2 Data Presentation and Analysis

The data that were analyzed in this section were derived from the essays written by the level two hundred (200) students of the department of English and Literary Studies, BUK. The twenty eight scripts were marked by experienced teachers of English language. However, not all the twenty eight (28) marked were found to be exhibiting instances of misappropriation of conjunctions. It was discovered that twenty five scripts contain sentence(s) manifesting inappropriate use of conjunctions. Therefore, it was these twenty five (25) scripts that were analyzed separately. For easy identification, the essays were named Text one, Text two, Text three, and so on. The sentence(s) that contain inappropriate use of conjunctions were marked with asterisk and the actual error(s) in the sentence(s) was written in bold. Again, the sentences that contain the errors were tagged ‘A’ while their possible correct version(s) were tagged ‘B’. Immediately below the sentence(s), some explanation was given to show the kind of error of conjunctions found in the essay.

4.2.1 Sentence(s) containing inappropriate use of conjunctions in Text One and their possible correct version(s) as well as their interpretation and comment:

1a. *I taught differente topics on English **and** I start feeling that I covered everything **or** almost in that field.

1b. I taught different topics on English. I started feeling that I covered almost everything in that field.

2a. ***However**, the new things that been added in what I have already know suprised me.

2b. Furthermore, the new things that had been added to what I already knew surprised me.

3a. ***Conclusively**, even the parts of speech which have open and close item is only known to me in this university.

3b. In conclusion, even the parts of speech that were categorized into open and close system items are only known to me in the university.

Text one contains three extracts of sentences with inappropriate and abnormal uses of conjunctions. The first extract was initially a first sentence of three clauses connected with additive conjunctions ‘and’ and ‘or’ that disturb the smooth flow of meaning to the potential reader. They were removed and the sentence was split into two—simple and complex respectively. Also, sentence two of the extracts contains sort of this error. The writer was trying to add on the ideas he knew not before coming to university but end up contrasting them (ideas). Thus, ‘however’ was replaced with additive conjunction ‘furthermore’ for a more free flow of meaning. However, the case in Sentence Three slightly differs from that of Two. Instead of using a more appropriate adverbial adjunct ‘in conclusion’ to sum up the points, the writer resorted to using ‘conclusively’ that is mostly applied to reasoning or logical proof that puts an end to debate or question. Thus, it was replaced with ‘in conclusion’ in the reformulated version.

4.2.2 Sentence(s) containing inappropriate use of conjunctions in Text Two and their possible correct version(s) as well as their interpretation and comment:

1a. *They told me there was a massive failure so I had known intention to check the result **on till** that evening.

1b. They told me there was a massive failure so I had no intention to check the result until that evening.

2a. *I was playing with my mother's phone and at the same time browsing, **so** thought came in to my mind and I decided to check my Neco result **but** the network was poor so I asked my Mum for some money to go to the café **and** check.

2b. I was playing with my mother's phone and at the same time browsing, a thought came to my mind and decided to check my Neco result. Unfortunately, the network was poor, so I asked my Mum some money in order to check at the café.

3a. *When she came out she was smiling and told me congratulations, that I did **not only** pass my Maths **but** I made all my papers.

3b. When she came out, she was smiling and told me congratulations that I did not only passed my Maths but also made all the papers.

The above essay has five instances of incorrect and inappropriate placement of elaborative, contrastive and additive conjunctions. It also features wrong use of correlative conjunction that has a culture of occurring in pairs. The sentence one of the extract has the conjunction 'until' wrongly written as 'on till' perhaps due to phonological interference of the writer's mother tongue. In extract two, the first sentence

wrong placement of conjunction 'so' to establish a move instead of stating reason. Sentence two of the same extract has contrasting 'but' at the beginning where the writer was trying to state how unlucky he was due to network failure. Thus, 'but' was replaced with 'unfortunately'. In the last of the extracted sentences, the writer uses correlative conjunction 'not only...but' without the additive 'also' in dismissing his fears of failing Mathematics and simultaneously inviting fact of passing all the papers.

4.2.3 Sentence(s) containing inappropriate use of conjunctions in Text Three and their possible correct version(s) as well as their interpretation and comment:

1a. *I associate with him back to our childhood **till** he got married.

1b. I associate with him back from our childhood up to when he got married.

2a. *All efforts was made by me to restore my happiness **but** it is in vain.

2b. All my efforts made to restore my happiness was in vain.

3a. *I felt like out of my mind, remained moveless stone, speechless deaf, crying the Nile river as my tears streaming down over my cheeks.

3b. I felt like out of my mind, remained moveless stone, speechless deaf **and** crying the Nile River as my tears streaming down over my cheeks.

4a* I felt unconscious and dizzy titanically **before** I was taken to home primarily to make me calm down.

4b. I lost my consciousness and was taken home for some rest.

5a.* I have been calling out your name! Answer me! **but** later remained calm **and** recited "Inalillahiwainnailaihiraji'un".

5b. I have been calling out your name! Answer me! I later remained calm reciting “innalillahi wainnailaihiraji’un”.

The essay contains five instances of inappropriate use of conjunctions indicating extension, contrast, precedence and addition framed in five sentences extracted above. In the first sentence, the writer uses ‘till’ to indicate time instead of ‘when’ or any of its adjunctive variants. Sentence two features ‘but’ where no contrasting effect is required. In sentence three, the writer uses comma to separate between three clauses of the compound sentence and failed to insert a more appropriate coordinating conjunction of additive effect to blend the ideas into one. Sentence four carries a needless temporal conjunction ‘before’ that was taken out in the reformulated version. In the last sentence of the extract there appear two inappropriate insertions of contrasting and additive conjunctions that carry no any lexicogrammatical effects.

4.2.4 Sentence(s) containing inappropriate use of conjunctions in Text Four and their possible correct version(s) as well as their interpretation and comment:

1a* Each day I use to remember that day **because** I will never forget the day after suffering reading and that is how the exam come to me am so unhappy that day

1b. Every day I remember it for I will never forget the day easily after suffering alot reading and that was how I did the exam so unhappy that day.

2a* **And** the lecturers should have to be doing justics about what they are doing, so that the student will really appreciate what the lecture is doing.

2b. However, the lecturers need to be fair in their dealings so that students will appreciate.

3a. * **In this regard**, that is the experience that I will never forget.

3b. In short, this is the experience I will never forget.

In text four, there are three sentences with the inappropriate use of conjunctions ranging from those that require reason, addition to summation in their operations. In the first extract, the conjunction ‘because’ was used without mentioning the reason required of it. Thus, in order not to temper with the original idea, reason was not provided and the conjunction was replaced with a preposition ‘for’ as contain in the revised version. In sentence two of this extract, additive conjunction was inappropriately used to contrast the students’ idea with lecturers’ attitudes. The writer was trying to explain his difficult situation and simultaneously appeal to lecturers for more understanding of such situations but ended up adding the two ideas instead of contrasting them. Thus, ‘and’ was replaced with a more appropriate conjunction ‘however’. The last extracted sentence equally contains such inappropriate usage. The writer was trying to establish a reason for why he considered the episode reported as the experience he will never forget. Instead of using summative conjunctions that require clarification, he ends up using particularizing conjunction—‘in this regard’. This sounds awkward as the potential reader may expect idea of the same footage to follow. Thus, it was replaced with a summative clarificative conjunction ‘in short’.

4.2.5 Sentence(s) containing inappropriate use of conjunctions in Text Five and their possible correct version(s) as well as their interpretation and comment:

1a.* While we were waiting their a mad man come and slapped my cousin **while** she was asleep, that was very terrifying **and** later we had fun of it.

1b. While we were waiting there a mad man came and slapped my cousin when she was asleep. That was very terrifying but we later had fun of it.

2a.*After some time the man came with the spare tyre **and** we continued our journey.

2b. After some times, the man came with the spare tyre thus, we continued our journey.

3a.*We cannot speak Fulani **and** they cannot speak Hausa so the communication was a little bit hard **but** funny.

3b. Neither can we speak Fulfulde nor can they speak Hausa, so the communication was a little bit hard and funny.

Text five contains eight uses of conjunction in the extracted sentences. Out of these eight only three were used correctly to connect the flow of meaning in the text. The other five were used inappropriately, thus disjointing the meaning connection of the entire text. In sentence one, alternative conjunction ‘while’ was used to state time and additive conjunction ‘and’ was used in contrasting ideas. The second sentence contains additive conjunction ‘and’ used inappropriately where it should have been a conjunction stating reason so ‘thus’ replaced ‘and’ in the edited version. In sentence three, an additive conjunction ‘and’ was also used erroneously instead of negative correlative conjunction ‘neither...nor’ and contrasting conjunction ‘but’ was used to portray addition of ideas.

4.2.6 Sentence(s) containing inappropriate use of conjunctions in Text Six and their possible correct version(s) as well as their interpretation and comment:

1a.* These experience will stick to the memory **and** is never forgettable.

1b. This experience lingers in my memory thus, unforgettable.

2a.* That day I don't feel like coming to attend lectures because I am not feeling well.

But some minutes before the operation started I was igger to leave his office and get back to mine so that I will prefer to come to school (BUK) **and** attend lectures.

2b. That day I didn't feel like coming to attend lectures because I was not feeling well.

Some minutes before the operation started, I was eager to leave his office and get back to mine and prepare to come to school (BUK) to attend lectures.

3a.***Suddenly immediately** I left the new site of the FCE I heard a bomb blast and I am confused were it happens. People started running **and** the gun shooting all over.

3b. After I left the FCE new site, I suddenly heard a bomb blast. I was confused about where it happened. People started running because of the sporadic gun shootings all over the place.

The essay contains eight uses of conjunctions framed in these extracted sentences above. Out of these, seven were used erroneously in developing the paragraphs into the essay. In the first extract, additive conjunction 'and' was used to merge the ideas instead of a more proper conjunction to draw a conclusion from the established premise. The second extract has contrasting conjunction 'but' inserted inappropriately. 'So' was also put erroneously to merge the ideas instead of a more fitted additive one. In the last clause of the extract

‘and’ was used to further blend the ideas instead of ‘to’ infinitive. In the last extract, ‘suddenly and immediately’ were used simultaneously at the beginning of the first sentence to refer to what followed instead of ‘after’. The last sentence of the extract has additive conjunction ‘and’ to state reason where ‘because’ more rightly fits.

4.2.7 Sentence(s) containing inappropriate use of conjunctions in Text Seven and their possible correct version(s) as well as their interpretation and comment:

1a.* **However**, due to the failure of government to pay much attention to the agricultural sector and industries many youth in every place in Nigeria stream in looking for white collar job.

1b. Furthermore, due to the failure of government to pay much attention to the agricultural sector and industries, many youths in every place in Nigeria stream in to different sectors looking for white-collar job.

2a.* **Subsequently**, when I finished my secondary education, I started thinking on how to get a white collar job.

2b. When I finished my secondary education, I started thinking on how to get a white-collar job.

3a* **In view of this** I started documenting my C.V **and** forward them to the ministry.

3b. With this development, I started documenting my C.V for onward submission to the ministry.

In this essay, five instances of conjunctive usage were discovered in the extracted three sentences. Out of these, four conjunctions were used inappropriately in the sentences. The first sentence is the beginning of another paragraph which ought to present another point. The paragraph presents a continuation of the same point with the earlier paragraph but was led with a contrasting conjunction 'however' instead of conjunctive adverbs such as 'furthermore'. Two conjunctive adverbs 'subsequently and when' were used at the beginning of the second sentence. So, the first was removed in the edited version. Sentence three contains one conjunctive adverb 'in view of this' at its beginning and additive conjunction 'and' towards the end that were used inappropriately.

4.2.8 Sentence(s) containing inappropriate use of conjunctions in Text Eight and their possible correct version(s) as well as their interpretation and comment:

1a. ***But** their days, though they have passed on the vehicle of time, they still dance on the stage of our memory.

1b. Although their days have passed on the vehicle of time, they still dance on the stage of our memory.

2a. ***I** became a slave to despair and frustration, **and** all the big dreams I had been had been harbouring were now turned to a wishful thinking.

2b. I became a slave to despair and frustration because all the big dreams I had been harbouring were now turned to a wishful thinking.

In text seven, there is high number of conjunctive usage with twelve instances. Three out of this twelve (12) were used inappropriately in the two extracted sentences. The first sentence contains two contrasting conjunctions ‘but’ and ‘though’ placed closely. In the edited version, ‘although’ was used to replace them. Sentence two has additive conjunction ‘and’ instead of the conjunctions that state reasons such as ‘because’. Thus, the latter replaced the former in the edited version. Almost all the other sentences have no reported cases of misappropriation of conjunctions.

4.2.9 Sentence(s) containing inappropriate use of conjunctions in Text Nine and their possible correct version(s) as well as their interpretation and comment:

1a. *My mind always vibrates **and** my intellect brightens and as such dejavu permeates my entire being.

1b. My mind always vibrates, my intellect brightens and as such dejavu permeates my entire being.

2a. *On that very day I knelt on my knees **and** asked for my parents’ forgiveness for I might come back alive or be swallowed to death by one horrendous animal.

2b. On that very day, I knelt on my knees asking for my parents’ forgiveness for I might come back alive or be swallowed to death one horrendous animal.

3a. *Quickly, I slang my bow, carried my arrow and spear **and** made my way out! **Then**, I joined the expedition who had been awaiting me for a long time.

3b. Quickly, I slang my carried my arrow and spear, then made my way out. I joined the expedition who had been awaiting me for a long time.

4a. *Isa A.K.A “the smart shouted abuse and Mukhtar A.K.A “trapper” yelled at us **and** the adventure began.

4b. Isa A.K.A ‘the smart’ shouted abuse and Mukhtar A.K.A ‘trapper’ yelled at us then the adventure began.

The above essay contains nine (9) instances of conjunctive usage out of five (5) were used inappropriately. The first extract is a compound sentence with three clauses that ought to have only one additive conjunction ‘and’ preceded by a comma. Instead, an additive conjunct ‘and’ was used twice. Also, the second sentence contains something similar to the first one. An additive conjunction ‘and’ was used inappropriately. Therefore, it was removed in the reformulated version. In the extracted sentence three (3) an additive conjunction ‘and’ was used where only a conjunction stating time and reason such as ‘then’ is ought to be used. In another clause of the same sentence also, the temporal conjunction ‘then’ was used inappropriately, thus, removed. In sentence four which is the last extract, the conjunction ‘and’ was replaced in the edited version with ‘then’ which is appropriate conjunction there expressing time.

4.2.10 Sentence(s) containing inappropriate use of conjunctions in Text Ten and their possible correct version(s) as well as their interpretation and comment:

1a. *On this faithful Monday morning, I had a lecture by 10:00am **but** unfortunately I was late.

1b. On that fateful Monday morning, I had a lecture by 10:00am unfortunately I was late.

The essay contains only a sentence that seems to have an inappropriate collocation of two contrasting conjunctions ‘but’ and ‘unfortunately’ thereby risking monotony and redundancy. Thus, the first one was removed in the reformulated version.

4.2.11 Sentence(s) containing inappropriate use of conjunctions in Text Eleven and their possible correct version(s) as well as their interpretation and comment:

1a. *We became quite close **and** because he was just five years older than me and we have similar experiences and interests.

1b. We became quite close because he was just five years older than me and we have similar experiences and interests.

As can be seen in the extract above, the essay contains a single instance of inappropriate use of an additive conjunction ‘and’ used concurrently with the conjunction stating reason, resulting to the unnecessary split of the dependent and independent clauses in the sentence.

4.2.12 Sentence(s) containing inappropriate use of conjunctions in Text Twelve and their possible correct version(s) as well as their interpretation and comment:

1a. ***Because** I was just seeing things as if they are going on movies or dream.

1b. I was just seeing things as if they were in movie or dream.

2a. *I almost fainted because I cannot believe **and** agree that it was my dearest father that I was seeing lying on a common wooden box called “coffin” **and** he cannot **and** forever called me with that golding voice of his to give me instructions or even advice.

2b. I almost fainted because I could neither believe nor agree that it was my dearest father that I was seeing lying on a common wooden box called “coffin” and he cannot forever called me with that golden voice of his to give me instructions or even advice.

3a. *And each and every one of us is waiting for his/her own time to come and we have no way to escape from it.

3b. **And** each and every one of us is waiting for his/her own time to come and we have no way to escape from it.

In extract one, the introduction of the clause with a causal conjunction ‘because’ indicates that the clause is a dependent clause which requires an independent clause in order to complete its meaning, but the writer used the conjunction wrongly without an independent clause. In the second extract from this essay the additive conjunction ‘and’ is used instead of more appropriate correlating conjunction ‘neither-nor’ which would have capture the writer’s intention more appropriately, i.e. showing how helpless she/he were by not being able to either “agree” or “believe” what she/he was seeing. In the same extract, an additive conjunction ‘and’ is also redundantly used. As can be seen in the reformulated version of the sentence, it is better without the second coordinating conjunction in the expression *and he cannot **and** forever called me*. In the last extract of this essay, an additive conjunction ‘and’ is wrongly used to introduce a new sentence to

the paragraph as the conjunction did not link/coordinate the idea introduced in the new sentence with any similar idea in the previous sentence.

4.2.13 Sentence(s) containing inappropriate use of conjunctions in Text Thirteen and their possible correct version(s) as well as their interpretation and comment:

1a. *I have never think that I would be admided into Bayero University but **unfortunately** I was surprise of passing my JAMB examination **and** the second exam which was Post UTME.

1b. I have never think that I would be admitted into Bayero University but fortunately I was surprise of passing my JAMB examination as well as the second exam which was Post UTME.

2a.*Lastly what I will never forget is that, my parent have take good care of me, by taking me to school and take care of my responsibilities which I needed **and** they always pray for me at every moment and help me when am in need of help.

2b. Lastly what I will never forget is that my parents have taken good care of me by taking me to school and taking care of my needs. They always pray for me at every moment and help me whenever I am in need of their help.

In the first excerpt of this essay, the writer used an additive conjunction ‘and’ and contrastive conjunctions where other conjunctions would have been more appropriate as can be seen in the reformulated version of the sentence. A redundant use of the

conjunction ‘and’ could be seen in the second extract. The sentence should have been split and the conjunction joining them removed as done in seen in sentence 2b.

4.2.14 Sentence(s) containing inappropriate use of conjunctions in Text Fourteen and their possible correct version(s) as well as their interpretation and comment:

1a. *I was sick **and** of it **and** even fed up with some of my friends and my teachers because somethings they irritates me.

1b. I was sick of it and even fed up with some of my friends and my teachers because they sometimes irritate me.

2a. *Though it is a good day **and** to me but some parts of my heart feels bad.

2b. Though it is a good day to me but some parts of my heart feels bad.

In this essay, an instance of unnecessary use of additive conjunction ‘and’ could be seen in extract one. The same conjunction was used to join elements that are better up without the conjunction in the extract. Similarly in extract two, an additive conjunction ‘and’ was also used wrongly. The sentence should have been more acceptable without it as exemplified in the reformulated version.

4.2.15 Sentence(s) containing inappropriate use of conjunctions in Text Fifteen and their possible correct version(s) as well as their interpretation and comment:

1a. ***First of all** I have experience so many things that I can never forget. **And** the best among them is helplessness among your family neighbor and others.

1b. I have experienced so many things that I can never forget. The best among them is the feeling of helplessness among your family members and others.

There are two instances of wrong use of conjunction in this essay. A phrase “first of all” is used as the opening statement for the first paragraph of the essay. This gives the impression that apart from the point raised in that particular paragraph, other points would be introduced according to the sequence but the writer did not do that in the subsequent paragraphs. What we have, instead, is a ‘first’ among others that were never mentioned. Another wrong use of conjunction could also be seen in the same paragraph where the conjunction ‘and’ is used to begin a sentence. The conjunction neither joined any similar elements in the sentence nor linked the clause it introduced with the previous clause.

4.2.16 Sentence(s) containing inappropriate use of conjunctions in Text Sixteen and their possible correct version(s) as well as their interpretation and comment:

1a. *Still there is no service, I waited for morethan an hour **but**. Unfortunately my battery runs down.

1b. There was still no service, I waited for more than an hour. Unfortunately, my battery ran down.

The sentence in the above extract from text sixteen (16) has wrongly ended with a contrastive conjunction ‘but’ which would have been better without the conjunction.

4.2.17 Sentence(s) containing inappropriate use of conjunctions in Text Seventeen and their possible correct version(s) as well as their interpretation and comment:

1a. ***But** what cause the hold up was that the road was spoiled even the bridge had damaged that the lorry cannot pass on it again but only the buses.

1b. What caused the traffic jam was that the road and a bridge were damaged to the extent that lorries could not pass, only buses could.

In the above extract from text seventeen (17), the contrastive conjunction ‘but’ was used at the beginning of a sentence that is not in contrast to any other idea previously mentioned. The conjunction is therefore wrongly used to introduce a sentence instead of its traditional function of linking related clauses to indicate contrastive relationship between them.

4.2.18 Sentence(s) containing inappropriate use of conjunctions in Text Eighteen and their possible correct version(s) as well as their interpretation and comment:

1a. ***When** started schooling I don’t want to live with my aunt because is no more lonely **and** she was blessed with a baby.

1b. When I started schooling, I didn’t want to live with my aunt, because she was no longer lonely, as she was blessed with a baby.

2a. ***They** lived happy with their baby a year later they were blessed with a baby girl but she want dump.

2b. They lived happily with their baby and a year later, they were blessed with a baby girl who was dumb.

3a. *On one unfaithful Monday, my Aunt and her husband decided to adopt a child in the orphanage home because they want full house when they reach there they met the sister **and** the filled all the necessary document **and** they were ask to wait for an hour because the children are in class.

3b. On one fateful Monday, my aunt and her husband decided to adopt a child from the orphanage, because they want a house full of children. When they reached the orphanage, they met the sister who guided them to fill all the necessary documents. They were asked to wait for an hour, because all the children were in class.

4a. *They waited **and** a girl of 9 years old was given to them and they were very happy not knowing that same girl that they aborted will be the one to destroyed their family.

4b. After they had waited, a 9 year-old girl was given to them and they were very happy not knowing that the girl would be the one to destroy their family.

5a. *The girl had accident **and** she burnt the boy at home when he was taken to hospital she followed him & killed him

5b. The girl had an accident from which she burnt the boy. When he was taken to hospital, she sneaked and killed him.

This essay has quite a number of conjunctions in its five different sentences. However, not all the conjunctions are used in a correct manner. In both sentences one and two, an additive conjunction ‘and’ was removed to make the sentences more standard. Sentence

three appears quite cumbersome and unnecessary long. As such, it was split into three discrete sentences. An additive conjunctions ‘and’ used in the sentence was deleted. Sentence four also has one of the two additive conjunctions ‘and’ removed. Finally, an additive conjunction ‘and’ used in sentence five was wrongly applied; as such it was removed.

4.2.19 Sentence(s) containing inappropriate use of conjunctions in Text Nineteen and their possible correct version(s) as well as their interpretation and comment:

1a. *The movie ended and we happen to be the winner, we jubilated and my dad gave us something for supporting him, **and** mom **also** deed the same.

1b. The movie ended and we ended up being the winners. My dad and mum gave us something for supporting the dad. We were all happy.

2a. *The day pass by **and** the day they were surpose to be traveling came.

2b. The days passed-by until the one they would travel came.

3a. *Our first born was to drive the car **while** the baby of the house cried so hard that they had to go with her.

3b. Our oldest brother was to drive the car. The baby of the house cried so hard that they decided to go with her.

4a. *Myself **and** my brother with our maids were left in the house.

4b. I, my brother and our maids were left at home.

5a. *The day they were surpose to come back has come **and** myself and my younger brother was so happy.

5b. When the day they should come back came, I and my brother were so happy.

6a. *Late in the night we hard a phone call **and** I picked up the call only to hear a strange voice telling me that he got this number from my mum's phones and he said they were engaged in a vital accident and they all lost their lives.

6b. Late in the night, we received a phone call. I picked up the call only to hear a strange voice telling me that my number was retrieved from my mum's phone and that they were engaged in a fatal accident and all lost their lives.

In the above essay, there are no fewer than 12 conjunctions used in six different sentences. It is important to note that some of the conjunctions were used wrongly; as such in the reformulated versions of the sentences the ones used wrongly are reflected. In sentence one, two additive conjunctions 'and' and 'also' were dispensed with, while the remaining two conjunctions stand. In sentence two and three, an additive conjunction 'and' and temporal conjunction 'while' were put out. The location of an additive conjunction 'and' in sentence four was changed, while in sentence five only one of the additive conjunctions 'and' was retained. Finally in sentence six, two of the three additive conjunctions 'and' was retained, while the remaining one was removed. It can be observed that the writer overused the additive conjunctions such as 'and' also which were mostly dispensed with because the piece seems clumsy.

4.2.20 Sentence(s) containing inappropriate use of conjunctions in Text Twenty and their possible correct version(s) as well as their interpretation and comment:

1a. *We stopped at a read light, **and** without much enthusiasm observed the side walks.

2b. Without much enthusiasm, we stopped at the red light and observed the sidewalks

This essay contains only one instance of misappropriation of conjunction. In the above sentence, there is the need to rearrange the different clauses that made up the sentence, so that the additive conjunction ‘and’ is used in a correct way.

4.2.21 Sentence(s) containing inappropriate use of conjunctions in Twenty-One and their possible correct version(s) as well as their interpretation and comment:

1a. ***As soon as** I finished my o level it was excellent performance which attracted a lot of interest to me to go ahead and buy a Joint admission and matriculation Board (JAMB).

1b. When I finished my O level exams, my performance was excellent and this gave me an interest to go and buy a JAMB form.

2a. ***Meanwhile after** the (JAMB) I performed very well and the score is qualify to obtain for me admission into the great university that I have been dreaming to be.

2b. In the JAMB exams, I performed very well. My scores qualified me for admission in to the great University of my dream.

3a. *Then **or** less than two weeks later I was informed that Post UTME is on sell **and** I immediately moved forward **and** got my own form for the post UTME examination and started reading extensively **and** intensively day and night.

3b. Then, two weeks later, I was informed that Post UTME form was on sell. Therefore, I immediately got mine and started reading extensively during the day and night.

4a. *Awaiting for the admission now became another serious nightmare to me because not performing very well is the case **but** matter of luck sometimes I started praying.

4b. Waiting for admission then became another nightmare, because even if I knew I performed very well, luck sometimes play apart. So, I started praying.

5a. *I was very crazy **and** depressed to the extent I lost hope of the admission **but** fortunately to me on the second enrollment I saw my name in the department of English and Literary Studies.

5b. I was very depressed to the extent that I lost hope of getting admission. Fortunately for me, when the second admission list was released, I saw my name in the Department of English and Literary Studies' list.

6a. *Then I started Jubilating **and** informing friends and love ones.

6b. Then, I started jubilating, informing friends and loved ones.

Text twenty one (21) contains no fewer than eighteen (18) conjunctions which were distributed in six (6) sentences. In sentence one, there two conjunctions—conjunctive adverb and additive conjunction. The first one wrongly used and therefore removed, and the second one correctly used. All the conjunctions in sentence two were wrongly applied and they are deleted, with the sentence split into two sentences. In sentence three, there are seven (7) conjunctions mostly additives. Four of them were used wrongly and thus were deleted. The sentence was also split in to two (2) for clarity. Sentence four is also

split into two sentences, with the adversative conjunction ‘but’ removed, an elaborative conjunction ‘so’ added to the already two conjunctions in the sentence. Again, sentence five (5) was also split into two sentences, with the two conjunctions—additive and contrastive used incorrectly removed. Finally, an additive conjunction ‘and’ of the three conjunctions in sentence six was removed as it was inappropriately used, with a comma introduced before the deleted conjunction.

4.2.22 Sentence(s) containing inappropriate use of conjunctions in Text Twenty-Two and their possible correct version(s) as well as their interpretation and comment:

1a. ***By this time** the train was just twenty five yards away **and** wishing loudly

1b. At this time, the train was just twenty-five yards away.

2a. *Nevertheless, my happiness never came from the unnecessary excitement people made, rather that by good fortune, I was able to save lives **and** to crown it all, I found a new confidence in myself.

2b. Nevertheless, my happiness never comes from the unnecessary excitement of the people. I was happy to have the fortune of saving lives. To crown it all, I found a new confidence in myself.

In this essay, a total of three (3) incorrect uses of conjunctions can be found within two different sentences. In sentence one, the additive conjunction ‘and’ was discarded, while the conjunctive adverb ‘by this time’ was reshuffled. Finally, in sentence two (2)

conjunctions ‘nevertheless’ was retained and the additive conjunction ‘and’ removed, with the sentence split into three different sentences.

4.2.23 Sentence(s) containing inappropriate use of conjunctions in Text twenty-Three and their possible correct version(s) as well as their interpretation and comment:

1a. *This is **because** when we finished our level 200 studies when the time of registration come I had being struggling to raise the fund in order to pay for my registration fees on time.

1b. The moment we finished 200 level examination, I started struggling to pay for the next level’s registration fees on time.

2a.*I do decide to seek for loan from my friends, relative and even some lecturers in order to get the money **and** pay the school fee **and** register my courses on time.

2b. I decided to seek for loan from my friends, relatives and even some lecturers for the payment of the school fees on time.

In this essay, a total of four conjunctions can be found in the extracted sentences and mostly additive. In the first sentence, the conjunction ‘because’ was redundantly used as it can be removed and the sentence stands. In the second sentence, the repetition of an additive conjunction ‘and’ in three different places is incorrect. Only in one instance as indicated in the reformulated version, the conjunction is needed.

4.2.24 Sentence(s) containing inappropriate use of conjunctions in Text Twenty four and their possible correct version(s) as well as their interpretation and comment:

1a. *Their mother started smelling smook **and** she wake-up and come out from her room.

1b. When their mother started smelling smoke, she woke-up and came out of her room.

2a. *She sow fire every where in the parlour, then she started crying **and** ran back to her room and wakes up her children.

2b. *She saw the fire everywhere in the parlour, then she started crying, ran back to her room and awoken her children.

3a. *They started shouting together crying for help **but** no one can hear them **and** also the door of the parlour locked up **and** they hv die all of them.

3b. They started shouting together, crying for help. Because the door of the parlour was locked up, no one can hear them. So, all of them died.

There are a total of eight (8) conjunctions in this essay. In the first sentence, there are two additive conjunctions ‘and’, with the second one correctly used. The first one needed to be deleted, while at the same time a conjunctive adverb needed to be introduced at the beginning of the sentence. In sentence two, there are three conjunctions, with the first and the third ones used correctly. However, the second additive conjunction ‘and’ was used incorrectly and therefore removed. A comma needed to come before the supposed conjunction. Finally, the clauses in sentence three (3) should be rearranged to make sentence more meaningful. In the sentence, the additive and contrastive conjunctions

‘and’ and ‘but’ should be replaced with spacio-temporal ones that require reasons after ‘so’ and ‘because’.

4.2.25 Sentence(s) containing inappropriate use of conjunctions in Text twenty five and their possible correct version(s) as well as their interpretation and comment:

1a. ***On a faithful day**, early September 2015 when I Join rotary International with the intention of improving my speaking skills and showing hands in charity.

1b. On a fateful day, in early September 2015 when I joined Rotary International with the intention of improving my speaking skills and giving hands in charity.

2a. ***It happens** that by the time I registered, there is a propose came event by Rotary district 9125 paged RYLA 2015, (Rotary Youth leadership Award) which started October 5th-10th in Ede Osun state, **and** luckily for me **and** I got my self ready for the event.

2b. It happened that by the time I did my registration, an event was organized by Rotary district 9125 paged RYLA 2015 (Rotary Youth Leadership Award) which was scheduled to take place between 5th and 10th October in Ede, Osun State. Luckily for me, I got myself ready for the event.

3a. ***As usual** of me at home were I will sleep **and** wake up around 9:30am, it is a surprise to me when I am very deep asleep **and** I had the man O war man shouting “if you are still sleeping you are wrong!!!”.

3b. As it was common for me at home to keep sleeping until 9:00am, therefore, it struck me by surprise, when I was deep asleep, I heard a ‘Man o war’ staff shouting “if you are still sleeping, you are wrong!!!”.

4a. *Day 2,3,4 also started exactly like that of Day 1 **but** in the class session we were taken enterpreneral skill, act of public speaking, drug abuse **respectively but** along the run I meet friends **and** some important personalities.

4b. Days 2, 3 and 4 also started like day 1. In the class room session, we were taught entrepreneurship skills, act of public speaking and avoidance of drug abuse. During the training, I met many friends and some important personalities.

There are many conjunctions, appearing in the four (4) different sentences. In the revised version of the sentences, all the conjunctions that appear in sentences 1, 2 and 3 were removed except the verificative conjunction ‘on a fateful day’ which came in sentence one (1). Sentence four (4) also sees only one additive conjunction ‘and’ out of four was retained.

4.3. Tabular Analysis of Data

The researcher attempts to present the tabular analysis of the data in this section. This is to see the frequency of conjunctions as cohesive markers in the subjects’ texts and to analyze their appearance and also determine their percentage of usage. Doing this will help in giving a clear clue of how both conjunctions proper and conjunctive adverbs glue textual parts to have a coherent piece. Based on the descriptive analysis presented, the errors identified in conjunctive usage are:

- a. Inappropriate use of elaborative conjunctions,
- b. Wrong applications of conjunctions of extension and

c. Incorrect usages of conjunctions of enhancement.

In the subsequent discussions, these errors were analyzed in tabular form to identify the instances across the twenty five (25) essays analyzed. A working frame was established to show the significance or otherwise of the discovered errors. Considering the importance of cohesive devices to the flow of ideas in texts and the textual coherence at large, it is assumed that they should be mastered and their uses be appropriate to some extent. As such, it is assumed that each of the identified errors represents 33.3 percent and texts exhibiting one of them have thirty three point three percent of the discovered errors which is regarded as common. On the other hand, those exhibiting more than one type (representing 66.6 and above) are treated as uncommon and thus are considered insignificant.

However, the table represents the raw total and percentage of each scores earned by each of the twenty five essays written by the subjects after they were marked by teachers of English Language that served as research assistants.

4. 3.1 Table 1: Teachers assessment of the essays

ESSAY NUMBER	A	B	C	D	TOTAL/PERCENTAGE
1.	8	7	9	8	32%
2.	7	8	7	7	29%
3.	6	7	7	5	25%
4.	9	8	12	11	40%
5.	7	6	8	9	30%
6.	6	7	7	9	29%
7.	8	9	9	9	35%
8.	14	13	14	13	54%
9.	9	8	9	8	34%
10.	15	14	15	15	59%
11.	14	14	14	15	57%
12.	8	10	9	10	37%
13.	13	13	12	13	51%
14.	12	14	13	12	51%
15.	14	15	14	13	56%
16.	14	14	15	14	57%
17.	13	15	13	14	55%
18.	7	9	7	6	29%
19.	8	7	6	7	28%
20.	12	14	13	14	53%
21.	5	6	7	7	25%
22.	8	6	7	9	30%
23.	8	11	12	9	40%
24.	5	6	4	5	20%
25.	4	6	6	4	20%

Note: the A, B, C and D in the table above stand for the four teachers that marked the essays.

The table above contains the marks awarded by the teachers labeled A-D to each of the twenty five sampled essays. The marks were awarded out of twenty five (25) by each examiner to make a total of 100%. In other words, the last horizontal column represents the total percentage of the awarded marks garnered by each essay. However, only ten

(10) out of twenty five (25) representing forty percent (40%) earned the required pass mark of forty (40) and above while the remaining fifteen (15) representing sixty percent (60%) failed to get the pass mark.

4.3.2 Table 2: Frequency and percentage of inappropriate use of elaborative conjunctions

ESSAY NUMBER	Number of all the conjunctions per essay	Number of wrong use of elaborative conjunctions	Percentage
1.	4	1	25%
2.	4	1	25%
3.	6	0	0
4.	3	2	66.7%
5.	5	0	0
6.	5	0	0
7.	4	1	25%
8.	2	0	0
9.	5	0	0
10.	1	0	0
11.	1	0	0
12.	5	1	20%
13.	2	0	0
14.	3	0	0
15.	2	1	50%
16.	1	0	0
17.	1	0	0
18.	5	0	0
19.	7	0	0
20.	1	0	0
21.	11	1	9.10%
22.	3	0	0
23.	3	1	33.3%
24.	6	1	16.7%
25.	10	3	30%
Total	100	13	13%

Unlike the other table that indicates the total scores and percentage of marks given to the essays by the examiners, this table carries the total number of conjunctions used by each essay and the wrong use of elaborative conjunctions against each essay. However, the percentage section portrays impressive results by the subjects, because out of the twenty five (25) essays, only two essays numbered 4 and 15 have more than the set percentage of 33.3% regarded as common in the working frame. In other words, twenty three out of twenty five (25) essays examined used elaborative conjunctions correctly to some extent by having 33.3% and below which is regarded as the common in the working frame.

4.3.3 Table 3: Frequency and percentage of inappropriate use of conjunctions of extension

ESSAY NUMBER	Number of all the conjunctions per essay	Number of wrong use of conjunctions of Extension	Percentage
1.	4	3	75%
2.	4	3	75%
3.	6	4	66.7%
4.	3	1	33.3%
5.	5	5	100%
6.	5	4	80%
7.	4	2	50%
8.	2	2	100%
9.	5	4	80%
10.	1	1	100%
11.	1	1	100%
12.	5	4	80%
13.	2	2	100%
14.	3	3	100%
15.	2	1	50%
16.	1	1	100%
17.	1	1	100%
18.	5	5	100%
19.	7	7	100%
20.	1	1	100%
21.	11	8	72.7%
22.	3	2	66.7%
23.	3	2	66.7%
24.	6	5	83.3%
25.	10	7	70%
Total	100	79	79%

The table above indicates the total number of conjunctions used in each essay and the number of wrongful use of conjunctions of extension against each essay number. As can be observed in the percentage column, only an essay with serial number four (4) representing 4% has the 33.3% regarded as common in the set working frame. However,

the other twenty four (24) essays representing ninety six percent (96%) have above 33.3% regarded as significant in the working frame.

4.3.4 Table 4: Frequency and percentage of inappropriate use of conjunctions of enhancement

ESSAY NUMBER	Number of all the conjunctions per essay	Number of wrong use of conjunctions of enhancement	Percentage
1.	4	0	0
2.	4	0	0
3.	6	2	33.3%
4.	3	0	0
5.	5	0	0
6.	5	1	20%
7.	4	1	25%
8.	2	0	0
9.	5	1	20%
10.	1	0	0
11.	1	0	0
12.	5	0	0
13.	2	0	0
14.	3	0	0
15.	2	0	0
16.	1	0	0
17.	1	0	0
18.	5	0	0
19.	7	0	0
20.	1	0	0
21.	11	2	18.2%
22.	3	1	33.3%
23.	3	0	0
24.	6	0	0
25.	10	0	
Total	100	8	8%

In this table, students' essays demonstrated impressive results with almost all the students using conjunctions of enhancement in near correct ways. This can be ascertained by observing the percentage column of the table where the results indicate that no single essay has the percentage higher than the set 33.3% regarded as common. Thus it may be concluded that the chosen subjects in particular and the population in general have no problem using conjunctions of enhancement.

4.3.5 Table 5: Frequency and percentage of all the types of incorrect use of conjunctions found in each essay.

Essay Number	A	B	C	TOTAL
1.	1	3	0	4
2.	1	3	0	4
3.	0	4	2	6
4.	2	1	0	3
5.	0	5	0	5
6.	0	4	1	5
7.	1	2	1	4
8.	0	2	0	2
9.	0	4	1	5
10.	0	1	0	1
11.	0	1	0	1
12.	1	4	0	5
13.	0	2	0	2
14.	0	3	0	3
15.	1	1	0	2
16.	0	1	0	1
17.	0	1	0	1
18.	0	5	0	5
19.	0	7	0	7
20.	0	1	0	1
21.	1	8	2	11
22.	0	2	1	3
23.	1	2	0	3
24.	1	5	0	6
25.	3	7	0	10
TOTAL	13	79	8	100
PERCENTAGE	13%	79%	08%	100%

Note: The A, B and C in the above table stand for the misappropriation of the categories of conjunctions proposed by Halliday (2004)

This table summarizes all the previous tables, 2, 3 and 4, that how all the conjunctions used and the total number of elaborative conjunctions, conjunctions of extension and that of enhancement. Apart from the essay number, the entries, A, B and C, represent the

above categories of conjunctions respectively that serve as the major variables in the study. However, the results of their total usages indicate that category B, conjunctions of extension, dominate by 79% then followed distantly by category A, elaborative conjunctions by 13%. Then, the least used category is C, categories of enhancement with only 8%.

4.4. Discussion of Findings

This section has in it discussion of findings of the presented and analyzed data drawn from the previous sections. This is done through an attempt to show the findings of the research and to also answer the research questions that tally with the research objectives in chapter one (1). In other words, the discussion is based upon the different categories of conjunctions proposed by Halliday (2004) that conjunctions may either be categorized in to elaborative, extension or enhancement functions. These relate also to the possible causes of the identified errors in the students' use of conjunctions that greatly affects the flow of the messages and their comprehension.

Now that all the problematic cases have been addressed, it is worth discussing some of the probable causes. Some categories have particularly high frequency (Witte and Faigley, 1981, cited in Tang, 1995). The high frequency indicates that students have their own favorite conjunctions and they believe that the conjunctions are the means to improve the organization of ideas at sentence and paragraph levels to provide smooth flow of ideas, and to achieve coherence in the whole piece of writing. Similarly,

conjunctions of extension were the most frequently used in the essays because they are helpful in connecting phrases, clauses and sentences in writing (Brine et al., 2005).

The results from this research show that the conjunctions of extension were highly used with 79% in comparison with the other categories such as elaborative with 13% and conjunctions of enhancement with 8%. The reason for this high frequency of conjunctions of extension is understandable. Students think that it is the simplest and the easiest category. It can be used to join any sentences and the connection it makes is straightforward. However, as Tang (1985) states, sometimes this simplicity might lead a writer to be too general.

Another potential cause that might give ground to this hypothesis relating inappropriate use of conjunctions has to do with lack of lexical varieties. Students were not competent enough to use other items to indicate transition of meaning (Braine et al., 2005). Therefore, this assumption could work with the experimented students taking into account that they have less experience and probably less lexical varieties.

Relating to the inappropriate use of conjunctions by students, we can say that one of the causes might be related to their lack of register sensitivity or organizational characteristics (formal and informal conjunctions in academic writing), (Wei-Yu, 2006). The use of spoken-like devices may be due to the fact that students mainly learn English by speaking or with oral input (Guilquin et al., 2007).

Some other issues to which these misappropriations can be attributed to, have to do with improper pedagogical practices, (Wei-Yu, 2006). It is pointed out by Crew in Tang (1985) that mechanical exercises commonly found in textbooks are “possible source of the problem of misappropriation.” Very often when coherence is discussed in books about writing, placement of transitional words or phrases between sentences is usually suggested. Exercises are designed based on this principle and format. Students are drilled to link up two sentences with the variety of conjunction. The conjunction is either to be put in between or at the beginning of the sentence. In these textbooks conjunctions are treated as equivalents without any regard for the possible differences among them. This kind of words or phrases has an important role in developing coherence, but to what extent students can understand the correct and appropriate use of these words or phrases from the mechanical exercises which work on artificially constituted isolated sentences is the main concern.

Problems with conjunction uses could also be due to transfer from the first language (L1) the rhetorical style of the first language; in this case specifically Hausa, Igbo and Yoruba might have an effect on second language writing. In Ying’s (2008) study, although the problem is not directly related to conjunctions, Japanese and Chinese students of English are reported to have problems in writing due to interference from their first language.

4.5 Analysis Based on Research Questions.

Question 1

Do the subjects know how to use the categories of elaborative, extension and enhancement conjunctions?

Based on the presentations and analysis of the data in the previous sections, the most commonly used conjunctions in the three (3) identified categories of conjunctions by Halliday (2004) are conjunctions of extension that has 79% usage. Distantly followed as a second category, is that of elaborative with 13% appearance in the subjects' essays, then followed by conjunctions of enhancement with only 8%. Expectedly, the category of conjunctions with higher percentage of usage has twenty four (24) essays representing 96% with incorrect usage and only one essay representing 4% used this type of conjunction in a correct way with 33.3% that is regarded as common in the working frame. However, the other two (2) categories of elaborative and enhancement conjunctions have a fair results with only two essays having a percentage more than the one set in the working frame in elaborative category and no single essay crossing the required 33.3% set as common.

Based on this statistics, it can be upheld that the subjects know how to use elaborative and conjunctions of enhancement. This may have its root traced to being common and even regarded as the categories identified in the traditional parts of speech. On the other hand, the incorrect use of conjunctions of extension might be facilitated due to the

insufficient knowledge of the category. Conjunctions of this category might be common as well but with the insufficient knowledge of how to use them, students may not identify the sub-categorization of addition, variation and adversative and use them correctly. Therefore, this may undermined their efforts to have pieces with the coherent flow of ideas and unity of paragraphs.

Question 2

How does the subjects' use of the categories of conjunctions affect both the unity of the paragraphs and their comprehension as coherent pieces?

In an attempt to answer this question, the researcher feels it necessary commenting on the general grammatical order of the examined essays and how it affects their acceptability. Majority of these essays have in them incidence of grammatically deviant sentences characterized by punctuations and mechanical errors in areas of tense, concord and even spellings. Most of the writers cannot identify the major conjunctive types and their sub-classifications, talkless of using them appropriately. Lacks of these linguistic facilities hinder effective communication of thoughts and ideas which led to general incoherence of these essays.

Based on the presentation, analysis and answer to the question one, it can be deduced that students have problem in using conjunctions of extension since this category function to add ideas, indicate variation through providing alternative, replacement and subtraction and indicate adversative usage, therefore, the essays examined cannot be coherent at all.

Also, this may be as a result of the paragraphs' ability to unite and allow free flow of ideas from introductory paragraphs, body of the essays and closing paragraphs. Thus, an inference can be made that students' inability to use conjunctions of extension properly affects unity of their paragraphs and the coherence of their writings

Question 3

What are the factors influencing the misuse of conjunction as a marker in paragraph development?

The findings clearly indicate that the students' essays examined have problems in identifying and using correctly the categories of conjunctions; especially that of extension. This obviously affects the unity of sentences in paragraphs, the unity between sentences, free flow of ideas in their passages and their general coherence. Although the researcher obtained no relevant data to ascertain this fact, this error might be caused by the students' inability to read extensively to develop their lexical knowledge, syntactic maturity and improve their semantic memory which in turn might help in guiding the students in checking the identified problems. Similarly, the problem might be attributed to the first language (mother tongue) influence, because it is a common knowledge most students learn English as a second language and not first. Considering the settings or communities of the researching school, most of the students examined were Hausa, Igbos and Yorubas and are learning English as a second language. Therefore, these local languages spoken are likely to influence the students' proper use of conjunctive

categories identified by Halliday (2004) because their (Hausas, Igbos and Yorubas) conjunctive system may not be as elaborative as those in English identified by Halliday.

CHAPTER FIVE (5)

SUMMARY AND CONCLUSION

5.1 INTRODUCTION

This chapter summarizes the findings derived from the discussion in the previous section consequent upon which a conclusion is drawn. In an evaluation of students' writings to assess the use of cohesive devices with particular attention to conjunction that was categorized broadly into three (3): extension, elaboration and enhancement as proposed by Halliday (2004). The study records higher inappropriate use of conjunctions of extension with 79%, distantly followed by elaborative conjunctions with 13% appearance and conjunctions of enhancement with 8%.

5.2 SUMMARY

In the previous discussions, attempt was made to explore the students' use of cohesive devices for effective paragraph development with special interest in conjunctions. This investigation was carried out on the essays of level 200 students of the Department of English and Literary Studies, Bayero University, Kano to identify and analyze the usage and possibly detect some problems the students might have with their possible causes.

Based on the presentation and analysis of the data obtained, conjunctions of extension have the highest percentage of misused. Instances with 79% out of the hundred (100)

misappropriations of conjunctions were discovered. This implies that conjunctions of this category are common to students because of the traditional division of coordinating, subordinating and correlative conjunctions taught to them in their lower levels of study, but still the subjects' performance indicates lack of exposure of using the conjunctions appropriately. Distantly followed is the elaborative conjunction category with 13% out of 100. The scanty use of this category might be triggered by the fact that the students have limited knowledge or awareness of them and that most conjunctions in the group are conjunctive adverbs that paragraph normally begins with to add on the preceding points or contrast them in the subsequent paragraph. The conjunction of enhancement is the least used in these essays with only 8% out of one hundred (100) misused conjunctions discovered. Also, their scanty usage might not be unconnected with their unfamiliarity with the broader classifications of spacio-temporal, complex and temporal conjunctions that indicate conclusiveness, simultaneity and precedence.

5.3 Conclusion

This research was undertaken to examine the influence of conjunctions in creating unity and texture in the writings of some selected level 200 students of the Department of English and Literary Studies, Bayero University, Kano. However, the presentation, analysis and the discussion of the data reveal that among the one hundred discovered misused of conjunctions, the students wrongly used 79 conjunctions of extension representing 79% and distantly followed by elaborative and conjunctions of enhancement

with 13% and 8% respectively. Within these instances, the subjects mostly confused additive conjunctions for contrasting ones and used indiscriminately conjunctions of reason (elaborative conjunctions) such as *so, therefore, because, thus* etc where they ought not to be used. Commenting generally on the essays, the students seem to lack appropriate control of some linguistic elements that are vital in language unity and texture in paragraphs such as: syntax, good spelling, tenses and concord that lead to better retentive memory.

Also, the overuse of conjunctions within a single paragraph was common (up to six in a paragraph), which cluttered up paragraphs unnecessarily. Perhaps, this affects the unity of paragraphing in the writings which in turn influences reader's comprehension. Finally, another characteristics was identified, the presence of *logical leaps*. This means, students made direct connections between sentences without any logical relations. This made hard not only the task of reading the paragraphs, but also the judging of the case of misuse.

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