USE OF CONJUNCTIONS AS COHESIVE DEVICES IN ARGUMENTATIVE WRITING OF JORDANIAN EFL LEARNERS

By

RAWHI YOUSEF SALMAN AL-SHAMALAT

Thesis Submitted to the School of Graduate Studies, Universiti Putra Malaysia, in Fulfilment of the Requirements for the Degree of Doctor of Philosophy

December 2022

FBMK 2022 64

DEDICATION

This Thesis is Dedicated to the Memory of My Late Father,

Yousef Salman Al-shamalat.
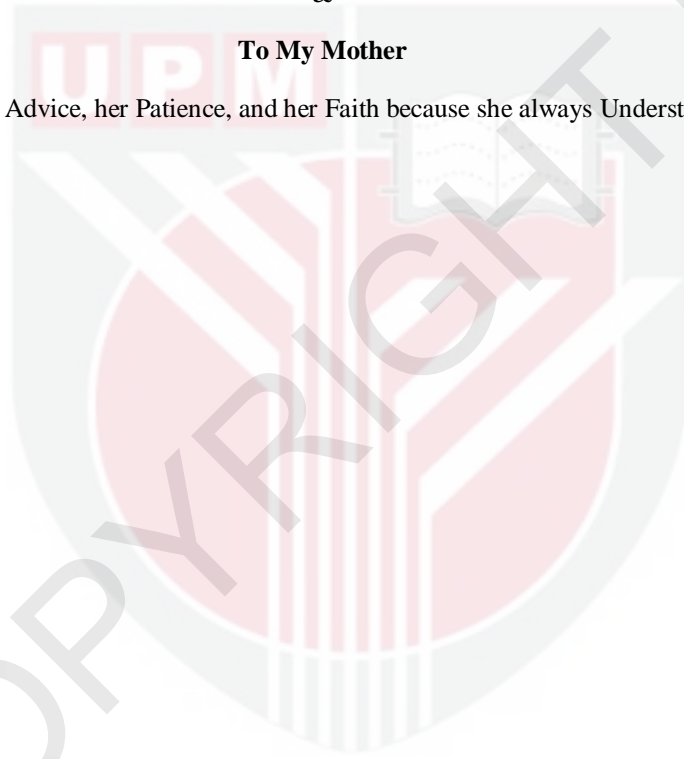
May his Soul Forever Rest in Peace,

Comfort and Blessing

He was the Best Father Ever.

&

To My Mother

For her Advice, her Patience, and her Faith because she always Understood

Abstract of thesis presented to the Senate of Universiti Putra Malaysia in fulfilment of the requirement for the degree of Doctor of Philosophy

USE OF CONJUNCTIONS AS COHESIVE DEVICES IN ARGUMENTATIVE WRITING OF JORDANIAN EFL LEARNERS

By

RAWHI YOUSEF SALMAN AL-SHAMALAT

December 2022

Chairman : **Che An bt Abdul Ghani, PhD**
Faculty : **Modern Languages and Communication**

Cohesive devices are one of the components of conjunction devices that tie the elements of a written text together and make it cohesive. Effective use of cohesive devices will produce cohesion in the text. English as foreign language learners face some challenges in the use of cohesive devices effectively in their writing. Previous studies showed that Jordanian EFL students face difficulties in the use of cohesive devices which prevents them creating a cohesive text. The present research draws upon Halliday and Hassan's (1976) Taxonomy of Cohesive Devices. It examines the types of conjunctions, the correlation between undergraduates' correct use of conjunctions and their proficiency, the correlation between correct use of conjunctions and overall quality of writing, the most common conjunction errors in argumentative essays written by EFL undergraduates, and finally EFL teachers' perceptions on how using conjunctions can improve undergraduates' argumentative writing quality. This mixed-method study included sixty (n=60) undergraduates at the Dept. of English Language and Literature at Mu'tah University in Jordan. The participants of the study were selected purposively. The study used text and thematic analysis of learners' essays to see how cohesively learners write argumentative essays. The data were analysed using a variety of analysis in SPSS such as Frequency test, Chi-square, Pearson's correlation test and thematic analysis. The density and accuracy of cohesive devices and related ideas such as text unity, content, logical order, content, and the writer's background knowledge were examined. The research was mainly qualitative, but it correspondingly entailed a quantitative component. It used the triangulation of varied sources of data: participants' groups (teachers and students) and two research instruments including semi-structured interviews and text analysis. The findings of this study showed that Jordanian EFL undergraduates frequently used the following types of conjunctions, respectively: additive, adversative, causal and temporal in which additives are the most used. In addition, the findings revealed that the presence and absence of conjunctions affected the overall cohesion of the written essays that relates to a considerable number of errors including semantic misuse, syntactic misuse, stylistic misuse, mechanical misuse, redundancy, omission, unnecessary addition, and positional misuse of conjunctions. The

findings showed that there is a need for developing and enhancing their undergraduates' writing quality where most of the chosen writing samples entailed different kinds of syntactic misuse and conjunctions' underuse. The research provides a detailed discussion of its results concerning its context and the main body of research in the field. It emphasizes investigating cohesion and understanding its accuracy in argumentative essays. The results of this study provide some significant pedagogical implications for the teaching of English as a foreign language. The study will help the curriculum designers, mainly authors of writing materials and English language textbooks in EFL settings, to present such cohesive devices/ conjunctions in teaching materials more effectively for classroom purposes. Finally, this study provides some significant recommendations that notify practice, decision-making, and further investigations.

ii

PENGGUNAAN KATA PENGHUBUNG SEBAGAI PERANTI KOHESI DALAM KARANGAN ARGUMENTATIF OLEH PELAJAR EFL DI JORDAN

Oleh

RAWHI YOUSEF AL-SHAMALAT

Disember 2022

Pengerusi : **Che An bt Abdul Ghani, PhD**
Fakulti : **Bahasa Moden dan Komunikasi**

Peranti kohesi adalah salah satu komponen penanda kata hubung yang menghubung elemen-elemen penulisan dalam teks supaya ia saling berkait antara satu sama lain. Teknik ini penting bagi penulis, terutamanya dalam penulisan bahasa Inggeris sebagai bahasa asing di dalam konteks akademik. Pelajar bahasa Inggeris sebagai bahasa asing menghadapi beberapa cabaran mengguna peranti kohesi secara teliti dan berkesan dalam penulisan mereka. Kajian lampau menunjukkan pelajar EFL Jordan menghadapi masalah mengguna peranti kohesi yang betul; dan ini menyebabkan mereka gagal menghasilkan teks yang kohesif. Berdasarkan Taksonomi Peranti Kohesi oleh Halliday dan Hassan (1976), kajian ini mengkaji jenis kata hubung; hubung kait antara penggunaan kata hubung yang tepat dan kecekapan bahasa pelajar; hubung kait antara penggunaan kata hubung yang tepat dan kualiti keseluruhan penulisan; kesalahan kata hubung dalam penulisan argumentatif yang paling kerap dilakukan oleh pelajar EFL; dan akhir sekali mengkaji persepi guru EFL terhadap penggunaan kata dan kualiti penulisan argumentatif pelajar. Kajian kaedah campuran ini melibatkan enam puluh (n=60) pelajar dari Jabatan Bahasa Inggeris dan Kesusasteraan, Universiti Mu'tah, Jordan. Peserta kajian dipilih secara bertujuan. Kajian ini mengguna kaedah analisis teks dan tematik untuk menganalisa penggunaan peranti kohesi dalam karangan argumentatif peserta. Data dianalisis mengguna empat kaedah dalam SPSS iaitu : Frequency Test, Chi-square, Pearson's Correlation Test dan Thematic Analysis. Kajian ini mengkaji ketumpatan dan ketepatan peranti kohesi, dan idea yang berkaitan seperti kesatuan teks, isi kandungan, susunan logik, dan pengetahuan penulis. Kajian ini adalah bersifat kualitatif dan kuantitatif. Ia mengguna triangulasi pelbagai sumber data: kumpulan peserta (guru dan pelajar); dua instrumen kajian iaitu temu bual separa berstruktur ; dan teks penulisan. Dapatan kajian menunjukkan pelajar sering mengguna jenis kata hubung berikut: kata hubung tambahan, kata hubung lawanan, serta kata hubung sebab dan waktu. Kata hubung tambahan didapati paling kerap digunakan. Selain itu, dapatan juga turut menunjukkan kewujudan dan ketiadaan kata hubung yang mempengaruhi kesepaduan keseluruhan karangan bertulis yang berkait seperti penyalahgunaan semantik; penyalahgunaan sintaksis; penyalahgunaan gaya; penyalahgunaan mekanikal;

iii

kelewahan; ketinggalan; penambahan takperlu; dan penyalahgunaan kedudukan kata hubung. Seterusnya, dapatan kajian menunjukkan terdapat keperluan untuk mengembang dan memperbaiki kualiti penulisan pelajar di mana sebilangan besar sampel penulisan yang dipilih mengandungi pelbagai jenis penyalahgunaan sintaksis dan kekurangan penggunaan kata hubung. Kajian ini juga mengupas secara terperinci dapatan yang berkait dengan konteks dan bidang utama kajian. Hujahan kajian ini menekankan kepada kajian kohesi dan pemahaman mengenai ketepatan penggunaan kohesi di dalam karangan argumentatif. Dapatan kajian ini mempunyai beberapa implikasi pedagogi penting terhadap pengajaran bahasa Inggeris sebagai bahasa asing. Ia dapat membantu perancang kurikulum, terutamanya penulis bahan penulisan dan buku teks bahasa Inggeris dalam konteks EFL untuk menyampaikan peranti kohesi / kata hubung dalam bahan pengajaran dengan lebih berkesan di dalam bilik darjah. Akhir sekali, kajian ini memberi beberapa cadangan penting untuk menambahbaik amalan praktis dan untuk kajian lanjutan.

iv

ACKNOWLEDGEMENTS

First and foremost, I would like to thank the Almighty Allah for health, patience, wisdom, and strength granted to me throughout the period of the study.

I would like to express my sincere gratitude and appreciation to my main supervisor, Dr.Che An BT Abdul Ghani, whose breadth of knowledge, competent advice, insightful observations, constant support and encouragement helped me to complete this thesis successfully. Despite her tight schedules, she always took time to meticulously read my work and provide constructive feedback.

I am also grateful to my supervisory committee members, Assoc. Prof. Dr. Vahid Nimehchisalem and Shamala Paramasivams, for their kind support throughout the period of the study. Their collaborative efforts and ideas guided me tremendously through to the completion of the study. I am indebted to all my supervisors.

I also wish to express my gratitude and appreciation to the staff of the Faculty of Modern Languages and Communication at UPM, Malaysia, for giving me this opportunity to further my postgraduate studies. To the staff and students at Mu'tah University in Jordan, thank you for providing every lasting support which served as a springboard for the successful completion of my study.

A special word of thanks goes to my parents, wife, siblings, uncles, aunts and parent- in-law, family members and relatives for their constant prayers, encouragement and support in numerous ways. To my dear friends, colleagues and everyone who contributed in one way or another to the success of my study, I thank you so much.

This thesis was submitted to the Senate of the Universiti Putra Malaysia and has been accepted as fulfilment of the requirement for the degree of Doctor of Philosophy. The members of the Supervisory Committee were as follows:

Che An binti Abdul Ghani, PhD
Senior Lecturer
Faculty of Modern Languages and Communication
Universiti Putra Malaysia
(Chairman)

Vahid Nimehchisalem Hussein, PhD
Associate Professor
Faculty of Modern Languages and Communication
Universiti Putra Malaysia
(Member)

Shamala a/p Paramasivam, PhD
Associate Professor
Faculty of Modern Languages and Communication
Universiti Putra Malaysia
(Member)

ZALILAH MOHD SHARIFF, PhD
Professor and Dean
School of Graduate Studies
Universiti Putra Malaysia

Date: 14 April 2023

Declaration by the Graduate Student

I hereby confirm that:
- this thesis is my original work;
- quotations, illustrations and citations have been duly referenced;
- this thesis has not been submitted previously or concurrently for any other degree at any institutions;
- intellectual property from the thesis and copyright of thesis are fully-owned by Universiti Putra Malaysia, as according to the Universiti Putra Malaysia (Research) Rules 2012;
- written permission must be obtained from supervisor and the office of Deputy Vice-Chancellor (Research and innovation) before thesis is published (in the form of written, printed or in electronic form) including books, journals, modules, proceedings, popular writings, seminar papers, manuscripts, posters, reports, lecture notes, learning modules or any other materials as stated in the Universiti Putra Malaysia (Research) Rules 2012;
- there is no plagiarism or data falsification/fabrication in the thesis, and scholarly integrity is upheld as according to the Universiti Putra Malaysia (Graduate Studies) Rules 2003 (Revision 2012-2013) and the Universiti Putra Malaysia (Research) Rules 2012. The thesis has undergone plagiarism detection software

Signature: _____   Date: _____

Name and Matric No: Rawhi Yousef Salman Al-Shamalat, _____

Declaration by Members of the Supervisory Committee

This is to confirm that:
- the research conducted and the writing of this thesis was under our supervision;
- supervision responsibilities as stated in the Universiti Putra Malaysia (Graduate Studies) Rules 2003 (Revision 2012-2013) are adhered to.

Signature:
Name of Chairman
of Supervisory
Committee: Dr. Che An binti Abdul Ghani

Signature:
Name of Member
of Supervisory
Committee: Associate Professor Dr. Vahid Nimehchisalem Hossein

Signature:
Name of Member
of Supervisory
Committee: Associate Professor Dr. Shamala a/p Paramasivam

ix

TABLE OF CONTENTS

xii

LIST OF TABLES

LIST OF FIGURES

xv

LIST OF APPENDICES

LIST OF ABBREVIATIONS

ELS	English as a Second Language
EFL	English as a Foreign Language
L1	First Language
L2	Second Language
EF	Errors-Free
EL	Errors-Laden
DCS	Discourse Connectors
DMS	Discourse Markers
CD	Cohesive Device
CDS	Conjunction Devices
LCS	Logical Connectors
NNS	Non-Native Speakers
NS	Native Speaker
SLA	Second Language Acquisition
NL	Native Language
TL	Target Language
IL	Interlingual
EA	Errors Analysis
OPT	Oxford Placement Test
CEFR	Common European Framework of Reference for Languages
MCQ	Multiple Choice Questions Format
SPSS	Statistical Package for Social Sciences
T	Text

L	Low
H	High
SI	Sentence Initial Position
SM	Sentence Medial Position
SF	Sentence Final Position

CHAPTER 1

INTRODUCTION

1.1   Introduction

This chapter discusses the study's background, the problem statement, the study's objectives, the research questions, the conceptual framework, the scope of study, and the study's significance. This is followed by an operational definition and summary of the chapter.

1.2   Background of Study

Writing, as one of the productive skills in English, is a challenging task for English as a Foreign Language (EFL) learners (Siddiqui, 2020). The difficulty stems from its tricky and multi-dimensional processing in the English language (Klimova and Hubackova, 2014). In fact, writing involves planning, constructing ideas, writing content, and employing various lexical and syntactical structures (Mohamed, 2016). When writing in English as a foreign language, the challenge increases due to the inference of other social and cultural elements that should be taken into consideration by the learners (Aryadoust and Liu, 2015). This requires EFL learners to develop knowledge and awareness of the context of the foreign language.

In fact, EFL learners have little exposure to the context of the foreign language, and the only source of learning the foreign language is the classroom, which adds to the complexity of learning to write (Darweesh and Kadhim, 2016). In a traditional EFL classroom, writing is not given enough attention and is usually presented as an expansion of other language skills (Asassfeh, 2015). In these classes, the focus is on grammatical rules and accuracy, while fluency, coherence, and cohesion receive little attention (Coker et al., 2018). For a piece of writing to be considered successful and effective, besides having level accuracy, it also needs to be well organised (Calkin, 2018). Reportedly, EFL learners' writing lacks the cohesion needed to produce meaningful messages that are directed to a specific audience (Kim and Crossley, 2018). These learners produce written texts without establishing logically ordered sentences (Aminovna, 2022). He (2020) maintained that EFL learners' writing lacks coherence devices, which confuse readers and create misunderstanding. These issues require conducting further research in order to find the best solution that helps EFL learners overcome their problems in writing.

EFL learners' problems that began in schools continue onto the tertiary level, where writing academically becomes a must for these learners to pass their academic assignments or research projects. Students at this advanced stage of learning need to write argumentative essays in which they can express and defend their personal opinions and present general and scientific facts (Farhadi et al., 2016). Writing argumentative essays is also important in obtaining a new understanding of the students' areas of

research (Coker et al., 2018). Due to this importance, writing argumentative essays is considered to be one of the most significant issues that university EFL learners face and need to cope with, regardless of their main fields (Zhang, 2018).

This issue has been discussed from various perspectives, such as the classroom environment, goals of writing beyond the teaching space, learners' experience, the teacher's motivation, the students' social background, and interference of the mother tongue as presented in writing (Zhang, 2018). The roles of culture and students' background knowledge and experiences in the context of writing have also been focused upon (Kamil, 2011; Al Khotaba, 2010). These efforts brought focus to the issue, but the fundamental issue expressed by the use of language in argumentative essays among university students needs to be given further attention.

Speaking of the linguistic issues in writing academic argumentative essays among university students, one is the absence or misuse of cohesion devices (Kim and Crossley, 2018). Research on cohesion emphasised the fact that EFL learners have to write cohesively in order to produce logical and interrelated written texts (Muftah, 2014). The research also stressed that writing in general and argumentative writing in particular are challenging tasks for university students compared to speaking because these students are not familiar with the techniques that can be followed to produce a cohesive piece of text (Al Amro, 2019). Harrington, Morrison, and Pascual-Leone (2018) found that the tertiary-level writing lacks syntactic quality at the sentence level. Cohesion in the whole text, which contributes to the quality of argumentative texts, still needs to be further analysed.

Writing coherently is a challenge for Arab EFL students (Darweesh and Kadhim, 2016). Undergraduate Jordanian Arab students are no exception. These students struggle in their argumentative writing as they produce low-quality argumentative essays (Al Jeradaat, 2008) that mainly suffer from a lack of organisation and cohesion (Al Natsheh, 2007). For this reason, there has been a strong and growing interest in argumentative writing, especially in the university setting (Al-Jarrah et al., 2018). One of the solutions that has been proposed is through specifying extra teaching hours to develop students' argumentative writing in tertiary education in Jordan (Al-Jarrah et al., 2018). Although this proposed solution can be a starting point, it needs to be built on solid research findings that guide a practical and effective plan to overcome the students' issues in writing argumentative essays, motivate teachers to support the efforts, and propose inferences for practice, policy, and research in this area.

Writing cohesively and using conjunctions appropriately might be affected by a number of factors, such as students' exposure to using these devices in real-life situations and, most importantly, the students' proficiency level and academic background (Ghasemi, 2013). Muftah (2014) emphasises that EFL learners have many difficulties effectively applying cohesive devices in written essays due to their lack of familiarity with these devices and exposure to using these devices prior to beginning their higher education. Furthermore, EFL students tend to limit their efforts to a small number of a specific cohesive device such as "and," "but," "besides," and "next" in a sentence. Furthermore, learners are more interested in using cohesive devices that they believe are easily

acquired due to their widespread use and exposure. This includes the additive "and" and the adversative "but." Thus, learners who are not aware of cohesive devices might create grammatically incorrect sentences and, consequently, incoherent text (Park, 2013). Following the suggestions of other researchers, such as Greer and Harris (2018) and Han and Hiver (2018), this study distinguishes itself from other studies that investigated cohesion in terms of errors and unity at the sentence level by investigating cohesion created by the use of conjunction devices at the whole text level.

To this end, the intent of the present study is to examine the use of conjunctions as cohesive devices in argumentative writing among Jordanian EFL university students. The focus of the study is on the types of conjunctions used by the students in writing cohesive argumentative essays and the correlation between the use of conjunctions and the students' proficiency level. It will also look at the correlation between the use of conjunctions and the overall quality of the students' writing, the most common conjunction errors in the students' argumentative essays, and finally, the perceptions of EFL teachers towards the role of conjunctions in improving the undergraduates' argumentative writing quality.

1.3   Statement of Problem

Mastering argumentative essays plays a necessary role in achieving students' academic assignments in a university setting. Such kinds of writing have developed to be one of the most significant issues that EFL university learners face and need to cope with, regardless of their main fields (Zhang, 2018). Previous research has tackled this issue from various perspectives, such as the classroom environment, goals of writing beyond the teaching space, learners' experience, teacher's motivation, students' social background, and interference of the mother tongue as presented in writing (Zhang, 2018). Other studies (e.g., Kamil, 2011; Al Khotaba, 2010) focused on the role of culture and students' background knowledge and experience of the context of writing. Despite these research efforts, investigating argumentative essay writing among university students by focusing on the linguistic elements still needs to be addressed and given further attention.

In the case of Jordanian EFL students, writing English argumentative essays has made a great contribution to the development of these students in all academic institutions, including colleges and universities (Al Natsheh, 2007). However, mastering this type of writing is an issue for these students, as they lack the skill to compose, organise, and connect the elements of their written text appropriately and in a cohesive manner (Al-Jarrah et al., 2018). To address this issue in the students' writing in general, and of argumentative essay writing in particular, efforts have been made in Jordan's tertiary education over the past years to allocate extra teaching hours to develop students' argumentative writing. However, the proposed solutions are not based on solid research findings (Al-Jarrah et al., 2018). Furthermore, the available studies (e.g., Al-Jarrah et al., 2018; Al Khotaba, 2010) tackled the problem of student writing performance without going deeply into the real problems in the students' argumentative writing. These gaps are filled in the present study by addressing the students' issues in writing argumentative essays, investigating the students' understanding of argumentative essays through

3

analysing their writing, and determining their teachers' perceptions of teaching argumentative writing. Investigating these students' understanding of argumentative writing would provide a clear understanding of their actual problems in writing their argumentative essays. Examining the perceptions of the teachers would also support the efforts and propose inferences for practice, policy, and research in this area.

In terms of conjunctions, these cohesive devices play significant roles in establishing unity at both the sentence level and the text as a whole. Inadequate use of conjunctions might create confusion on the part of the reader. Darweesh and Kadhim (2016) maintained that EFL learners tend to overuse or misuse conjunctions. In addition, it was recognised that learners use conjunctions more frequently than native speakers do, particularly in sentence-initial positions (Muddhi and Hussein, 2014). Furthermore, the usage of conjunctions has been described as challenging for non-native speakers (Heino, 2010; Ong, 2011). Hamed (2014) argues that the use of conjunctions might cause problems for learners as the proper use of conjunctions requires correct identification of context, type, style, and register, which is complicated for EFL students to achieve. Besides, EFL learners' usage of conjunctions to achieve texts' cohesion in English is completely different from that of English native speakers. They commonly face problems generating well-developed logical ideas. Regardless of their English language expertise levels and their writing abilities, learners appear to struggle, to some extent, with their writing cohesion. Speaking of the Jordanian EFL learners, using conjunctions as cohesive devices and establishing coherent text forms is a challenge (Asassfeh et al., 2013). Nevertheless, the linguistic study of writing argumentative essays has generally focused on syntactical errors. For instance, Harrington, Morrison, and Pascual-Leone (2018) focused their investigation of tertiary-level writing on quality errors and syntactic characteristics at the sentence level. Other related features of texts that go beyond the sentence level, such as text cohesion, which contributes to the quality of argumentative texts, were not given enough attention. It is therefore necessary to go beyond the analysis of sentence cohesion to explore the EFL university students' problems in producing text cohesion while writing an argumentative essay.

Writing cohesively and using conjunctions appropriately might be affected by a number of factors, such as students' exposure to using these devices in real-life situations, teachers' inclination to teach cohesive devices, and most importantly, the students' proficiency level and academic background (Ghasemi, 2013). Al Amro (2019) noted that Jordanian EFL school students lack an understanding of the inferences and meanings of conjunctions. Al-Khotaba (2015) believed that Jordanian EFL university students might face a range of cultural and linguistic problems when learning to write. Asassfeh et al. (2013) found that Jordanian college English textbooks include almost fewer than three types of conjunctions. Obeidat (2006) found that only 90 conjunctions had been presented to Jordanian EFL students at the higher education stage. These issues pose a challenge for teachers, who have found teaching conjunctions to students difficult in the presence of these issues (Asassfeh et al., 2013). These teachers need to familiarise the students with the importance of writing cohesively in order to adapt to future academic writing tasks in university setting. The present study is an attempt to determine the frequent issues and factors that hinder the appropriate use of conjunctions as cohesive devices by Jordanian EFL students and provide proper implications for students, teachers, and decision-makers in higher education in Jordan.

1.4   Research Objective

This study addresses gaps in the literature on the understanding of cohesion by examining the use of conjunctions as cohesive devices in argumentative writing by Jordanian EFL learners. It examines the most common cohesion types and explores whether its results comply with related past research. The study intends to achieve the following objectives:

1. To investigate types of conjunctions used by Jordanian EFL undergraduates in argumentative essays.

2. To determine if there is a correlation between undergraduates' correct use of conjunctions and their proficiency.

3. To investigate if there is a correlation between the correct use of conjunctions and the overall quality of writing.

4. To identify most common conjunction errors in argumentative essays written by EFL undergraduates.

5. To look into EFL teachers' perspectives on how using conjunctions can help undergraduates improve argumentative writing quality.

1.5   Research Questions

This research intends to answer the following research questions:

1. What are the types of conjunctions used in argumentative essays of Jordanian EFL undergraduates?

2. What is the correlation between undergraduates' correct use of conjunctions and their proficiency?

3. What is the correlation between the correct use of conjunctions and the overall quality of writing?

4. What are the most common conjunction errors in argumentative essays written by EFL undergraduates?

5. How do EFL teachers perceive the use of conjunctions as improving undergraduates' argumentative writing quality?

1.6   Research Hypotheses

1. Null hypothesis.

2. There is a correlation between undergraduates' correct use of conjunctions and their proficiency (positive hypothesis).

3. There is a correlation between the correct use of conjunctions and the overall quality of writing (positive hypothesis).

4. Null hypothesis.

5. Null hypothesis.

1.7   Conceptual Framework

This study can be conceptualised in the following diagram (Figure. 1.1).

Previous research has shown that proficiency level and argumentative writing quality increase students' performance based on the correct use of conjunctions (Alaro, 2020; Al Khotaba, 2022). The encouragement of students to use the correct conjunctions appeared to positively affect their proficiency level and argumentative writing quality.

Furthermore, using different types of conjunctions allows students to control their proficiency level and argumentative writing during writing assignments. It also shows that using different types of conjunctions helped students improve their writing quality. It enables students to practise a wide range of skills that are significant in the development of writing ability. Darweesh and Kadhim (2016), in their research on university students, found that there is a significant difference in the use of cohesive devices in writing.
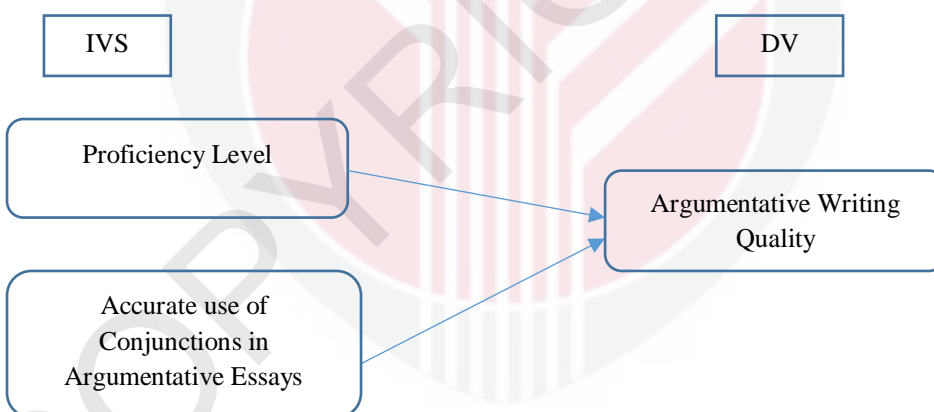

Figure 1.1 : Conceptual Framework

According to the Conceptual Framework, the independent variables are proficiency level and argumentative writing quality, and the dependent variable is conjunction types. Various researchers suggested these variables because they demonstrate usefulness in enhancing writing skills among EFL learners (Yuksefire, 2017; Uzun, (2017).

1.8   Scope of Study

This research includes only Jordanian university third-year students. The age range of the participants is between 21 and 22 years. The analysis is confined to the usage of conjunctions in argumentative essays produced by 60 students at the university level. This study deals with problems of writing at the sentence level in written texts. It is limited to the problems of cohesion, particularly the use of cohesive devices; therefore, other errors are excluded.

Although there is a comparison in the use of conjunctions between essays among a group of Jordanian undergraduate writers in this study, it must be made clear that the goal of this study is not to build a Jordanian corpus of students' essays. Nevertheless, the effort of collecting these essays can be seen as an embryonic step toward the building of a potential Jordanian corpus of undergraduate writers' essays in the future.

1.9   Significance of Study

This study provided insightful knowledge on the use of conjunction devices among Jordanian EFL learners in argumentative writing. Writing teachers might gain a deeper understanding from the results and, therefore, be able to help students develop their writing skills, particularly using cohesive devices.

Thus, the study contributed to the basic issue in education as it described conjunctions applied in argumentative compositions produced by Jordanian EFL undergraduates. It is expected that the study might help define a link between the use of conjunctions and the quality of writing.

Understanding how students use conjunctions can aid in the development of suitable course materials for Jordanian English students. Therefore, this study is expected to shed more light on using conjunctions, which is occasionally overlooked by scholars, and offer a valuable understanding of the teaching of writing and conjunctions since not much research has examined students' writing at this level in Jordan. This research supported teachers in gaining some feedback on the learners' writing skills, which could be used in developing new and more effective techniques for teaching writing skills.

However, this investigation is essential for fostering the improvement of learners' writing quality. Finally, it laid a solid foundation for further future investigations. English is delivered in all academic stages in Jordan, including in schools, colleges, and universities (Al-Natsheh, 2007). Finally, it is hoped that the use of conjunctions may be successfully discussed. Knowing issues related to using cohesive devices in written texts at the tertiary level might appear helpful in building purposeful course materials that would fit the needs of learners' writing skills.

7

1.10   Operational Definitions

This part illustrates the concepts operationalized in this study. This includes coherence, cohesion, cohesive devices, conjunction, and argumentative writing.

a. Cohesion refers to a relationship between elements that can be semantically joined together to form a semantic chain in the written text regardless of their structural status (Halliday and Hasan, 1976). It is the property of textual organisations contributes to overall text coherence (Winter, 1979; Philips, 1985; Hoey, 1991; Johnson and Johnson, 1998). For example, when cats are hungry, they rub on your leg and demand immediate attention. However, when they are satisfied, they find a quiet place and sleep.

b. Cohesive Devices: represent linking words, linkers, connectors, discourse markers, or transitional words (Zemach and Rumisek, 2003: 78). Cohesive devices are words like "for example," "in conclusion," "however," and "moreover."

c. Conjunction: refers to words that may be used within a text to connect sentences and paragraphs (Gerot & Wignel, 1994). Example: Salem wants to graduate, but somehow, he does not want to leave his university with all the good and bad memories.

d. Argumentative writing: involves composing various elements, namely, statements, support, or evidence to back up those claims, and a logical link, that supports the link between the statements and evidence (Toulmin, 1958). Therefore, in writing argumentative essays, students need to clearly show the basic proposition, show suggestions and perceptions, practise official language and theoretical terminology, and be independent in presenting contrasting views. Further, it should be offered directly for argumentation to be considerable (Podis and Podis, 1996). In addition, the rationality of the argument should be observed (Raimes, 1999).

1.11   Chapter Summary

This chapter presented background of the study and statement of problem. It also stated the research objectives of study and research questions formulated to guide the study. The chapter discussed theoretical framework as well as a conceptual framework, which shows the relationship between variables in the study. The chapter illustrated the scope and significance of the study. Finally, it provided an overview of the operational definitions.

REFERENCES

Abbas, J. M., Yasin, M. S. M., & Ismail, K. (2016). Arabic language influence on the Iraqi EFL tertiary learners' use of grammatical cohesive devices in their argumentative essays. *International Editorial and Advisory Board, 4(1), 28-35.*

Abdelreheim, H. M. H. (2014). *A corpus-based discourse analysis of grammatical cohesive devices used in expository essays written by Emirati EFL learners at Al Ghazali school, Abu Dhabi* (Doctoral dissertation, The British University in Dubai (BUiD)).

Adeyemi, R. I. (2017). *Corpus-based analysis of cohesion in written English essays of Nigerian tertiary learners* (Doctoral dissertation, North-West University (South Africa), Vaal Triangle Campus).

Al Amro, K. A. H. (2019). The Functionality of Lexical Patterns in Achieving Written Text Unity in English as a Foreign Language General Writing at Omar Ibn Al Khatab Secondary School in Jordan. *Journal of Education and Practice, 10, 26.*

Al Khotaba, E. (2015). The Application of Writing Processes in ESP Argumentative Writing Tasks: Written Discourse Analysis. *European Journal of Scientific Research, 130(1), 46-56.*

Al Khotaba, E. (2022). Cohesive Connectivity in Arabic-English Translated Texts by English as Foreign Language Students. *British Journal of Applied Linguistics, 2(1), 22-27.*

Al-Khotaba, E. H. (2010). The use of lexical repetition and patterning in written compositions of Jordanian students majoring in English language and literature at Mu'tah University: A case study. *Unpublished Ph. D. dissertation. Universiti Sains Malaysia.*

Al Mughrabi, F. M. (2017). Arab Learners of English and the Use of Discourse Markers in Writing. *Journal of Language Teaching and Research, 8(4), 715-721.*

Al Natsheh, M. (2007). Cohesion in 10th Grade Students Essay at Public and Private Schools in Al Karak Directorate. *Unpublished MA Thesis). Mu'tah University: Jordan.*

Al-Ali, M. N. (2006). Genre-pragmatic strategies in English letter-of-application writing of Jordanian Arabic–English bilinguals. *International Journal of Bilingual Education and Bilingualism, 9(1), 119-139.*

Alarcon, J. B., & Morales, K. N. S. (2011). Grammatical cohesion in students' argumentative essay. *Journal of English and Literature, 2(5), 114-127.*

Alaro, A. A. (2020). An Assessment of Cohesion and Coherence in Students' Descriptive and Narrative Essays: The Case of Sodo Preparatory School Grade Eleven Students'. *English Language, Literature & Culture, 5 (1), 45.*

Alexander, H. A. (2006). A view from somewhere: Explaining the paradigms of educational research. *Journal of philosophy of education, 40(2), 205-221.*

Aljardaat, H. (2008). Rhetorical Transfer in the Expository and Argumentative Writings of Jordanian EFL Students. *Unpublished Master thesis). Mu'tah* University.

Al-Jarrah, T. M., Mansor, N., & Rashid, R. A. (2018). The impact of metacognitive strategies on Jordanian EFL learners' writing performance. *International Journal of English Linguistics, 8(6), 328-339.*

Alkhawaja, H. W., & Paramasivam, S. (2015). A Comparative Discourse Analysis of Hedges in Opinion Giving by Arab EFL and Malay ESL Learners in WhatsApp Focused Group Discussions Paper presented at the Proceedings of the Malaysia International Conference on Foreign Languages (MICFL 2015), *Malaysia. Processing (Vol. 5, pp. 117-135). Amsterdam: Amsterdam University Press.*

Al-Khresheh, M. (2010). Interlingual interference in the English language word order structure of Jordanian EFL learners. *European journal of social sciences, 16(1), 106-113.*

Allan, D. (2004). *Oxford Placement Test 2: Marking Kit with User's Guide and Diagnostic Key.* Oxford University Press.

Al-Qahtani, H. A. (2009). Female use of politeness strategies in the speech act of offering: A contrastive study between spoken Saudi Arabic and spoken British English. *Retrieved from http://www. academia. edu/2020368.*

Al-Rabee, S. A. (2004). *A Comparative study of the cooperative technique and the traditional technique in teaching writing to Jordanian first and second secondary grade students* (Doctoral dissertation, Yarmouk University).

Alsaif, A. (2012). *Human and automatic annotation of discourse relations for Arabic.* University of Leeds.

Al-Shatarat, Y. (1990). Errors in Cohesive Devices Made by Jordanion Intermediate Community College Students in the English Language Specialization. *Unpublished doctoral dissertation). University of Jordan, Jordan.*

Altenberg, B., & Tapper, M. (2014). The use of adverbial connectors in advanced Swedish learners' written English. *In Learner English on computer (pp. 80-93). Routledge.*

Alwreikat, E. A., & Yunus, K. B. (2020). Conventional errors in employing English prepositions in the written work of EFL Jordanian students. *International Journal of Academic Research in Business and Social Sciences, 10(3), 488-496.*

Ameriks, Y. S. (2009). *Investigating validity across two test forms of the Examination for the Certificate of Proficiency in English (ECPE): A multi-group structural equation modeling approach* (Doctoral dissertation, Teachers College, Columbia University).

112

Andriessen, J., & Chanquoy, L., & Coirier, P. (1999). From planning to translating: The specificity of argumentative writing. *Foundations of argumentative text processing, 1-28.*

Andriessen, J. E. B., Chanquoy, L., & Coirier, P. (1999). From planning to translating: The specificity of argumentative writing (pp. 1-28). Amsterdam University Press.

Andriessen, J., de Smedt, K., & Zock, M. (1996). Discourse Planning: Experimental and modeling approaches. *Computational Psycholinguistics: Symbolic and Network Models of Language Processing, 247-278.*

Ary, D., Jacobs, L., Razavieh, A., & Sorenson, C. (2006). Introduction to Research in Education, Canada: Thomson Wadsworth. *Chapter, 10, 709-716.*

Aryadoust, V., & Liu, S. (2015). Predicting EFL writing ability from levels of mental representation measured by Coh-Metrix: A structural equation modeling study. *Assessing Writing, 24, 35-58.*

Asassfeh, S. M. (2015). Prospective EFL teachers: What language learning beliefs do they hold?. *The Asia-Pacific Education Researcher, 24(1), 13-26.*

Asassfeh, S., Alshboul, S., & Alshaboul, Y. (2013). Distribution and appropriateness of use of logical connectors in the academic writing of Jordanian English-major undergraduates. *Journal of Educational and Psychological Sciences, 13(3), 15-19.*

Atayeva, M., Putro, N. H. P. S., Kassymova, G., & Kosbay, S. (2019). Impact of reading on students' writing ability. *In Materials of International Practical Internet Conference "Challenges of Science (Vol. 144, No. 2, pp. 5-13).*

Axelrod, R. B., & Cooper, C. R. (1985). The St. Martin's Guide to Writing. New York: St.

Baker, M. (1992). A coursebook on translation. *London and New York: Routledge.*

Bataineh, R. F., & Zghoul, L. H. (2006). Jordanian TEFL graduate students' use of critical thinking skills (as measured by the Cornell Critical Thinking Test, Level Z). *International Journal of Bilingual Education and Bilingualism, 9(1), 33-50.*

Bex, T. (1996). Variety in Written English-texts in Society: Societies in Text. *London and New York: Routledge.*

Biber, D., Johansson, S., Leech, G., Conrad, S., Finegan, E., & Quirk, R. (1999). *Longman grammar of spoken and written English (Vol. 2). London: Longman.*

Bird, S., & Liberman, M. (2001). A formal framework for linguistic annotation. *Speech communication, 33(1-2), 23-60.*

Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative research in psychology, 3(2), 77-101.*

113

Braun, V., & Clarke, V. (2014). *Successful qualitative research: A practical guide for beginners. London: Sage Publications.*

Barzilay, R., & Elhadad, M. (1999). Using lexical chains for text summarization. *Advances in automatic text summarization, 111-121.*

Brown, G., and Yule, G. (1983). *Discourse Analysis.* Cambridge University Press.

Brown, H. D. (2007). *Principles of language learning and teaching.* New York: Pearson

Bryman, A. (2012). Social research methods 4th ed.

Burgess, R. G. (2002). *In the field: An introduction to field research.* Routledge.

Calkin, A. B. (2018). Writing on writing. *International journal of educational research, 87, 127-137.*

Campbell, J. L., Quincy, C., Osserman, J., & Pedersen, O. K. (2013). Coding in-depth semistructured interviews: Problems of unitization and intercoder reliability and agreement. *Sociological methods & research, 42(3), 294-320.*

Chase, B. J. (2011). *An analysis of the argumentative writing skills of academically underprepared college students* (Doctoral dissertation, Columbia University).

Chen, J. (2005). Interactional influences on writing conferences (unpublished doctoral dissertation). *Hong Kong Polytechnic University, Hong Kong.*

Cicero. (1942 ed.). De Oratore. Cambridge, Mass.: Harvard University Press.

Cicero. (1954 ed.). Ad Herrenium (trans.). London: Heineman (Loeb Classical Library).

Coffey, A., & Atkinson, P. (1996). *Making sense of qualitative data: Complementary research strategies.* Sage Publications, Inc.

Cohen, J. (1960). A coefficient of agreement for nominal scales. *Educational and psychological measurement, 20(1), 37-46.*

Cohen, L., Manion, L., & Morrison, K. (2018). *Research methods in education* (8thed). New York: Taylor & Francis.

Coker Jr, D. L., Jennings, A. S., Farley-Ripple, E., & MacArthur, C. A. (2018). When the type of practice matters: The relationship between typical writing instruction, student practice, and writing achievement in first grade. *Contemporary Educational Psychology, 54, 235-246.*

Cook, G. (1995). *Discourse and literature : the interplay of form and mind .* Oxford University Press. https://archive.org/details/discourseliterat0000cook

Cook, G. (2007). A thing of the future: translation in language learning. *International Journal of Applied Linguistics, 17(3), 396-401.*

Corder, S. P. (1974). Idiosyncratic dialects and error analysis. n Richards, JC (Ed.), Error Analysis (pp. 158-171). *London: Long-man.*

114

Corder, S. P. (1967). The significance of learner's errors. *IRAL-International Review of Applied Linguistics in Language Teaching, 5(1-4), 161-170.*

Corpuz, V. A. F. (2011). *Error correction in second language writing: Teachers' beliefs, practices, and students' preferences* (Doctoral dissertation, Queensland University of Technology).

Creswell, J. W. (2009). Research designs: Qualitative, quantitative, and mixed methods approaches. *Callifornia: Sage.*

Creswell, J. W. (2011). Controversies in mixed methods research. *The Sage handbook of qualitative research, 4(1), 269-284.*

Creswell, J. W. (2012). Educational research: planning. *Conducting, and Evaluating, 260, 375-382.*

Creswell, J. W., & Creswell, J. D. (2013). Research design: *Qualitative, quantitative, and mixed methods approaches*. Sage publications.

Creswell, J. W., & Miller, D. L. (2000). Determining validity in qualitative inquiry. *Theory into practice, 39(3), 124-130.*

Creswell, J. W., & Plano Clark, V. L. (2011). Choosing a mixed methods design. *Designing and conducting mixed methods research, 2, 53-106.*

Crewe, W. J. (1990). The illogic of logical connectives. *ELT Journal, 44(4), 316-325.*

Crotty, M. (2009). The foundations of social research*: Meaning and perspective in the research process. London:* Sage Publications.

Cunningsworth, A. (1984). *Evaluating and selecting EFL teaching materials.* Heinemann Educational.

Darweesh, A. D., & Kadhim, S. A. H. (2016). Iraqi EFL Learners' Problems in Using Conjunctions as Cohesive Devices. *Journal of Education and Practice, 7(11), 169-180.*

De Beaugrande, R. A., & Dressler, W. U. (1981). *Introduction to text linguistics* (Vol. 1). London: longman.

De Bernardi, B., & Antolini, E. (1996). Structural differences in the production of written arguments. *Argumentation,* 10(2), 175-196.

De Cleer, D. (2019). Achieving cohesion through connectors: Connector usage in argumentative essays written by Flemish EFL undergraduate students.

Denzin, N. K. (2012). Triangulation 2.0. *Journal of Mixed Methods Research, 6(2), 80-88.*

Denzin, N. K., & Lincoln, Y. S. (Eds.). (2011). *The Sage handbook of qualitative research. sage.*

Dillon, W. T. (1992). Nuclear sentences: Teaching cohesion to L2 business writers. *The Bulletin of the Association for Business Communication, 55(1), 9-15.*

Drever, E. (2003). *Using semi-structured interviews in small-scale research:* A teacher's guide. Glasgow: SCRE Publication.

Dulay, H., Burt, M., & Krashen, S. (1982). Language Two Oxford University Press. *New York.*

Ebrahimpourtaher, A., &Eissaei. (2008). Awareness of Lexical Cohesive Devices in Text and Reading Comprehension. *International Journal of Educational Research and Technology (IJERT). Vol. 4, No. 2, pg. 63-65.*

Eiler, M. (1983). Meaning and Choice in Writing about Literature. In Jonathan, F. and Roy, O. (eds.), *Developmental Issue in Discourse. No. (10), pp. 169-223.*

Eldridge, J., Neufeld, S., & Hancioğlu, N. (2011). Towards a Lexical Framework for LIL. *International CLIL Research Journal 1, 80–95.*

Ellis, R. (1994). *The study of second language acquisition*. Oxford University Press.

Ellis, R. (1997). *SLA research and language teaching.* Oxford University Press, 198 Madison Avenue, New York, NY 10016-4314.

Emilia, E. (2011). *Pendekatan genre-based dalam pengajaran bahasa Inggris : petunjuk untuk guru* . Rizqi Prss.

Esterberg, K. G. (2002). *Qualitative methods in social research* (No.300.18 E8).

Fahnestock, J. (1983). Semantic and Lexical Coherence. *College Composition and Communication, Vol.(34), No.(4),pp. 401-415.*

Fahy, P. J. (2001). Addressing some common problems in transcript analysis. *The International Review of Research in Open and Distributed Learning, 1(2).*

Farhadi, S., Aidinloo, N. A., & Talebi, Z. (2016). The writing performance of Iranian EFL learners in the light of metadiscourse awareness. *Journal of Language Teaching and Research, 7(5), 923.*

Fayza, S.H.(2010). The impact of multimedia on critical thinking and writing of Saudi secondary school students. *Information. Technology. Journal, 9 (1), 11-19.*

Ferris, D. (2011). *Treatment of error in second language student writing.* University of Michigan Press.

Field, Y., & Oi, Y. L. M. (1992). A comparison of internal conjunctive cohesion in the English essay writing of Cantonese speakers and native speakers of English. *RELC Journal, 23(1), 15-28.*

Flick, U. (2006). *An Introduction to qualitative research*. London: Sage Publications.

Flowerdew, J. (2014). *Academic discourse*. London: Routledge.

Frith, J. (2015). Writing space: Examining the potential of location-based composition. *Computers and Composition, 37, 44-54.*

Fulkerson, R. (1996). *Teaching the Argument in Writing*. National Council of Teachers of English, 1111 W. Kenyon Road, Urbana, IL 61801-1096 (Stock No. 01909-3050: $14.95 members, $19.95 non-members).

Gao, L. (2012). Examining Argumentative Coherence in Essays by Undergraduate Students of English as a Foreign Language in Mainland China and Their English-Speaking Peers in the United States. *Dissertation Florida International University.*

Garthwaite, K. (2009). What a performance! Exploring the reflexive roles of the researcher and the researched within health and illness narratives. *Enquire, 4, 110-133.*

Garzone, G. (2000). Legal translation and functionalist approaches: A contradiction in terms. *AsTTi/eTi, 395.*

Gay, L. and Airasian, P. (2003). Educational Research: *Competencies for Analysis and Applications.* (Seventh Edition). Pearson International Edition.

Gerot, L., & Wignell, P. (1994). *Making sense of functional grammar: An introductory workbook*. Queensland: Antipodean Educational Enterprises.

Ghasemi, M. (2013) An investigation into the use of cohesive devices in second language writings. *Theory and Practice in Language Studies, 3(9), 1615-1623.*

Golafshani, N. (2003). Understanding reliability and validity in qualitative research. *The qualitative report, 8(4), 597-607.*

Golder, C., &Coirier, P. (1994). Argumentative text writing: Developmental trends. *Discourse Processes, 18(2), 187-210.*

Grabe, W., & Kaplan, R. B. (1996). Theory & Practice of Writing. London & New York.

Granger, S., & Tyson, S. (1996). Connector usage in the English essay writing of native and non-native EFL speakers of English. *World Englishes, 15(1), 17-27.*

Gray, D. E. (2021). Doing Research in the Real World, Fourth edition. *Qualitative Research Journal, 5(2), 824.*

Greer, M., & Harris, H. S. (2018). User-centered design as a foundation for effective online writing instruction. *Computers and Composition, 49, 14-24.*

Grix, J. (2018). *The foundations of research*. Macmillan International Higher Education.

Guba, E. G. (1981). ERIC/ECTJ Annual Review Paper: Criteria for Assessing the Trustworthiness of Naturalistic Inquiries . *Educational Communication and Technology, 29*(2), 75–91. https://www.jstor.org/stable/30219811

Guba, E. G., & Lincoln, Y. S. (1994). Competing paradigms in qualitative research. *Handbook of qualitative research, 2(163-194), 105.*

Guest, G., MacQueen, K. M., & Namey, E. E. (2011). Applied thematic analysis. Sage Publications.

Halliday, M. A. K. (1978). *Language as social semiotic: The social interpretation of language and meaning.* Hodder Education.

Halliday, M.A.K. &Hasan, R. (1976). Cohesion in English. London and New York: Longman.

Hamed, M. (2014). Conjunctions in Argumentative Writing of Libyan Tertiary Students. *English Language Teaching, 7(3), 108-120.*

Hammersley, M. (2003). Social Research Today: Some Dilemmas and Distinctions1. *Qualitative Social Work, 2(1), 25-44.*

Hammersley, M. (2014). On the ethics of interviewing for discourse analysis. *Qualitative research, 14(5), 529-541.*

Hamza, M. (2006). Discourse markers in written Arabic. *Teachers' College Researchers Journal, 1(1), 232-243.*

Han, J., & Hiver, P. (2018). Genre-based L2 writing instruction and writing-specific psychological factors: The dynamics of change. *Journal of Second Language Writing, 40, 44-59.*

Harding, J. (2018). *Qualitative data analysis*: From start to finish. Sage.

Harrington, S. J., Morrison, O. P., & Pascual-Leone, A. (2018). Emotional processing in an expressive writing task on trauma. *Complementary Therapies in Clinical Practice, 32, 116-122.*

Hasan, R. (1984). Coherence and cohesive harmony. *Understanding reading comprehension, 181-219.*

Hayes, J. R. (1996). A new framework for understanding cognition and affect in writing process. *The Sciences of Writing. Hillsdale, NJ: Lawrence Erlbaum Associates, 3-30.*

Hedge, T. (1988). Writing. Oxford: Oxford University Press.

Heino, P. (2010). *Adverbial Connectors in Advanced EFL Learners' and Native Speakers' Student Writing.* Bachelor degree project, English, Stockholms University.

Hillier, H. (2004). *Analysing real texts*: Research studies in modern English language. Basingstoke and New York: Palgrave Macmillan.

Hinkel, E. (2002). *Second language writers' text*: Linguistic and rhetorical features. Routledge.

Hinkiel, E. (2004) *Teaching academic ESL writing: practical techniques in vocabulary and grammar.* Mahwah, New Jersey: Lawrence Erlbaum Associates Inc. Publishers.

Hoey, M. (1983). *On the surface of discourse.* London: Allen & Unwin.

Hoey, M. (1991). *Patterns of lexis in Text* (Vol. 299). Oxford: Oxford University Press.

Holstein, J. A., & Gubrium, J. F. (2005). Interpretive practice and social action. *The Sage handbook of qualitative research, 3(2005), 483-505.*

Hung, D. M., & Thu, V. T. A. (2014). Vietnamese learners' attention and use of cohesive devices in English essay writing at dong thap university. *Asian Journal of Educational Research, 2(2), 1-14.*

Hyland, K. (1990). A genre description of the argumentative essay. *RELC Journal, 21(1), 66-78.*

Hyland, K. (2013). Student perceptions of hidden messages in teacher written feedback. *Studies in Educational Evaluation, 39(3), 180-187.*

Isnard, N., & Piolat, A. (1994). The effects of different types of planning on the writing of argumentative text. Writing: *Current trends in European research, 121-132.*

Jalilifar, A. (2009). Discourse Markers in Composition Writings: The case of Iranian learners of English as a foreign language. *English Language Teaching, 1(2), 114-122.*

James, C. (1998). Errors in language and use: Exploring error analysis. *Harlow, Essex: Longman.*

Johnson, K., & Johnson, H. (Eds.). (1998*). Encyclopedic dictionary of applied linguistics.* Blackwell Publishing.

Kalajahi, S. A. R. (2014*). A Corpus-based Study of Malaysia ESL Students' Use of Discourse Connectors in Upper and Post-secondry Argumentative Writing* (Doctoral dissertation, Universiti Putra Malaysia).

Kalajahi, S. A. R., & Abdullah, A. N. (2015). Discourse connectors and cohesion in writing. *Mediterranean Journal of Social Sciences, 6(3 S2), 441.*

Kharma, N. (1987). Problems in Writing Compositions in EFL: A Contrastive Rhetoric.Abhath Al- Yarmouk University. *Journal For Literature and Linguistics Series, Vol. (3), No. (1), pp 7-29.*

Kim, M., & Crossley, S. A. (2018). Modeling second language writing quality: A structural equation investigation of lexical, syntactic, and cohesive features in source-based and independent writing. *Assessing Writing, 37, 39-56.*

Klein, H. K., & Myers, M. D. (1999). A set of principles for conducting and evaluating interpretive field studies in information systems. *MIS quarterly, 67-93.*

Klimova, B. F., & Hubackova, S. (2014). Grammatical cohesion in abstracts. *Procedia-Social and Behavioral Sciences, 116, 664-668.*

Kuo, H. (1995). Cohesion and Coherence in Academic Writing: from Lexical Choice to Organization". *RELC JOURNAL, 26(1), 47-62.*

Kvale, S. (2008). *Doing interviews*. London: Sage Publications.

Laforest, J. (2009). Guide to organising semi-structured interviews. *Canada: INSPQ Publication.*

Layder, D. (1993). *New strategies in social research:* An introduction and guide. Polity Press.

Lee, I. (2002a). Teaching coherence to ESL students: A classroom inquiry. *Journal of Second Language Writing, 11, 135-159.*

Lee, I. (2002b). Teaching Coherence to ESL Students: A Classroom Inquiry. *Journal of Second Language Writing, 11(2), 135-159.*

Leki, I. (2017). *Undergraduates in a second language challenges and complexities of academic literacy development.* Routledge.

Lennon, P. (1991). Error: Some problems of definition, identification, and distinction. *Applied linguistics, 12(2), 180-196.*

Lichtman, M. (2013). *Qualitative research in education: A user's guide* (3rd ed.). London: Sage Publications.

Litosseliti, L. (2003). *Using focus groups in research.* A&C Black.

Liu, M., & Braine, G. (2005). Cohesive features in argumentative writing produced by Chinese undergraduates. *System, 33(4), 623-636.*

Luttrell, W. (2010). 'A camera is a big responsibility': A lens for analysing children's visual voices. *Visual studies, 25(3), 224-237.*

Ma, Y., & Wang, B. (2016). A Corpus-based Study of Connectors in Student Writing: A Comparison between a Native Speaker (NS) Corpus and a Non-native Speaker (NNS) Learner Corpus. *International Journal of Applied Linguistics and English Literature, 5(1), 113-118.*

Macora, Y. D. (2020). The Problems of Discourse Markers and Coherence in the Graduate's Theses of Sintuwu Maroso University. Sintuwu Maroso. *Journal of English Teaching, 2(1), 11-18.*

Malta, P., & Sousa, R. D. (2016). Process oriented approaches in enterprise architecture for business-IT alignment. *Procedia Computer Science, 100, 888-893.*

Manalu, S. A. (2016). Cohesion Devices in Relation to Quality of Engineering Students' Genre-Based Writings. *In Proceeding of International Conference on Teacher Training and Education (Vol. 1, No. 1).*

Markels, R. B. (1983). Cohesion paradigms in paragraphs. *College English, 45(5), 450-464.*

Marshall, C., & Rossman, G. (2010). *Designing qualitative research* (5thed). UK: Sage Publications.

Marshall, S., & Marr, J. W. (2018). Teaching multilingual learners in Canadian writing-intensive classrooms: Pedagogy, binaries, and conflicting identities. *Journal of Second Language Writing, 40, 32-43.*

Martin, J. R. (2001). Cohesion and Texture. The Hand Book of Discourse Analysis.

Martínez, A. C. L. (2016). Conjunctions in the writing of students enrolled on bilingual and non-bilingual programs. *Revista de educación nº 371. January-March 2016, 371, 100-125.*

Mason, J. (2002). *Qualitative researching*. London: Sage Publications.

McCarthy, M.(2002). *Discourse Analysis for Language Teachers*. Cambridge: Cambridge University Press.

McKinley, J. (2018). Integrating Appraisal Theory with possible selves in understanding university EFL writing. *System, 78, 27-37.*

Meisuo, Z. (2000). Cohesive features in the expository writing of undergraduates in two Chinese universities. *RELC journal, 31(1), 61-95.*

Miles, M. B., & Huberman, A. M. (1984). Qualitative data analysis: A sourcebook of new methods. *In Qualitative data analysis: a sourcebook of new methods (pp. 263-263).*

Miller, T., & Boulton, M. (2007). Changing constructions of informed consent: Qualitative research and complex social worlds. *Social science & medicine, 65(11), 2199-2211.*

Milton, J. C., & Tsang, E. S. C. (1993). A corpus-based study of logical connectors in EFL students' writing: Directions for future research. *In Studies in lexis. Proceedings of a seminar on lexis organized by the Language Centre of the HKUST, Hong Kong (Language Centre, HKUST, Hong Kong, 1993).*

Milton, J. (2001). Elements of a Written Interlanguage. *from The Hong Kong University of Science and Technology: Language Centre.*

Mohamed, N. (2016). Use of conjunctions in argumentative essay by ESL undergraduates. *e-Academia Journal*, 5(1), 16-22.

Monassar, H. M. (2005). Cohesion and coherence: Contrastive transitions in the EFL/ESL writing of university Arab students.

Muddhi, S. K., & Hussein, R. F. (2014). A corpus-based study of conjunctive adjuncts in the writings of native and non-native speakers of English. *English Linguistics Research, 3(2), 18-32.*

Narita, M., Sato, C., & Sugiura, M. (2004, May). Connector Usage in the English Essay Writing of Japanese EFL Learners. *In LREC* (Vol. 27, pp. 1171-1174).

Nevan, W. N., & Losekoot. E. (2012). Interpretative research paradigms: Points of difference. Retrieved on April 20th, 2015 from http://aut.researchgateway.ac.nz/bitstream/handle/10292/4523/ECRM2012Bol tonWrightLosekootRE.pdf?sequence=2.

Nimehchisalem, V. (2010). *Developing an analytic scale for evaluating argumentative writing of students in a Malaysian public university* (Doctoral dissertation, Universiti Putra Malaysia).

Noy, C. (2008). Sampling knowledge: The Hermeneutics of snowball sampling in qualitative research. *International Journal of Social Research Methodology, 11 (4), 327-344.*

Obeiah, S. F., & Bataineh, R. F. (2016). Does scaffolding-based instruction improve writing performance? The case of Jordanian EFL learners. *Lublin Studies in Modern Languages and Literature, 39(2), 106.*

Obeiah, S. F., & Bataineh, R. F. (2016). The effect of portfolio-based assessment on Jordanian EFL learners' writing performance. *Bellaterra Journal of Teaching & Learning Language & Literature, 9(1), 32-46.*

Obeidat, N. M. Y. (2006). *Cohesion in Simultaneous Interpretation of Press Conferences* (Doctoral dissertation, Yarmouk University).

Odlin, T. (1989). *Language transfer* (Vol. 27). Cambridge: Cambridge University Press.

Olateju, Moji. A. 2006. Cohesion in ESL Classroom Written Texts. *Nordic Journal of African Studies. 15(3): 314–331.*

Ong, J. (2011). Investigating the use of cohesive devices by Chinese EFL learners. *The Asian EFL Journal Quarterly, 11(3), 42-65.*

Paltridge, B. (2006). *Discourse Analysis:* An Introduction. Cornwall: MPG Books ltd.

Paltridge, B. (2006). *Discourse Analysis: An Introduction. London*: Continuum.

Park, Y. Y. (2013). Korean College EFL Students' Use of Contrastive Conjunctions in Argumentative Writing. *English Teaching, 68(2).*

Phillips, M. (1985). *Aspects of text structure: An investigation of the lexical organisation of tex*t (Vol. 52). North Holland.

Podis, J.M and Podis, L.A. (1996). Rethinking writing. Boston: Allyn and Bacon.

Pring, R. (2006). *Philosophy of educational research.* London: Continuum.

Pritchett, C. (2012). School culture: a sequential mixed methods exploratory meta-analysis. Theses and Dissertations., 1–222. https://rdw.rowan.edu/etd/142

Puchala, K. (2011). Text typology and its significance in translation. *Studia Anglica Resoviensia, 8(69), 357-365.*

Quinn, P. M. (2002). *Qualitative Research and Evaluation Methods.* California EU.

Quirk, R., Greenbaum, S., Leech, G., & Svartvik, J. (1985). *A comprehensive grammar of the English language*. London: Longman.

Rabab'ah, G. (2001). *An investigation into the strategic competence of Arab learners of English at Jordanian universities* (Doctoral dissertation, Newcastle University).

Rababah, L., & Melhem, N. B. (2015). Investigation into strategies of creativity in EFL writing in Jordan. *Journal of Literature, Languages and Linguistics, 3(5), 14-25.*

Rahmawati, D. (2015). Grammatical Cohesive Devices Found in Argumentative Essays Written By the Fourth Semester Students of English Education Department At Iain Tulungagung. IAIN Tulungagung http://repo.uinsatu.ac.id/id/eprint/1851.

Raimes, Ann.(1999). Keys for writers.A brief handbook.Boston: *Houghton Miffin Company.*

Ranalli, J., Feng, H. H., & Chukharev-Hudilainen, E. (2018). Exploring the potential of process-tracing technologies to support assessment for learning of L2 writing. *Assessing Writing, 36, 77-89.*

Richards, J. C., & Schmidt, R. W. (2013). Longman Dictionary of Language Teaching and Applied Linguistics. *In Longman Dictionary of Language Teaching and Applied Linguistics.* Routledge. https://doi.org/10.4324/9781315833835

Richards, J. C. (1974). A non-contrastive approach to error analysis. *Error analysis: Perspectives on second language acquisition*, 172-188.

Robson, C. (2002). *Real world research: A resource for social scientists and practitioner-researchers.* Wiley-Blackwell.

Rosaline, B. (2008). The scope and contribution of qualitative research (pp. 9-34). London: *SAGE Publications Ltd. doi, 10, 9780857029034.*

Sanchez Sanchez, S. (2019). *The Use of Discourse Markers in Argumentative Compositions by Learners of Spanish as a Foreign Language.* (Master thesis, University of Alberta).

Sanczyk, A. (2010*). Investigating argumentative essays of English undergraduates studying in Poland as regards their use of cohesive devices.* https://www.duo.uio.no/handle/10852/25244

Saputra, A., & Hakim, M. A. R. (2020). The Usage of Cohesive Devices by High-Achieving EFL Students in Writing Argumentative Essays. *Indonesian TESOL Journal, 2(1), 42-58.*

Sarantakos, S. (2005). *Social research. (3rd ed)*. UK: Palgrave Macmillan.

Saud, W. I. (2016). Cohesion in the Descriptive Writing of EFL Undergraduates. *International Journal of Humanities and Cultural Studies (IJHCS) ISSN 2356-5926, 2(2), 440-450.*

Schegloff, E. A., & Jefferson, G. (1974). A simplest systematics for the organization of turn-taking for conversation language, 50, 696-735.*In Studies in the organization of conversational interaction* (pp. 7-55). Academic Press.

Seely, J. (1998). *The Oxford guide to writing and speaking*. Oxford University Press.

Seidman, I. (2006). *Interviewing as qualitative research: A guide for researchers in education and the social sciences*. Teachers college press.

Sekaran, U. (2003). *Research Methods for Business: A Skill Building Approach (4th ed.)*. New Delhi: John Wiley & Sons, Inc.

Shahsavar, Z. (2012). *Developing critical thinking skills in the argumentative writing of tertiary level students in a blended learning environment* [Universiti Putra Malaysia]. http://ir.upm.edu.my/find/Record/my-upm-ir.27844/Details

Shenton, A. K. (2004). Strategies for ensuring trustworthiness in qualitative research projects. *Education for information, 22(2), 63-75.*

Siahaan, J. (2013). An analysis of students' ability and difficulties in writing descriptive texts. *Journal of English and Education, 1*(1), 114-121.

Silva, T. (1990). Second language Composition Instruction: Development, Issues, and Directions in ESL. In B. Kroll (Ed.), Second Language Writing: *Research Insights for the Classroom* (pp. 11–23). Cambridge: Cambridge University Press.

Silverman, D. (2020). *One introducing qualitative research*. Sage.

Simensen, Aud Marit.(2007). *Teaching a Foreign Language. 2nd ed. Bergen*: Fagbokforlaget.

Smith, W. and Leidlich, R. (1977). *Rhetoric for Today*. New York: Harcourt Brace Jovanovich. Inc.

Stake, R. E. (1995). *The art of case study research*. sage.

Stoddard, S. (1994). Text and texture: Patterns of cohesion (L. Zheng). *JOURNAL OF PRAGMATICS, 22(5),* 559-559.

Swales, J. M., & Luebs, M. (1995). Towards textography. *Writing in academic contexts, 12- 29.*

Swastami, N. (2014). *An Analysis On The Use Of Cohesion In Recount Text Composed By Students At State Islamic Institute Tulungagung In Academic Year 2014.* http://repo.uinsatu.ac.id/

Tapper, M. (2005). Connectives in advanced Swedish EFL learners' written English–preliminary results. *The Department of English: Working Papers in English Linguistics, 5, 116-144*.

Tate, G., Corbett, E., Myers, N. (1994). *The writing teacher's sourcebook*. New York: Oxford University Press.

Thomas, D. R. (2006). A general inductive approach for analyzing qualitative evaluation data. *American journal of evaluation, 27(2), 237-246*.

Toulmin, S. E. (2003). *The uses of argument. In The Uses of Argument: Updated Edition*. Cambridge University Press. https://doi.org/10.1017/CBO9780511840005.

Tsareva, A. (2010). *Grammatical cohesion in argumentative essays by Norwegian and Russian learners* (Master's thesis).

Uçar, S., & Yükselir, C. (2017). A Corpus-Based Study on the Use of the Logical Connector" Thus" in the Academic Writing of Turkish EFL Learners. *ERIC, 10(2)*. https://doi.org/10.5539/elt.v10n2p64

Uzun, K. (2018). The use of conjunctions and its relationship with argumentative writing performance in an EFL setting. *Positioning English for Specific Purposes in an English Language Teaching Context, 175*.

Voss, J. F., Greene, T. R., Post, T. A., & Penner, B. C. (1983). Problem-solving skill in the social sciences. *In Psychology of learning and motivation* (Vol. 17, pp. 165-213). Academic Press.

Wahyuni, D. (2012). The research design maze: Understanding paradigms, cases, methods and methodologies. *Journal of applied management accounting research, 10(1), 69-80*.

Walsham, G. (2006). Doing interpretive research. *European journal of information systems, 15(3), 320-330*.

Weber, R. (2004). Editor's Comments: The Grim Reaper: The Curse of E-Mail. *MIS quarterly, iii-xiii*.

Willis, J. W. (2007). World views, paradigms, and the practice of social science research. *Foundations of qualitative research: Interpretive and critical approaches, 1*.

Winter, E. O. (1979, December). Replacement as a fundamental function of the sentence in context. *In Forum Linguisticum* (Vol. 4, No. 2, pp. 95-133).

Winter, E. (1994). Clause relations as information structure: Two basic text structures in English. *In Advances in written text analysis* (pp. 60-82). Routledge.

Xiujie Wu & Xiaojing Wang, (2019).A Study on the Use of the Adversative Conjunction in Chinese College Students' English Writing. *International Conference on Politics, Economics and Management (ICPEM 2019).*

Xu, J. (2005). *Confidence and sense of self in using English: Case studies of three high English proficiency Chinese sojourners in Australia* (Doctoral dissertation, La Trobe University).

Yang, G. P., & Chen, Y. (2015). Investigating the English Proficiency of Learners: A Corpus-Based Study of Contrastive Discourse Markers in China. *Open Journal of Modern Linguistics, 5(03), 281.*

Yang, L. (2009). *Speech act of request: a comparative study of Chinese and American graduate students at an American university* (Doctoral dissertation, Bowling Green State University).

Yaochen, D. (2006). Use of Adverbial Connectors in Chinese EFL Learners'Argumentative Writing. *Retrieved 20 July 2012. Available online:http://www.celea.org.cn/teic/70/70-32.pdf.*

Yilmaz, K. (2013). Comparison of quantitative and qualitative research traditions: Epistemological, theoretical, and methodological differences. *European journal of education, 48(2), 311-325.*

Yin, R. K. (2009). *Case Study Research: Design and Methods - Robert K. Yin - Google Books* (Vol. 5). Sage.

Yingle, L., & Xueai, Z.(2019). An Analysis of Conjunctions as Cohesive Devices in High School Students" English Writing. *International Journal of Languages, Literature and Linguistics, Vol. 5, No. 4.*

Zamel, V. (1982). Teaching Composition in the ESL Classroom: What We Can Learn from Research in the Teaching of English. *TESOL Quarterly, 10 (1), 67-76.*

Zarifi, A. (2015). A Corpus-Based Study of Semantic Treatment of Phrasal Verbs in Malaysian ESL Secondary School Textbooks. *Pertanika J. Soc. Sci. & Hum. , 23*(4), 793–808.

Zemach, D. E., & Rumisek, L. A. (2003). *College Writing: From Paragraph to Essay.* Macmillan.

Zhang, X. (2018). Diluting Minority Students' Marginalization in the Mainstream College English Writing Classroom Through Functional Linguistic Praxis: A Case Report From China. *The Asia-Pacific Education Researcher, 27(6), 465-475.*

Zhao, H. (2018). New insights into the process of peer review for EFL writing: A process-oriented socio-cultural perspective. *Learning and Instruction, 58, 263-273.*

Zhou, X.(2007). Application of English cohesion theory in the teaching of writing to Chinese graduate students. USChina Education Review, 4 (7), 31-37.