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UNAN – Managua

Faculty of Education and Languages

English Department



The Use of Connectors in Writing a Paragraph

Graduation Seminar

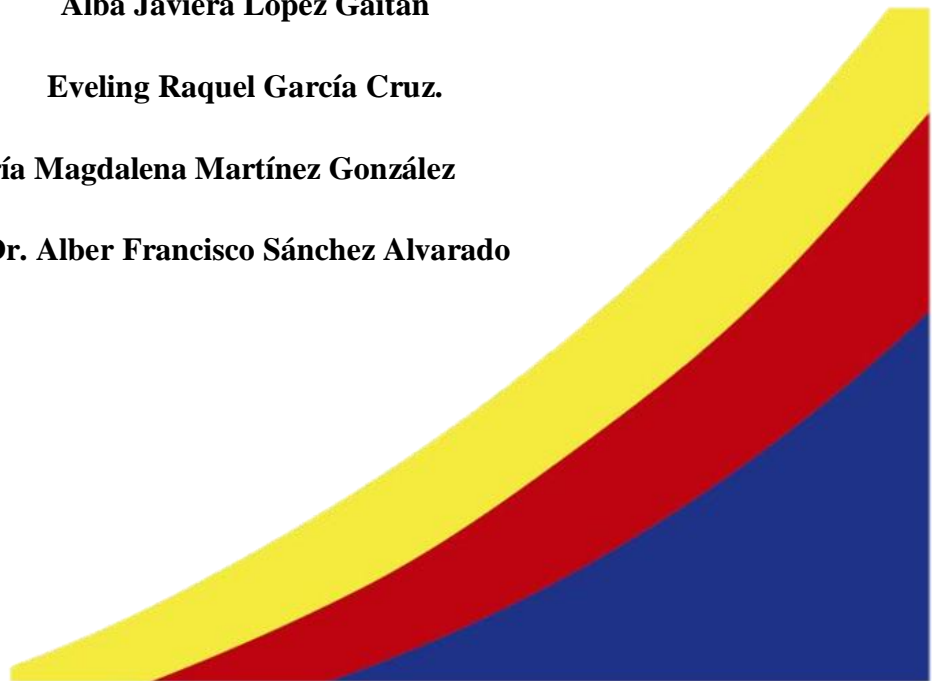
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Dedication

We dedicate this research paper mainly to God, for giving us strength to continue in this process of obtaining one of our desires. To our parents, for their love, support and sacrifice during all these years, thanks to them we have managed to get here and become what we are. To our siblings for always being present and accompanying us throughout this stage of our lives.

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We thank God for blessing our lives, for guiding us throughout our existence, for being the strength in all moments.

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Abstract

This research is aimed to analyze the uses of connectors in written paragraphs, due to the fact that the cohesion of a text depends on the adequate use of these linguistic elements. As far as the communicative nature of writing is concerned, cohesion is regarded as an essential textual component both in creating organized texts and rendering the content comprehensible to the reader. Much of this research has focused on text cohesion, so that an important topic in writing research has been the use of cohesive features. Many researchers have explored the connection between the use of cohesive devices and the quality of writing. To gain more insight into this area, this study reviewed some studies focusing on the use of the most common connectors. Moreover, the analysis of collected data from researchers has shown that the connectors overused by students in their paragraphs were: and, so, because. Also, we found that students used connectors in a wrong way because they don't know the function of each one. It's difficulty that tell us that the use of connectors influence in the quality of writing, for instance, the findings were obtained by applying a survey for students, a teacher interview and by asking the students to write a descriptive composition. To this end, this study uses corpus linguistics as a framework carry out under the classification of Halliday and Hasan, to investigate how students use connectors when writing paragraphs. Moreover, the study should help raise awareness of various types and uses of connectors and their roles in creating textual cohesion, thus producing effective written texts.

I. Research scope

Introduction

This research intended to analyze the use of connectors in writing a paragraph in the third-year students of the English at UNAN-Managua University. At the same time, it introduces the background and addresses the difficulties learners of English as a second language have when using connectors in English writings. This research of the use of connectors was carried out under the classification of connectors adapted from Halliday and Hasan. It also discusses the main theories to the teaching of cohesion in foreign language learners of English. The researchers wanted to find out which are the most common connectors used by learners and how the connectors influence in the quality of writing. Firstly, we are going to identify the most common use of connectors in writing a paragraph, taking into account the different concepts; secondly, the quality of writing, the type of connectors, the function and the classification. Finally, it shows the data collection procedure and the mix method of discourse connector's analysis. The findings were obtained by an interview to the teacher, a survey and a descriptive compositions produced by a group of seventeen students of third year of English at UNAN-Managua.

According to Hasan, (1976,) "Cohesion in writing of paragraph is mainly due to the use of logical connectors." As difficult as writing is in our first language is even more so, requiring the writers to apply forms to make sense in a text to construct a standard language, but also an ability to use the cohesion to produce a textual sequence. These cohesive elements have been referred to the literature by such us terms as cohesive aspects.

Problem statement

Second language writing is not just something that people do, but also what they produce and how it is taught, analyzed and learnt. The learners who study English want to write ideas, well-structured paragraphs, essays, and stories in a simple way, however, they have difficulties in the writing skill, since they do not use connectors in order to have a coherence paragraph. That is why this study focuses the most common connectors used by students.

Rationale

Languages such as English seem to be the key to understanding people from different countries. With its significance in several domains of life such as business, education, science and technology, particularly in those multicultural contexts which are not its cultural and historical base, English has gained the status of the world's dominant lingua franca, fostering worldwide cross-cultural communication between non-native speakers. (Fortune,2006) stated that “the number of learners of English as a second language has been on the rise across the globe. And English learning is no longer only driven mainly by individuals’ linguistic interest but by needs for global communication and for career advancement in the changing world.” Because of its significance, a variety of teaching approaches have been proposed to aid the learners in the process of acquiring English and becoming successful communicators. Writing is important to increasing the knowledge through the transfer of opinions, and arguments. According to (Hyland, 2019) “Writing is focusing in turn on theories that are mainly concerned with texts, with writers and with readers.” Writing is fundamental to develop our brain to find ideas hidden, so that could be redeveloped in order to be a great idea. In the writing also should understand how putting word for word thus as to produce a correct sentence, coherent, and have a relevant meaning.

Simply, second language writing is a term applied to writing done in a language other than the writer's native language. It is also often, but not always, being done in a language that the writer is in the process of learning. For many of us it is also an abstract area of study, the study of writing performed by non-native speakers. An area concerned with the experience of writing in another language, the analysis of the writing produced in another language, and the study of teaching of writing in another language. Second language writing is not just something that people do, but also what they produce and how it is taught, analyzed and learnt. Undoubtedly writing as one of the second language skills is really arduous. According to (Quirk R. , 1985) the difficulty emanates both from generating and organizing ideas and translating these ideas into readable text. L2 writers must pay attention not only to higher level skills of planning and organizing but also to lower-level skills of spelling, punctuation, word choice, and so on.” Organized writing is also a challenge to learners as their writing lacks coherence, consolidation of knowledge and use of formal transitional and cohesive devices. (Hasan & Halliday, 1997) believed that “cohesion, as the important textual element has long been recognized as important feature of good writing.”

Without cohesion, a text does not have a relevant meaning. Cohesion refers to the presence or absence of explicit cues in the text that allow the reader to find relations of meaning. According to (Hasan & Halliday, 1997) cohesion is the most important element in writing. Cohesion refers to the establishment within the meaning of the text, also includes a precision of words in a text.” Writers should always keep in their mind that readers would not be able to trace the ideas in any written text unless they signal the interconnections of the preceding and following pieces of message through contextual clues. A written text requires more than just the ability of the writers to build sentences accurately, but also an ability to use cohesive devices to produce textual coherence. These cohesive devices have been referred to in the literature by such terms as cohesive elements Halliday, (1976) stated that “connectors are logical connectors” these are used to join or connect two ideas that have a particular relationship. On the other hand, (Quirk R. , 1985) stated that “linking adverbials are used to link ideas or clauses in spoken discourse or written text.” Moreover, (Biber, 1999) mentioned that connectors are conjunctive adverbials are parts of speech that are used to connect one clause to another.” They are also used to show sequence, contrast, cause and effect. According to (Celce -Murcia, 1999) connectors are also called connectives; those are words that link two similar elements in a sentence. Moreover, (Huddleston, 2002) stated that “connectors are discourse connectors”. The function of connectors is to signal the connections between passages of a text and to state the writer’s perception of the relationship between units of the text. According to (Hasan, 1976) research into coherence in students’ writing has led several linguistic researchers to maintain that textual cohesion correlates highly with other aspects of effective written expression. The inappropriate use of connectors could be a certain degree, hinder successful communication, leading to a misunderstanding between message sender and receiver. For instance, (Ramasawmy, 2004) explored that “the correlation between writing quality and connector cohesion in compositions.” Hence, as part of communicative competence, learners must acquire the appropriate use of connectors of their target language. As the focus on cohesion has been part of the new direction in communicative and functional approach in written language teaching, research has been done to enhance writing quality of second language learners.

According to Goldman and Murray (1992) conducted a study in which they analyzed the use of connectors and how determined they are for the comprehension of a text. By comparing the perceptions of connector’s uses of both native and non-native speakers of English, they concluded

that incorrect choices of connectors are related to the level of proficiency in English, which tends to be the case for learners of English foreign Language.

The analytical finding obtained from this study will be valuable for both researchers and teachers concerned with the second language writing. They should be able to discover on how connectors or cohesive devices are used by students. The focus on the use of cohesive devices should also provide valuable insights concerning the practices and the quality of writing. It is a mix method. Additionally, the findings of the study should be able specially to assist English language teachers in identifying difficulties areas in the learners' acquisition of connectors that need be dealt with in a writing course so that the learners' acquisition of connectors and their appropriate use can be assured and the effectiveness in their second language written communication can be improved. Moreover, the study should help raise awareness of various types and uses of connectors and their roles in creating textual cohesion, thus producing effective written texts. Although, only those connectors commonly used as and, so, because, were the students' favorites and the underused connectors were but, after that, moreover, on the other hand, also. As a consequence, the first three common connectors are used as a "filler".

General Objective

To explore the use of connectors in students' writing of third year of English major from the Saturday program at UNAN-Managua.

Specific objectives

1. To identify the most common connectors used in paragraphs by students of third year at UNAN-Managua.
2. To explain the classification and the function of the use of connectors in the writing skills.
3. To describe the influence of connectors in the quality of writing.

Research Questions

What are the most common connectors used in paragraph by learners of third year at UNAN-Managua?

What are the classification and the functions of connectors in writing skills used by students of third year at UNAN-Managua?

How does the use of connectors influence the quality of writing?

Hypothesis

If students use connectors correctly they will write a coherent paragraph.

II. Theoretical Framework

This chapter reviews the theoretical and research literature. Firstly, the overview of definition and nature of writing, the types of writing, secondly overview about cohesion, thirdly, definition and types of connectors, use of connector in paragraphs and the quality of writing, Finally, the semantic functional categories of connectors and Halliday and Hasan's classification.

Writing

Writing is an activity and how a person develops an idea, argue, and acquire knowledge through a written language. Writing skill include all the knowledge and abilities related to expressing ideas through the written word. In the writing, a person had acquired extensive knowledge and thinking we had continued to evolve. Writing is important to increasing the knowledge through the transfer of opinions, and arguments. According to (Hyland, 2019). "Writing is focusing in turn on theories that are mainly concerned with texts, with writers and with readers" Reading and writing can require knowledge and skills that include in the system language to construct meaning. As reported by (Bruce, 2019) "The writing we should be able to keep the reader interested". Usually in the introduction is crucial interest to the readers of our paper. Therefore, the thought of an idea must be appropriate to the context in our writing.

Nature of writing

A text, according to (Hyland, 2019) "has been theoretically defined as not just a string of sentences." That is to say, it is not simply a lengthy grammatical unit, but a sort of semantic unit. The unity that it has is a unity of meaning in context. On the other hand, according to (Cook, 1989) "defines the term text as stretches of language perceived to be meaningful, unified and purposive." the written requires different facets of communicative skills to produce clear, precise, and unambiguous messages to achieve accurate interpretation and successful communication (Woods, 2020). A gender is defined as conventionalized communicative events characterized by particular linguistic behavior and a set of communicative purpose, narrative, expository, argumentative, recipes. According to (Besnier, 1990) "Recipes would appear as straightforward instructional texts designed to ensure that if a series of activities is carried out to the prescription offered, a successful outcome will be achieved." Different genres are structured according to certain patterns of rhetorical organization with stylistic variation. Genders constrain the ways in register which

variables of field can be combined in a particular discourse community. As reported by (Besnier, 1990) “students’ strategies for creating texts differ by genders and their abilities of writing in different genders may not be the same.” Their ability of writing narratives may be higher than that of writing other genres such as arguments. This, is important to compare texts of the same gender, otherwise, comparison of language is notoriously difficult especially at the discourse level. A writer will organize her thinking in a particular way among other options, choose a particular genre to convey her message in a form that a reader will find intelligible/effective. Genres are recognizable text types. They are rough templates that writers use to order their thinking. Moreover, genres are, according to Charles Cooper, “types of writing produced every day in our culture, types of writing that make possible certain kinds of learning and social interaction . . . essential to thinking, learning, communication, and social cohesion.” The most common school genres include narrative and some of its subgenres, such as the memoir, the autobiographical incident essay; the informational genre (exposition) including subgenres of problem/solution, reports of information and explanations, and argument, including such subgenres as response to literature, the position paper and the evaluation (Dornan ,R.W., Rosen, L.M & Wilson, M., 2003). Genre knowledge on the part of the writer opens up an array of options that aid in the organization and generation of text (Graham, S.,Harris, K.R., 1993). Genre knowledge on the part of a reader allows that reader to anticipate where the writer is headed next with her thinking; it allows for anticipation and ease of understanding. Understanding of mid-level structures offers similar benefits. Working within the structure of comparison/contrast or cause and effect, of problem and solution, or definition/example, gives the writer and the reader a predictable template to follow. While the genre and mid-level structures (macrostructure) of text are the global means of both organizing and following the writer’s message, at the sentence and paragraph levels of text (microstructure) are the propositions (idea units) that link together to make up the web of meaning intended by the writer.

Types of writing

Exposition

Exposition is one of four rhetorical modes of discourse, along with argumentation, description and narration. It is also used for speeches. The purpose of exposition is to provide some background and inform the readers about the plot, character, setting and theme of the essay, story.

Description

Descriptive writing uses a lot of great visual words to help you see the person, place or thing they are writing about.

Description is one of four rhetorical modes (also known as modes of discourse). It is also the fiction – writing mode for transmitting a mental image or the particulars of a story.

a. Description as a rhetorical mode: The purposes of description are to re-create or visually present a person, place, event, or action so that the reader may picture that which is being described. Descriptive writing may be found in the other rhetorical modes.

b. Description as a fiction - writing mode: Fiction is a form of narrative, fiction – writing also has distinct forms of expression, or modes, each with its own purposes and conventions. Agent and author Even Marshall identify five fictions–writing modes, action, summary, dialogues feeling/ thoughts and background.

Narration

Narration is some kind of retelling, often in words (though it is possible to mime a story), of something that happened (a story). Narration recounts events, perhaps leaving some occurrences out because they are from some perspective insignificant, and perhaps emphasizing others. Narration thus shapes history (the scene of events, the story of what happened).

Coherence

Coherence, one of the influential features in judging the quality of writing, has been considered to be a subjective and hazy concept which is hard to learn and teach (Crewe, 1990) in spite of the fact that cohesion and coherence being so intertwined are not easily distinguished and defined a separate entity. As a writing teacher and researcher, also believed that the concept of coherence was not definite so that writing teachers had difficulties in teaching and assessing students’ writing. Meanwhile, a number of researchers have defined coherence from different perspectives. However, as (Grabe, W., & Kaplan, R. B. , 1996) stated, “there is little consensus on the matter of an overall definition of coherence”. Coherence as the link in a text connecting ideas and making the flow of thoughts meaningful and clear for readers. So, it accounts for the meaningful and logical relationship among elements in a text, which stems from “thematic development, organization of information, or communicative purpose of the particular discourse”

A text is a passage of discourse which is coherent in these two regards: it is coherent with respect to the context of situation, and therefore consistent in register; and it is coherent with respect to itself, and therefore cohesive”.

Cohesion

Is the grammatical and lexical linking within a text or sentence that holds a text together and gives it meaning. To write a well-organized text with unity and meaning, cohesion is indispensable component that need to be take into consideration, initiated by Halliday and Hasan, the concept of text cohesion was sparked off in 1976 to discover what and how linguistic properties can create discourse relations in a single text. “Cohesion is mainly referred to relation of meaning that exists within the text. When a relation of cohesion is set up, the presupposing and the presupposed elements are connected and integrated into a text, creating a cohesive tie. Cohesion or cohesive meaning, in this regard, is not a structural relation; hence it is unrestricted by sentence boundaries.” Also, cohesion refers to explicit linguistic devices that show a relationship between sentences in each paragraph and between paragraphs that form a text.

The construct of cohesion is one of the widely explored sub-fields of second language writing. The current study is based on a quantitative design. Halliday and Hasan's taxonomy was used as the framework for the analysis. Cohesion devices used in academic writing written by English learners will be analyzed. English Learning is no longer only driven mainly by individuals’ linguistic interest, but by needs for global communication and for career advancement in the changing world. Because its significance, a variety of teaching approaches have been proposed to aid the learners in the process of acquiring English and becoming successful communicators. As a matter of fact, writing has been proven to be the most difficult language skill even for native speakers. According to (Norrish, 1983) “in some way, it is more difficult than speaking since in written communication there is no additional help of nonverbal cues (facial expression, gesture) to ensure that the message is accurately understood.” Hence, it is very important for writer learners to write in such a way that makes the message clear and easily interpretable for the readers.

Cohesion helps students to organize ideas in writing. According to (Hasan, 1976) “cohesion, as the major characteristic of coherence covering linguistic properties of the language, gives a sequence of sentences a coherent texture.” Cohesion occurs where the interpretation of some elements in the discourse is dependent on that of another. (Hasan, 1976) Pointed out that “cohesion

is one of the linguistic system's major resources for text construction.” In fact, cohesion represents the presence of explicit cues in the text that allow readers/listeners to find semantic relations within it as part of linguistic system enhancing the semantic potentials of text. A text is meaningful only when elements referring to each other in the text set up a relation. The relation can be set up through reference, substitution, ellipsis, and conjunction as grammatical and lexical cohesion. So, the grammar and lexicon are two forms of cohesion. These connectors used by speakers and writers in order to express meaning based on the interpretations of the listeners and readers provide semantic relations for the semantic units whose interpretations they facilitate. Cohesion shows how semantic relationships are set up by lexical and syntactic features. Such overt lexical and syntactic features are called connectors, which signal the relationship among sentences. To provide a framework for studying and judging the cohesion of writing, Halliday and Hasan (1976) introduced five different types of connectors:

- a) **Conjunction:** (i.e., the indication of specific meaning which presupposes present items in the discourse, such as additive, adversative, casual, and temporal) In writing, the words connecting from one into another sentence should be used the appropriate conjunctions. Conjunction in a post is essential because with the sentence conjunction had become apparent. The information written by any author had be conveyed explicitly to the reader. Conjunction proper is not used in this opening phase of the conversation, but it does appear later in the same text ((Hasan & Halliday, 1976)). Conjunctions not only in speaking, but the conjunctions are also applicable to the writing. If we convey information through speaking, definitely use conjunctions to clarify our conversation. The same thing with writing, the conjunction connected word by word in order to be relevant sentences that have meaning. Conjunction is rather different in nature from the other cohesive relations. According to (Halliday, 1976) conjunction is divided into four types, namely:

Additive conjunction adds one statement to another, according to (Hyland, 2019) “the additive relation is somewhat different from coordination proper, although it is no doubt derivable from it.” The words that including to the additive conjunction are “and, or, furthermore, in addition, besides, alternatively, that is, I mean, in other words, for instance, thus, likewise, similarly, in the same way, on the other hand, by contrast”.

Adversative Conjunction expresses opposition or contrast between two statements. According to (Hasan, 1976) stated that “the basic meaning of the adversative relation is contrary to the expectation. Adversative conjunction is used when the author disagreed with the sentence afterward.” The expectation may be derived from the content of what is being said, or from the communication process, the speaker-hearer situation, so that here too, as in the additive. According to (Hasan & Halliday, 1976). “Adversative conjunction is used when the speaker argued or disagreed with the audience using adversative conjunction.” There are some examples of words that including to the adversative conjunction, such as “yet, though, only, but, however, nevertheless, despite this, in fact, actually, as a matter of fact, at the same time, instead, rather, on the contrary, at least, in any case, anyhow, any rate”.

Causal Conjunction are connecting words that explain the outcome of an action or an event, adding more detail to a sentence. According to (Hyland, 2019) “the simple of causal relation is expressed by so, thus, hence, therefore, consequently, accordingly, and a number of expressions like as a result (of that), in consequence (of that), because of that”. It is outside that can be occupied by these items in the sentence, but the same general types exist as with the adversative.

Temporal Conjunction The relation between the theses of two successive sentences- that is, their relation in external terms, as content- may be simply one of sequence in time: the one is subsequent to the other (Hasan & Halliday, 1976) mentioned that “The words that including to the temporal conjunction are: then, next, after that, just then, at the same time, previously, before, finally, at least, at once.”

b) **Reference** (The indication of information from elsewhere such as personals, demonstratives, and comparatives) The specific nature of the information that is signaled for retrieved (Hasan, 1976) said that “In the case of reference the information to be retrieved is referential meaning. The identity of the particular things or class of things that is being referred to; and the cohesion lies in the continuity of reference.” Reference is presupposition at the semantic level. A reference item signals that the meaning is recoverable. According to (Hasan, 1976) “Though not necessarily in the form of the actual word or words required. Reference creates cohesion by creating links between elements.” In writing words appoint people, objects, or animals could use reference. The remaining (nominal) demonstratives this, these, that, those, and the, refer to the location of some

things, typically some entity person or object that is participating in the process; they therefore occur as elements within the nominal group. (Emilia, 2014) she said that “Reference refers to systems which introduce and track the identity of participants through text. References also identify how an author introduces the participant in writing to a reader. How meaning is conveyed to the reader clearly.”

c) Substitution (the replacement of one component by another), The substitution relation has no connection with specifying or identifying a particular referent; it is fairly neutral in this regard. Such as the empty one and non-specific ones such as an empty one is both equally likely. According to (Halliday, 1976). “Substitution and ellipsis the difference in meaning is minimal. We defined ellipsis as substitution by zero; we could equally well have defined substitution as explicit ellipsis.” Ellipsis is characteristic particularly of responses; responses to yes/no question, with ellipsis of the proposition (No he did not; yes, I have, etc.), and to WH-questions, with ellipsis of all elements but the one required.

(d) Lexical cohesion (the repetition of the same or relative lexical items). Lexical cohesion is cohesion that is establish hence (like substitution) at the lexis, or vocabulary. They contended that through analyzing the use of cohesive device, one could evaluate or assess writing quality from the perspective of coherence.

In the writing of ESL learners, some peculiar features have also been identified (Olateju, 2006); stated that “some of the Connectors were used wrongly or insufficiently and this may be associated to the insufficient direct exposure to the English and the misuse of these affected or even broke the coherence of the text.” According to (Irwin, 1982) showed that “how mature readers use cohesion in text and showed that the increase in the number of connectors, in turn, can improve readers comprehension.” These studies explicitly bespoke that cohesion is a significant underlying feature of any type of writing and that L1 and L2 learners of English have considerable difficulty in applying connectors. (Khalil, 1989) Said that “Novice writers ten to one will use more connectors to produce a superficially logic text, but actually there may be no logicity in their writing.” Connectors such as and, but, and because, usually subsumed under the category of conjunctions, have long been a subject of considerable scholarly interest, thus being reviewed in this section. According to (Hasselgard, 1999) “These connectors function as cohesive and contribute to the clarity and comprehensibility of texts.”

Definition of connectors

There has been a continuing increasing interest in the study of connectors, focusing on what they are, what they mean, and what functions they manifest in texts. According to (Martinez, 2004) “several different scholars have labeled connectors as clue phrases, discourse connectives pragmatic connectives, pragmatic connectors, discourse particles, pragmatic devices, pragmatic expressions, pragmatic formatives, pragmatic markers.”. On the one hand, there are different terms that apparently refer to the same reality such as connector, connective, conjunction, conjunctive, discourse marker, or link word. On the other hand, we also find slightly different definitions for each of those terms. However, most definitions share two assumptions that are important for language teachers: the assumption that they are words that serve the function of joining words, clauses, sentences, or paragraphs, and the assumption that these words are classified into two main types according to their function, either coordination or subordination. In the former, two words, clauses, sentences or paragraphs are linked on equal basis. This means to say that the two parts have an equivalent status, whereas in the latter, one part is dependent on the other. The functions realized in each category are fulfilled by conjunctions but also by adverbs and other connective expressions. In other words, Connectors are words and phrases that connect information in one clause to that in a previous clause and also broadly defined as linguistic clues which signal a relationship between prior and subsequent segments in order to facilitate the text interpretation.

The devices may connect two clauses of equivalent syntactic status (coordinators) or they may link a main clause to a dependent clause (subordinators), while linking adverbial also link passages of texts together at sentence boundaries. According to (Hasan, 1976) “cohesion is a pattern of relations between lexical elements and structures like words, phrases and sentences that are combined to build an integrated and logical text by means of explicit linguistic devices that link the elements together, called cohesive devices.” In their view cohesive devices are described as the glue making the different parts of the text hang together. According to (Lai, 2008) “reinforces that expressions to be marked as connectors must belong to a syntactic category of conjunctions such as coordinating and subordinating conjunctions, adverbs or prepositional phrases and conjunctive expressions connect clause, sentences, or larger linguistic units.” Conjunctive expressions perform the function to indicate the semantic relationship between linguistic segments they link. (Fraser, 1990) Stated that “The connectors are not part of the sentence’s propositional content, but they signal relationship between prior and subsequent segments.” While the absence

of these connectors does not create effects at the syntactic level, it does affect the unity or connectedness of the whole text.

Although the terms and definitions of connectors differ between studies, it is generally accepted that their fundamental role is to explicitly signal the connections between passages of texts and to state the writer's perception of the relationship between two units of discourse. Therefore, target sentences preceded by a connector facilitate text interpretation and result in faster reading times than unconnected sentences.

Table of types of connectors

Type of connector	Connectors	Description	Examples
Cause and effect	Because, since, for, so, therefore, thus, hence, consequently, as a result of.	The aim is to explain the causes (reasons) or the effects (results) of an event or situation.	It is too late so that we cannot go to cinema. She was very tired as a result of working late
Comparison	Similarly, like, despite this, in comparison, as, in contrast, even though.	It helps to create coherence by indicating the relationship between ideas in sentences and combine sentences.	My friend was late to the meeting and I similarly was delayed.
Time	Meanwhile, in the past, eventually, currently.	These are words that join phrases or sentences together to help us understand when something is happening.	My brother has given up smoking currently .
Addition	And, also, in addition, further, furthermore, besides, moreover, also, then, again, finally.	It is useful to add more information.	The skater was strong and graceful.
Contrast	However, nevertheless, yet, apart from, even so, but, although, in spite of, while.	These connectors are used to create continuity in a specific text, between two clauses that present contradictory ideas.	He is handsome, but he is very rude person.

Opinion	I think, I believe, in my view, personally, in my opinion. It seems to me that, in my experience.	It is use to give a point of you in a context.	It seems to me that people should take care the environment.
Sequence	First, second, third, later, before, after, at the end, firstly, secondly, soon.	Those connectors are used to give an order or a chronological way in paragraphs.	They'll call you later today.
Conclusion	To conclude, finally, to sum up, on the whole, evidently, overall.	These are useful to close ideas in texts, paragraph, essays, etc.	We could have finished the research finally.

Use of connectors in paragraphs

A paragraph is a single sentence or a group of sentences set off as a unit. Paragraphs are characterized by unity a focus on one main idea by coherence all thoughts clearly related to each other and by development adequate and specific details to elaborate the main idea (Connors, R.J., & Lunsford, A.A, 1993). Paragraphs are arranged within a text so that their topics cohere. They are linked by some reference to the preceding paragraph. The reference itself can be either explicit or implied. Like the linkages used to join sentences, paragraph linkages are most typically, repetitions of a key word or term, parallel structures, pronouns, or transitional expressions. The sentence brings fragments of information together to become complete ideas. It has direction and current and momentum. Through the use of parallel structures, coordinate conjunctions, and subordinate clauses, the writer adds meaning, modifies, elaborates, and moves from known to new information. Then sentences are conjoined to create paragraphs and the paragraphs to produce a whole text. De Quincey (Masson, 1889) tells us “The two capital secrets in the art of prose composition are these: first the philosophy of transition and connection; or the art by which one step in an evolution of thought is made to arise out of another; all fluent and effective composition depends on the connections; secondly, the way in which sentences are made to modify each other; for the most powerful effects in written eloquence arise out of this reverberation, as it were, from each other in a rapid succession of sentences.”

The unity and cohesion of ideas among sentences are what constitutes a paragraph, according to (Carolina) “Paragraphs are the building blocks of papers. 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” Before begin to write a paragraph, it is necessary to determine what the composition of a particular paragraph will be, knowing what is the most important idea that you are trying to convey to the reader. The information in each paragraph must be related to that idea. In other words, paragraphs should remind the reader that there is a recurrent relationship between the thesis and the information in each paragraph.

Quality in writing

Writing is fundamental to develop our brain to find ideas hidden, so that could be redeveloped in order to be a great idea. According to (Olateju, 2006) “it is very important for writer learners to write in such a way that makes the message clear and easily interpretable for the readers.” A text is realized in the variety of sentences, and this is how the relation of text to sentence can greatest been interpreted within the meaning of the text are presented to the reader. According to (Halliday, 1976) “In writing the text, a writer should be able to put his ideas clearly, so that the reader can understand and comprehend the text.” Readers can also get information and understand the meaning of our writing. Second language writing is not just something that people do, but also what they produce and how it is taught, analyzed and learnt. comprehension of text requires that readers build a coherent representation of a text. That is, the reader must move through the text, taking in and adding to information, deciding what’s important, figuring out how one piece of information relates to another (cohesion) and to what the reader already knows, and putting everything together to develop meaning (coherence).

Functional categories of connectors under the framework of Halliday and Hasan’s Taxonomy, according to (Hasan & Halliday, 1976) “taxonomy of cohesive conjunction is one of those.” As such, conjunctions can be classified into 4 main categories with a series of connectors as follows:

- a) **Additive**: Indicating coordination in the sense that the two language units connected are to be given equal weight, with neither one subordinate in meaning or emphasis to the other such as: And, furthermore, moreover, in addition, additionally, similarly, in other words, for example, by the way.

- b) **Adversative:** signaling that what is to come contrast with what has just been said. But, yet, though, however, while, on the other hand, on the contrary, in fact, actually, instead, nevertheless, nonetheless.
- c) **Causal:** indicating reason, cause and effect relation: So, because, as, for, since, in view of, hence, therefore, as a result, consequently, that's why, otherwise
- d) **Temporal:** expressing a chronological connection between two pieces of text. Then, after, later, as long as, after that, at the same time, meanwhile, first, next, finally, when, to sum up

Syntactic Categories:

- a) **Coordinator:** are those connectors used to combine two independent clauses together, usually accompanied with a comma (Altenberg, 2016) “The main coordinators are and, but, and or, with a core meaning of addition, contrast, and alternative, respectively the words and, but, and or are all used cohesively as coordinators, and all of them are classified as conjunctive semantic relation.”
- b) **Subordinators:** are the connectors used to connect a main clause with a dependent clause. The great majority of subordinators introduce adverbial clauses such as because, since, although, while, etc. By Halliday and Hasan (1976) they are also regarded as discourse connectors since they deal with intra sentential cohesion, but differ from coordinators and adverbials, which link relations both within and between sentences.
- c) **Conjunctives adverbial:** are the connectors used to modify an independent clause or a verb phrase. They may be found sentence-initially, medially or finally. **Conjunctive adverbials** can be lexical items (however, next, consequently).

III. Methodological Design

Type of research

The type of method used to develop this research was a mixed method, qualitative and quantitative. The purpose of using mixed methods is because they provide a more complete view of the issue under study than others method. The quantitative data are presented in chart which provided the number of the most common connectors used by students; moreover, the qualitative data is based on quantifiable elements like descriptions to helped us understand how the use of connectors influence in the quality of writing. To collect data using the mix method, we applied three instruments, firstly a student's survey was applied to know the most common connector used by them are. After that, a teacher interview was applied in order to find out if the students know the connectors and its functions. At the end, we asked the students made a descriptive composition to analyses the connectors used by the students and how its influence in the quality of writing.

Population and sample

The population for this research was 17 students between eighteen and twenty-five ages. They are English students of third-year from UNAN-Managua. These students receive three hours in the Saturday shift due to the pandemic. A sample of seventeen students was selected randomly. Most of students come from rural area, some of them are working as a primary teacher in private and public school. A survey as an instrument for collect data was applied with the sample of 17 students, the group was made up of 12 females and 5 males. The composition was made by the same group of students and the interview was conducted with the English teacher, all these elements represent the population of this research. The sampling of this research includes the 17 English students major of third-year from UNAN-Managua, in order to get authentic information.

Data collection techniques

The techniques for collecting data were the student's survey that pretended to get information about the most common connector used by students. Also, to find out if these students know the function of the connectors within a text. The aim of student's survey was to get real data. Moreover, we applied a teacher interview in order to find out if the students know the connectors and its functions. On the other hand, a descriptive composition was applied, the purpose was to

identify the connectors overused and underused by the students and its influence in quality of writing. All these were applied at Universidad Nacional Autonoma de Nicaragua, UNAN-Managua, in the second semester 2020 in order to collect truthful information from students and teacher.

Validation of the instrument

The expert jury for this validation was made by Dr. Alber Sanchez Alvarado, from the English Department at UNAN-Managua. The rating given by the jury per item was calculated as an average to make the interpretation of the validation easier.

Research Matrix.

Specific Objectives	Variables	Sub-variables	Description	Instruments
1. To identify the most common connectors used in paragraphs by students of third year at UNAN-Managua.	Most common connectors used by students.	-and - so -because	It is additive. Ex: The skater was strong and graceful. It is causal. Ex: We left early so we could have a coffee before starting. It is causal. Ex: People study English because it's the global language.	Compositions Interview
2. To describe the influence of connectors in the quality of writing.	Influence of connectors in the quality of writing	-Cohesion - Coherence	It is when an idea flows from one sentence to another smoothly. Making ideas logically connect and work with each other to form a whole.	Survey Composition
3. To explain the classification and the function of the use of connectors in the EFL writing skills.	Classification and function of connectors	additive adversative causal temporal	Adds one statement to another. Express opposition or contrast between two statements. Indicating reason, cause and effect relation. Expressing a chronological connection between two pieces of text.	Composition Interview Survey

Data Collection

Descriptive composition: This instrument is qualitative method because it aims the systematic observation from a specific sampling, obtained accurate data by identifying the connectors

overused and underused by the students and its influence in quality of writing. This section addresses what has been found in the investigation. The chart below gives a quantitative overview, containing the amount of the most common connectors used by students. It also gives a qualitative overview, showing the influence of the use of connectors in the quality of writing. In this research we asked to seventeen students of third year at UNAN-Managua made a descriptive composition. The data obtained from the descriptive compositions was examined carefully, the connectors used in each composition were identified, counted and categorized following the classification of connectors adapted from Halliday and Hasan.

Categories	Types of Connectors	Number of connectors used	% of connectors used by students	Amount of students who used these connectors
Additive	And	65	41.40	17
	Moreover	3	1.91	3
	For Example	4	2.54	4
	Also	7	4.45	5
Adversative	But	4	2.54	4
	However	1	0.63	1
	On the other hand	1	0.63	1
	Actually	3	1.91	2
Causal	Because	11	7.01	6
	So	18	11.46	10
Temporal	third	4	2.54	4
	Second	8	5.09	8
	First	9	5.8	9
	Then	1	0.63	1
	After that	1	0.63	1
	Finally	7	4.45	7
	When	5	3.19	6
	To sum up	5	3.19	4
	Total		157	100%

Our research findings in the chart above show that learners significantly overuse the connectors “and” “because,” “so,” whereas they significantly underuse connectors such as “then,” “at the same time”, “to sum up” “however” “on the other hand”

Moreover, we found that some of the connectors were used wrongly and this may be associated to the insufficient knowledge of the functions of each connectors and the misuse of these affected or even broke the coherence and cohesion of the text. For example, students confuse the connectors “actually” with “currently” where the students don’t know the function of the connector “currently” its belong to the category of time. They are words that join phrases or sentences together to help us understand when something is happening, while the function of the connector “actually” is signaling that what is to come contrast with what has just been said.

This would help to identify students’ problems in using connectors, for instance, overuse or underuse of certain categories, and, thereby, modify teaching writing and incorporate a more precise plan for teaching the appropriate use of connectors.

Students' survey

The student's survey is aimed to get truthful information about which are the most common connector used by students, and if they know the function of the connectors within a text.

Chart #1. It shows the results obtained from students of third grade, the higher percent of students shows that they sometimes use connectors in paragraphs. The five students always use connectors and just one student never use connectors.

How often do you use connectors in writing a paragraph?

		Frecuencia	Porcentaje	Porcentaje válido	Porcentaje acumulado
Válido	Always	5	29.4	29.4	29.4
	Sometimes	11	64.7	64.7	94.1
	Never	1	5.9	5.9	100.0
	Total	17	100.0	100.0	

Chart #2. It shows the most common connectors students use, nine students use “and”, three students prefer to use “so” and one student uses “but”

What are the most common connectors do you use?

		Frecuencia	Porcentaje	Porcentaje válido	Porcentaje acumulado
Válido	And	9	52.9	52.9	52.9
	So	3	17.6	17.6	70.6
	Because	2	11.8	11.8	82.4
	But	1	5.9	5.9	88.2
	also	2	11.8	11.8	100.0
	Total	17	100.0	100.0	

Chart #3 According to the results, four students consider the role of connectors as join paragraphs, six students as join sentences Seven students chose both join paragraphs and sentences.

What is the role of connectors in writing?

		Frecuencia	Porcentaje	Porcentaje válido	Porcentaje acumulado
Válido	Join paragraphs	4	23.5	23.5	23.5
	Join sentences	6	35.3	35.3	58.8
	Both	7	41.2	41.2	100.0
	Total	17	100.0	100.0	

Chart #4

It shows that seven students know temporal connectors, four students chose additive and other four students contrast, just one students chose causal.

What kind of categories do you know in the use of connectors?

		Frecuencia	Porcentaje	Porcentaje válido	Porcentaje acumulado
Válido	Additive	4	23.5	23.5	23.5
	Causal	1	5.9	5.9	29.4
	Contrast	4	23.5	23.5	52.9
	Temporal	7	41.2	41.2	94.1
	None	1	5.9	5.9	100.0
	Total	17	100.0	100.0	

Chart #5

It is showing that twelve students agree that coherence is clarity and balance, three chose that coherence is meaningful and logical, and two students said that the two definitions mentioned before are right.

What is coherence?

		Frecuencia	Porcentaje	Porcentaje válido	Porcentaje acumulado
Válido	Clarity and balance	12	70.6	70.6	70.6
	Meaningful and logical relation among elements in a paragraph.	3	17.6	17.6	88.2
	Both	2	11.8	11.8	100.0
	Total	17	100.0	100.0	

Chart #6 It shows that making sense in a text is the definition of cohesion, it got the greater percent and the less percent of students agree that cohesion is linking sentences to sentences and paragraphs to paragraphs.

What is cohesion?

		Frecuencia	Porcentaje	Porcentaje válido	Porcentaje acumulado
Válido	A well-organized text with unity and meaning.	4	23.5	23.5	23.5
	Linking sentences to sentences, paragraph to paragraph.	2	11.8	11.8	35.3
	Making sense in a text.	11	64.7	64.7	100.0
	Total	17	100.0	100.0	

Chart #7

According to this “so” belong to contrast category with the greater, the less score shows that students agree that this connector belong to causal category.

Which category belong the connector “so”?

		Frecuencia	Porcentaje	Porcentaje válido	Porcentaje acumulado
Válido	Additive	3	17.6	17.6	17.6
	Causal	2	11.8	11.8	29.4
	Contrast	9	52.9	52.9	82.4
	Temporal	3	17.6	17.6	100.0
	Total	17	100.0	100.0	

Chart #8

According to this “and” belong to additive category with the greater percent of students, the less score shows that students agree that this connector belong to causal and temporal categories.

Which category belong the connector “and”?

		Frecuencia	Porcentaje	Porcentaje válido	Porcentaje acumulado
Válido	Additive	12	70.6	70.6	70.6
	Causal	1	5.9	5.9	76.5
	Contast	3	17.6	17.6	94.1
	Temporal	1	5.9	5.9	100.0
	Total	17	100.0	100.0	

Chart #9 It shows that “because” belong to contrast category with the greater percent of students, the less score indicate that students agree that this connector belong to causal and temporal and additive categories.

Which category belong the connector “ because”?

		Frecuencia	Porcentaje	Porcentaje válido	Porcentaje acumulado
Válido	Additive	1	5.9	5.9	5.9
	Causal	2	11.8	11.8	17.6
	Contrast	13	76.5	76.5	94.1
	Temporal	1	5.9	5.9	100.0
	Total	17	100.0	100.0	

Chart #10

This shows that nine students chose coherence as the most important quality in writing paragraphs, following by connectors and the last one cohesion according to students.

Which of the following features are important to have quality in a writing paragraph?

		Frecuencia	Porcentaje	Porcentaje válido	Porcentaje acumulado
Válido	Cohesion	1	5.9	5.9	5.9
	Coherence	9	52.9	52.9	58.8
	Connectors	5	29.4	29.4	88.2
	All of them	2	11.8	11.8	100.0
	Total	17	100.0	100.0	

Teacher's interview

According to teachers interview the most common connectors used by students are: and so because, also, they classified connectors as time phrases, cause and effect, contrast, conclusion and others. Moreover, he had taught different types of connectors regarding to type of genre of writing. However, he stated that connectors are fundamental in writing to create cohesion and coherence in the quality of writing. On the other hand, he mentioned that students have to write with cohesion and coherence to write paragraph because it helps students do not make redundancy and it makes paragraphs interesting for readers. In spite of, teaching coherence and cohesion are hard to teach since not all the students pick up the knowledge, however, coherence and cohesion can be improved by using different techniques because those determine the quality of the text.

Findings

Students survey	Descriptive composition
<p>The most common connector used by students was “and” with the 52.9 percent.</p>	<p>It was obtained that “and” was repeated 65 times by the seventeen students.</p>
<p>In the role of connectors, it was obtained that 41.18 percent of students chose join sentences and paragraphs.</p>	<p>We noticed that most of the composition have a well organized ideas, since they use connectors in order to link sentences.</p>
<p>The 70.59 percent of students stated that coherence is clarity and balance while 64.71 percent of them expressed that cohesion is to make sense in paragraphs.</p>	<p>It shows that not all the composition had coherence neither cohesion because some connectors were used in a wrong way, others were misused.</p>
<p>The 41.18 percent of students chose that they know temporal category but we realized that they did not know the meaning of neither of them.</p>	<p>We noticed that students overuse connector belongs to causal and additive categories, however, they don't still know the connectors according to classifications.</p>

Students survey	Teachers interview	FINDINGS
<p>The most common connector used by students was “and” with the 52.9 percent.</p> <p>In the role of connectors, it was obtained that 41.18 percent of students chose join sentences and paragraphs.</p> <p>The 70.59 percent of students stated that coherence is clarity and balance while 64.71 percent of them expressed that cohesion is to make sense in paragraphs.</p> <p>The 41.18 percent of students chose that they know temporal category but we realized that they did not know the meaning of neither of them.</p>	<p>Most common connectors used by students are: addition, cause and effect and time phrases.</p> <p>The role of connectors are fundamental in writing to create cohesion and coherence in order to have an organized text with logical ideas to improve quality of writing.</p> <p>He stated that students of third year know the categorize of connectors, because they are advance students and it is consider that they are able to use the whole connectors</p>	<p>These two results are completely different, according to students survey, they don’t use the connectors that teacher said.</p> <p>There is a relation between these two answer, because both agree with what they mentioned.</p> <p>These two answer are contradictories since teacher stated that students are able to use and categorize connectors, nevertheless the result obtained from the survey showed the students don’t know the classification of connectors.</p>

Validation

This summary about the validation given by the judge about the student’s survey and teacher’s interview design to be validated by judge and then improve according to judge suggestion, so that it could be applied to students and English teacher during the learning process. Specially, with the purpose of knowing some studied about the use of connector in this research, which influence the development of the writing skills.

Students survey validation

Dimension	Source	Description	Item	Coheren ce (from 1-4)	Clarit y From(1-4)	Relev ance From (1-4)	Suficienc y From(1- 4)
	Fuente especific ada no válida.	Students use connectors all the time in everyday conversations. They’re used in writing. With the help of connectors, paragraphs automatically become more logical and structured.	How often do you use connectors in writing a paragraph?	4	4	4	4
	(Norrish, 1983)	Connectors help to link sentences together to show how your ideas are organized and to guide the reader through your text. Students use common connectors that help them to	What are the most common connectors do you use?	4	4	4	4

		improve the writing skill.					
	(Jones, 2019)	Connectors are an important tool for writing proficiently in English. Their purpose is to join information together within a sentence.	What is the role of connectors in writing a paragraph?	3	3	3	3
	(Halliday, 1976)	There are four classifications, additive, causal, contrast and temporal, according to the taxonomy of Halliday and Hasan.	What kind of categories do you know in the use of connectors?	4	4	4	4
	(Halliday, 1976)	Coherence is a meaningful and logical relation among elements in a paragraph. Good paragraphs are made up of a series of good sentences. Paragraphs provide structure and flow to your text.	What is coherence?	4	4	4	4
	(Halliday, 1976)	Cohesion is a well-organized paragraph with meaning and unity.	What is cohesion?	3	3	3	3

	<p>Fuente especific ada no válida.</p>	<p>Connectors are an important tool for writing proficiently in English. Their purpose is to join information together within a sentence. Using connectors correctly will help ensure the meaning the sentences clear for readers to understand.</p> <p>Connectors are important because they are one of the linguistic devices that provide cohesion and coherence to the paragraph.</p>	<p>Which of the following features are important to have quality in a writing paragraph?</p>	3	3	3	3
	<p>(Hasan & Halliday, 1976)</p>	<p>This connector is causal and it is useful to indicating reason, cause and effect relation</p>	<p>Which category belong the connector “so”?</p>	4	4	4	4
	<p>(Hasan & Halliday, 1976)</p>	<p>This connector is additive and it is useful to indicating coordination in the sense that the two language units</p>	<p>Which category belong the connector “and”?</p>	3	3	3	3

		connected are to be given equal weight,					
	(Hasan & Halliday, 1976)	This connector is causal and it is useful to indicating reason, cause and effect relation	Which category belong the connector “because”?	4	4	4	4

Teachers interview validation

Dimens ion	Source	Description	Item	Coheren ce (from 1-4)	Clarity From(1-4)	Relevance From (1-4)	Suficiency From (1-4)
	(Halliday, 1976)	Connectors are linking words that are used between two separate ideas or sentences. “There are many different connectors that help to write in an understanding way.” These words are used to connect, join, or link ideas together.	Have you ever taught connectors to students?	4	4	4	3
	(Vincet, 2016)	Connectors help to link sentences together to show how your ideas are organized and to guide the reader through your text. Students use common connectors that help them to improve the writing skill.	Which are the most common connectors used by students?	3	3	3	3

(Halliday, 1976)	Connectors are an important tool for writing proficiently in English. Their purpose is to join information together within a sentence.	What is the role of connectors in paragraph?	4	4	4	4
(Halliday, 1976)	According to the taxonomy of Halliday and Hasan, there are four classifications, additive, causal, contrast and temporal	What kind of connectors classifications do students know?	4	4	4	4
(EDUCB A)	Cohesion and coherence are the two properties that are used in discourse analysis and text linguistics for determining the quality of the article or any content written.	What is the different between cohesion and coherence?	3	3	3	3
(Thornbury, 2019)	. The way that textual cohesion is achieved is best learned through paying close attention to the way sentences are linked in texts. the use of synonyms and hyponyms, and words from the same lexical field is also a useful way of alerting learners to the key role that lexis has in binding a text together.	What are the strategies to teach cohesion and coherence?	4	4	4	4

	.	Connectors are classified and they have different function. Those connectors help to connect ideas, paragraphs in writing.	How connectors are classified?	4	4	4	4
	(Walker , 2010)	Coherence, cohesion, use of connectors and clarity help students to develop understanding paragraphs.	What elements are important to have quality in writing a paragraph?	3	3	3	3
	(U, 2017)	With the help of connectors, paragraphs automatically become more logical and structured. One sentence automatically leads up to the next. As a result, the writing become clearer and easier to understand.	Do you think that teaching about connectors would help students improve the writing skill?	4	4	4	4
			Comment/Alternate formulation:				

CONCLUSION

As part of communicative competence, learners must acquire the appropriate use of connectors of their target language. As the focus on cohesion has been part of the new direction in communicative and functional approach in written language teaching, research has been done to enhance writing quality of second language learners.

The study wanted to identify the most common connectors used in paragraphs and describe the influence of connectors in the quality of writing. Therefore, explain the classification and the function of connectors. In this research were applied three instruments for data collection. Firstly, a descriptive composition to seventeen students, the findings revealed the most common connectors used by student were and, so, because. Besides, it is found that some connectors were used inappropriately in the learners writing. Moreover, we found that some of the connectors were used wrongly and this may be associated to the insufficient knowledge of the functions of each connectors and the misuse of these affected or even broke the coherence and cohesion of the text. For example, students confuse the connectors “actually” with “currently” where the students don’t know the function of the connector “currently” its belong to the category of time which join phrases or sentences together to help us understand when something is happening, while the function of the connector “actually” is signaling that what is to come contrast with what has just been said. Secondly, student’s survey that provided evidence that students commonly use time phrases in their paragraphs. The student’s survey is aimed to get truthful information about which are the most common connector used by students, and if they know the function of the connectors within a text. Thirdly, a teacher interview was applied where the teacher stated that the use of connectors are essential linguistic clues which signal a relationship between prior and subsequent segments in order to facilitate the text interpretation and students have to write paragraphs with cohesion, unity and organizing ideas, in order to write logically.

From this study, it is suggested that the use of cohesive devices should also provide valuable insights concerning the practices and the quality of writing and the acquisition of connector and their appropriate use can be effective in the writing skill. The present study, based on the findings and discussions, provided some suggestions for both writing teachers and learners. Nevertheless, the inappropriate use of connectors affects the quality of writing. So, a composition with overused connectors cannot be considered as a coherent one. Therefore, when

teachers are teaching their students how to use connectors, it is worth reminding that a proper dose of connectors makes writing better.

Finally, learners did not apply a vast range of connectors and they are just using some particular connectors like “and” in higher than other connectors. So, the overuse of “and” can be a sign of weakness for learners in writing. Therefore, teachers can not only work on the quantity of connectors but also on their quality. It is needed to raise the learners’ awareness of the correct use of individual categories of connectors and how they can be used in creating a coherent text. It is expected that the suggestions briefly mentioned could improve students’ writing skills and promote writing teachers teaching quality.

Recommendation

As a suggestion for follow-up studies, the use of connectors should be analyzed. This study upholds the importance of focusing on these linguistics elements in English writing. The findings enable teachers dwelling on linguistic paths to observe the students' actual performance and to identified the learners' linguistic problems and priority treatments in a more systematic and a propos way, instead of relying merely on haphazardness about language lessons and activities especially in academic writing classrooms. With the examination of connectors used by students we know which of them the student tends to use and how they actually use them to cohere their texts. Knowing areas of the learners' erroneous use of connectors, we as a language teacher, can ponder how to prevent them for repeating the same error and how to help them master the use, thus enabling them to produce more coherent texts in standard language. Future research should analyze the connectors in terms of functions and semantic classification, so that, the learners can stepwise learn and internalize the way in which certain connectors should be used in paragraphs to foster cohesion in writing.

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Annexes

Universidad Nacional Autónoma de Nicaragua

UNAN-Managua

Campus “Rubén Darío”

Faculty of Education and Languages



Research topic:

The use of connectors in writing a paragraph

Validation of interview to English teachers

Authors:

Alba Javiera López Gaitán

Eveling Raquel García Cruz.

María Magdalena Martínez González.

Expert Judgement

Respected judge:

You have been selected to evaluate the Instrument: “**Interview to English teachers**” which is part of the research: “ **The use of connectors in writing a paragraph**”

The evaluation of the instrument is of great relevance to ensure that they are valid and that the results obtained from them are used efficiently.

We thank you for your valuable collaboration.

NAMES AND SURNAMES OF THE JUDGE:

ACADEMIC BACKGROUND

AREAS OF PROFESSIONAL EXPERIENCE

TIME _____

CURRENT POSITION

INSTITUTION

Research

Objectives:

To explore the use of connectors in students’ writing of third year of English at UNAN-Managua.

Objective of the expert judgment:

To validate the content of the teacher interview.

Objectives of the interview: to determine whether or not teacher teaches the use of connectors in writing a paragraph.

According to the following indicators, rate each of the items as appropriate:

CATEGORY	QUALIFICATION	INDICADOR
<p>COHERENCE The item is logically related to the dimension or indicator you are measuring.</p>	<p>1. Does not meet the criterion 2. Low level 3. Moderate level 4. High level</p>	<p>1. The item has no logical relation to the dimension 2. The item has a tangential relationship with the dimension. 3. The item has a moderate relationship with the dimension it is measuring. 4. The item is completely related to the dimension you are measuring.</p>
<p>CLARITY Extent to which the item is written in a clear and precise manner, facilitating its comprehension by the subjects surveyed.</p>	<p>1. Does not meet the criterion 2. Low level 3. Moderate level 4. High level</p>	<p>1. Item is not clear 2. The item requires quite a few modifications or a very large modification in the use of the words according to their meaning or by their order. 3. A very specific modification of some of the terms of the item is required. 4. The item is clear, has semantics and adequate syntax.</p>
<p>RELEVANCE The importance that the item has with respect to the contribution that it can provide for a better understanding of the characteristic or situation measured.</p>	<p>1. Does not meet the criterion 2. Low level 3. Moderate level 4. High level</p>	<p>1. Does not meet the criterion. 2. The item can be deleted without affecting the dimension measurement. 3. The item has some relevance, but another item may be including what it measures. 4. The item is essential or important, i.e. it must be included.</p>

<p>SUFICIENCY Items belonging to the same dimension are sufficient to obtain the measurement of this dimension.</p>	<ol style="list-style-type: none">1. Does not meet the criterion.2. Low level3. Moderate level4. High level	<ol style="list-style-type: none">1. The items are not sufficient to measure the dimension2. Items measure some aspect of the dimension but do not correspond to the overall dimension.3. Some items must be increased in order to fully assess the dimension.4. Items are sufficient
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THE USE OF CONNECTORS IN WRITING A PARAGRAPH

Dimension	Source	Description	Item	Coherence (from 1-4)	Clarity From(1-4)	Relevance From (1-4)	Sufficiency From (1-4)
	(Halliday, 1976)	Connectors are linking words that are used between two separate ideas or sentences. "There are many different connectors that help to write in an understanding way." These words are used to connect, join, or link ideas together.	Have you ever taught connectors to students?				
	(Vincet, 2016)	Connectors help to link sentences together to show how your ideas are organized and to guide the reader through your text.	Which are the most common connectors used by students?				
	(Halliday, 1976)	Connectors are an important tool for writing proficiently in English. Their purpose is to join information together within a sentence.	What is the role of connectors in paragraph?				
	(Halliday, 1976)	According to the taxonomy of	What kind of connectors				

		Halliday and Hasan, there are four classifications, additive, causal, contrast and temporal	classifications do students know?				
(EDUCB A)		Cohesion and coherence are the two properties that are used in discourse analysis and text linguistics for determining the quality of the article or any content written.	What is the different between cohesion and coherence?				
(Thornbury, 2019)		. The way that textual cohesion is achieved is best learned through paying close attention to the way sentences are linked in texts. the use of synonyms and hyponyms, and words from the same lexical field is also a useful way of alerting learners to the key role that lexis has in binding a text together.	What are the strategies to teach cohesion and coherence?				

	<p>(Vedantu)</p>	<p>Connectors are classified and they have different function. Those connectors help to connect ideas, paragraphs in writing.</p>	<p>How connectors are classified?</p>				
	<p>(Walker , 2010)</p>	<p>Coherence, cohesion, use of connectors and clarity help students to develop understanding paragraphs.</p>	<p>What elements are important to have quality in writing a paragraph?</p>				
	<p>(U, 2017)</p>	<p>With the help of connectors, paragraphs automatically become more logical and structured. One sentence automatically leads up to the next. As a result, the writing become clearer and easier to understand.</p>	<p>Do you think that teaching about connectors would help students improve the writing skill?</p>				
			<p>Comment/Alternate formulation:</p>				

Universidad Nacional Autónoma de Nicaragua

UNAN-Managua

Department of English

Faculty of Education and Languages



TEACHER'S INTERVIEW

Dear professor: you have been selected to fill in the following teacher's interview that is part of our research **whose** title is: The use of connectors in writing a paragraph. The information that you provide us will be strictly confidential and will only be used for the purposes described above. We thank you in advance for your collaboration.

Name: _____ **Grade:** _____

Have you ever taught connectors to students?
Which are the most common connectors used by students?
What is the role of connectors in paragraph?
What kind of connectors classifications do students know?
What is the different between cohesion and coherence?
What are the strategies to teach cohesion and coherence?
How connectors are classified?
What elements are important to have quality in writing a paragraph?
Do you think that teaching about connectors would help students improve the writing skill?

Expert Judgement

Respected judge:

You have been selected to evaluate the Instrument: “**students survey**” which is part of the research: "The use of connectors in writing a paragraph.

The evaluation of the instrument is of great relevance to ensure that they are valid and that the results obtained from them are used efficiently.

We thank you for your valuable collaboration.

NAMES AND SURNAMES OF THE JUDGE:

ACADEMIC BACKGROUND

AREAS OF PROFESSIONAL EXPERIENCE

TIME _____

CURRENT POSITION

INSTITUTION

Research Objectives:

To explore the use of connectors in students’ writing of third year of English at UNAN-Managua.

Objective of the expert judgment:

To validate the content of the student’s survey.

Objectives of the survey: To identify the most common connectors used in paragraphs by students of third year at UNAN-Managua.

According to the following indicators, rate each of the items as appropriate:

CATEGORY	QUALIFICATION	INDICADOR
<p>COHERENCE The item is logically related to the dimension or indicator you are measuring.</p>	<p>1. Does not meet the criterion 2. Low level 5. Moderate level 6. High level</p>	<p>5. The item has no logical relation to the dimension 6. The item has a tangential relationship with the dimension. 7. The item has a moderate relationship with the dimension it is measuring. 8. The item is completely related to the dimension you are measuring.</p>
<p>CLARITY Extent to which the item is written in a clear and precise manner, facilitating its comprehension by the subjects surveyed.</p>	<p>1. Does not meet the criterion 2. Low level 5. Moderate level 6. High level</p>	<p>5. Item is not clear 6. The item requires quite a few modifications or a very large modification in the use of the words according to their meaning or by their order. 7. A very specific modification of some of the terms of the item is required. 8. The item is clear, has semantics and adequate syntax.</p>
<p>RELEVANCE The importance that the item has with respect to the contribution that it can provide for a better understanding of the characteristic or situation measured.</p>	<p>1. Does not meet the criterion 2. Low level 3. Moderate level 4. High level</p>	<p>5. Does not meet the criterion. 6. The item can be deleted without affecting the dimension measurement. 7. The item has some relevance, but another item may be including what it measures. 8. The item is essential or important, i.e. it must be included.</p>

<p>SUFICIENCY Items belonging to the same dimension are sufficient to obtain the measurement of this dimension.</p>	<ol style="list-style-type: none"> 1. Does not meet the criterion. 2. Low level 3. Moderate level 4. High level 	<ol style="list-style-type: none"> 1. The items are not sufficient to measure the dimension 2. Items measure some aspect of the dimension but do not correspond to the overall dimension. 5. Some items must be increased in order to fully assess the dimension. 6. Items are sufficient
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Dimension	Source	Description	Item	Coherence (from 1-4)	Clarity From(1-4)	Relevance From(1-4)	Sufficiency From(1-4)
	(Gunning, 1998)	Students use connectors all the time in everyday conversations. They're used both in conversations and in writing. With the help of connectors, paragraphs automatically become more logical and structured.	How often do you use connectors in writing a paragraph?				
	(Norrish, 1983)	Connectors help to link sentences together to show how your ideas are organized and to guide the reader through your text. Students use common connectors	What are the most common connectors do you use?				

		that help them to improve the writing skill.					
	(Jones, 2019)	Connectors are an important tool for writing proficiently in English. Their purpose is to join information together within a sentence.	What is the role of connectors in writing a paragraph?				
	(Halliday, 1976)	There are four classifications, additive, causal, contrast and temporal, according to the taxonomy of Halliday and Hasan.	What kind of categories do you know in the use of connectors?				
	(Halliday, 1976)	Coherence is a meaningful and logical relation among elements in a paragraph. Good paragraphs are made up of a series of good sentences. Paragraphs provide structure and flow to your text.	What is coherence?				
	(Halliday, 1976)	Cohesion is a well-organized paragraph	What is cohesion?				

		with meaning and unity.				
	(OET, 2019)	Connectors are an important tool for writing proficiently in English. Their purpose is to join information together within a sentence. Using connectors correctly will help ensure the meaning the sentences clear for readers to understand. Connectors are important because they are one of the linguistic devices that provide cohesion and coherence to the paragraph.	Which of the following features are important to have quality in a writing paragraph?			
	(Hasan & Halliday, 1976)	This connector is causal and it is useful to indicating reason, cause and effect relation	Which category belong the connector “so”?			
		This connector is additive and it is useful to indicating coordination in the	Which category belong the connector “and”?			

	(Hasan & Halliday, 1976)	sense that the two language units connected are to be given equal weight,					
	(Hasan & Halliday, 1976)	This connector is causal and it is useful to indicating reason, cause and effect relation	Which category belong the connector “because”?				

Universidad Nacional Autónoma de Nicaragua

UNAN-Managua

Department of English

Faculty of Education and Languages



Student's survey

Dear students: You have been selected to fill in the following survey that is part of our research **whose** title is: The use of connectors in writing a paragraph. The information that you provide us will be strictly confidential and will only be used for the purposes described above. We thank you in advance for your collaboration.

I) GENERAL INFORMATION

Date: _____ Gender: Male: _____ Female: _____

Age: _____ Grade: _____

Read the items carefully and circle a, b or c, according to your opinion.

- 1) How often do you use connectors in writing a paragraph?
 - a) Always
 - b) Sometimes
 - c) Never

- 2) What are the most common connectors do you use?
- a) And
 - b) So
 - c) Because
 - d) But
 - e) Others: _____
- 3) What is the role of connectors in writing?
- a) Join paragraphs
 - b) Join sentences
 - c) Both
- 4) What kind of categories do you know in the use of connectors?
- a) Additive
 - b) Causal
 - c) Contrast
 - d) Temporal
 - e) None
- 5) What is coherence?
- a) Clarity and balance
 - b) Meaningful and logical relation among elements in a paragraph.
 - c) Both
- 6) What is cohesion?
- a) A well-organized text with unity and meaning.
 - b) Linking sentences to sentences, paragraph to paragraph.
 - c) Making sense in a text.
- 7) Which category belong the connector “ so”?
- a) Additive
 - b) Causal
 - c) Contrast
 - d) Temporal

8) Which category belong the connector “and”?

- a) Additive
- b) Causal
- c) Contrast
- d) Temporal

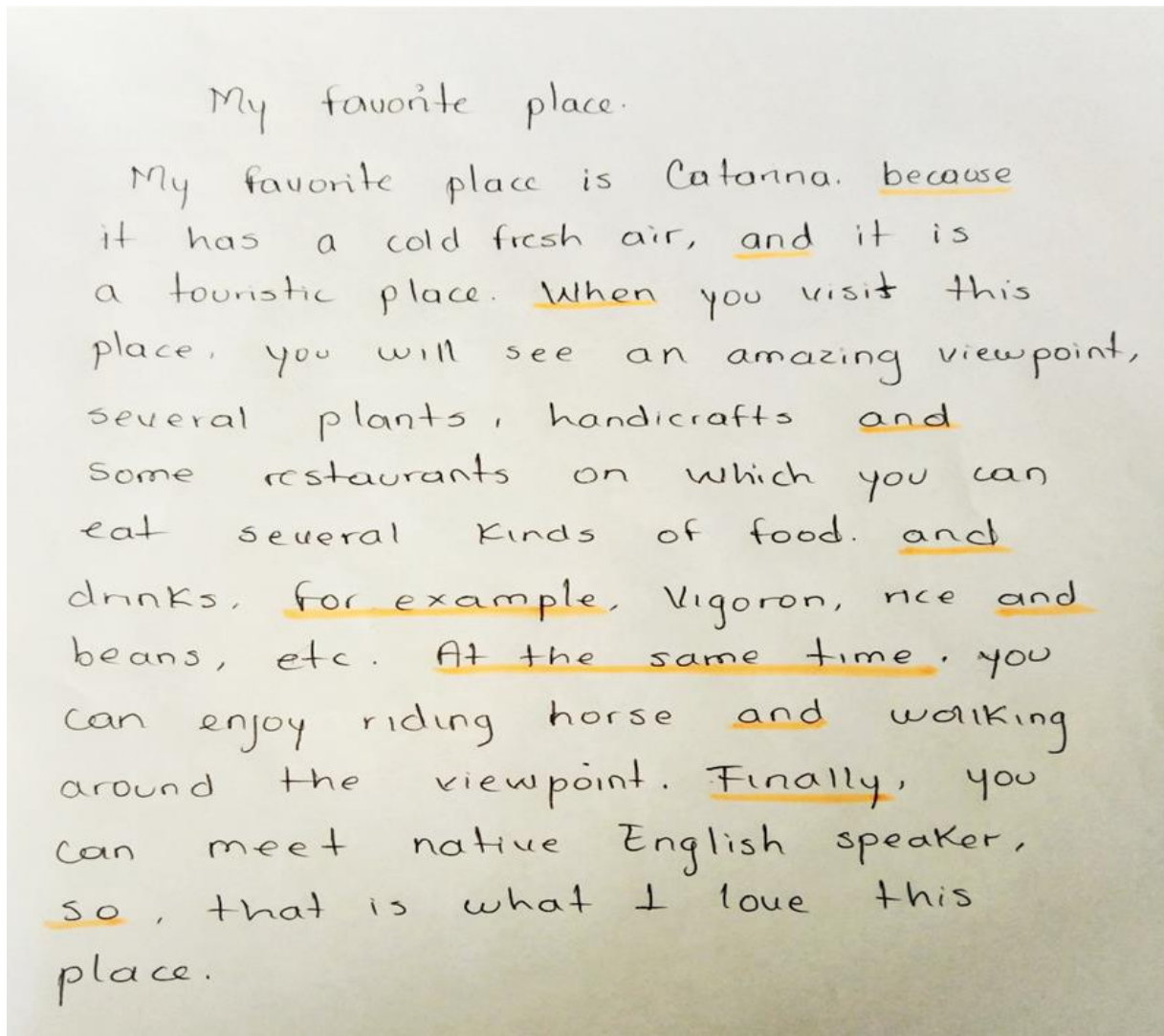
9) Which category belong the connector “ because”?

- a) Additive
- b) Causal
- c) Contrast
- d) Temporal

10) Which of the following features are important to have quality in a writing paragraph?

- a) Cohesion
- b) Coherence
- c) Connectors
- d) a,b,c

In the following compositions the connectors were analyzed based on the taxonomy/classification of Halliday and Hasan. In the first composition “My favorite place” we can notice that the connectors that the student used were: and, because, when, for example, so, at the same time, finally. On which the most repetitive connector is **and**.



In the second composition “The house of my dream” we observed that the connectors that student used were: and, first, on the other hand, also, finally.

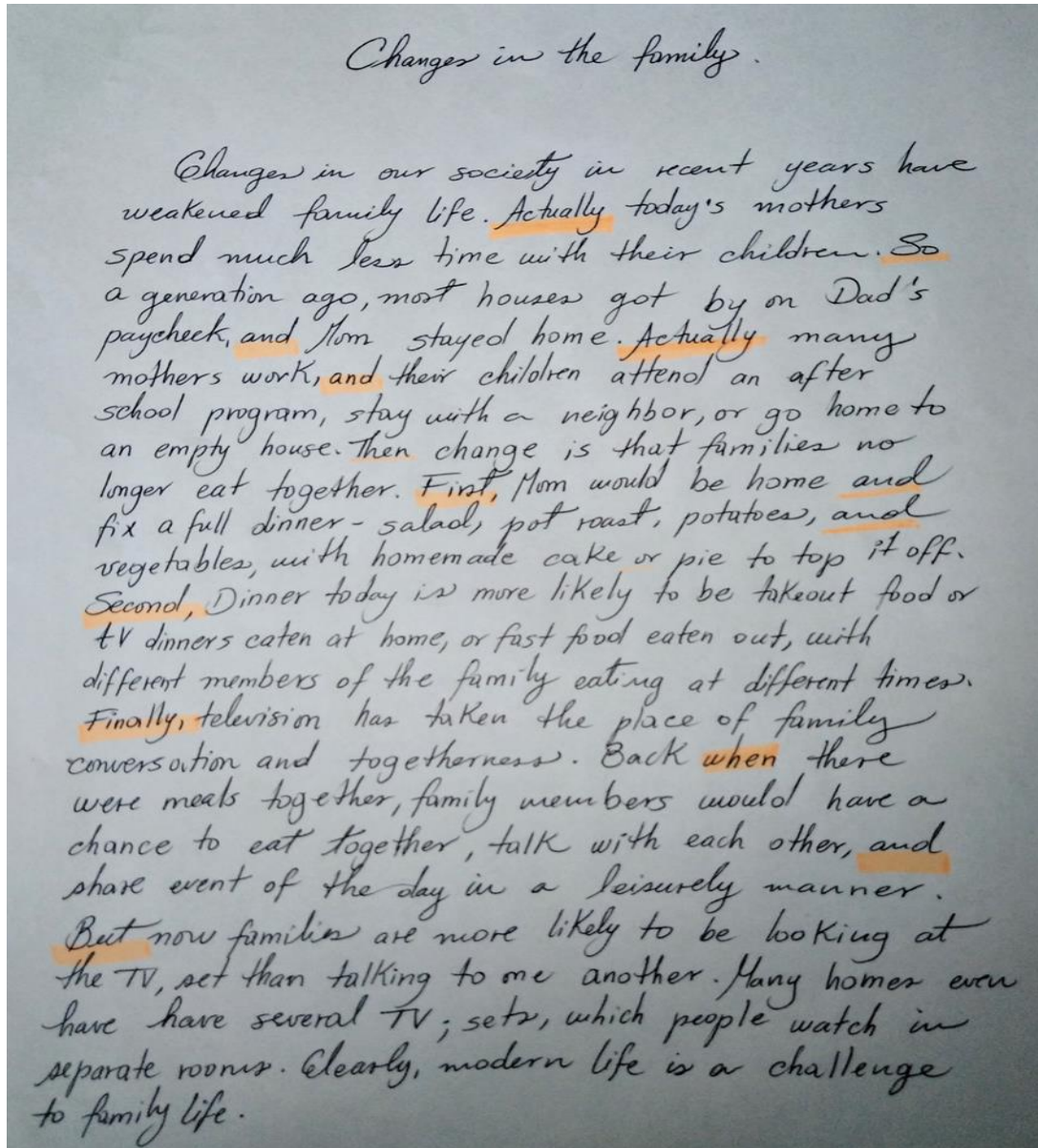
The house of my dream.

In the future, I will have a big house, in a spacious property. First, It will have two floors. and a beautiful front yard with kinds of plants with a small path to go inside the house. On the other hand It will have a wall with a mirror which is separated right and left wing of the house. also a living room and a swimming pool to hanging out with friends. Finally, It will have 3 rooms and two bathrooms.

My best friend.

Best friend is someone special with when we can share all our feelings. So Everyone has a best friend. My best best friend is Carolina. She reads in class 2 in my school and in my section. So Carolina is well mannered girl. First, she is tall, fair good looking and smart. Second, she is very good in her studies and always does her work affectively in the class. So that, we too are very good friend. We sit in the class on the same bench side by side. Besides, we share many things with each other and we have many good habits and manner very common within us. She is my best friend, because, we have a number of similarities. For example, We love to read fairy tales, We hear classic music, and we watch cartoons like Pink Panther. When I remain absent from school, I also, try my best to help her always. To sum up I love to my best friend.

The fourth composition “changes in the family” it observed that the connectors used by student were: and, but, actually, so, then, when, first, second, finally, second. The connector “ actually” was used wrongly since the student confuse it with “currently”. some connectors are used insufficiently and this may be associated to the insufficient direct exposure to the English and the misuse of these affected or even broke the coherence of the text.



In this composition “My honeymoon” it observed that the connectors used by student were: and, moreover, first, second, after that.

My honeymoon.

My wife and I honeymooned in sanjuan del sur, Pivas, while there, we visited many restaurants in different places. And at the entrance of the beach, we saw a large palm frond trees stand lush and tall with sea lifes. Moreover we were visiting two attractive restaurants. First, the summer restaurant was a beautiful and comfortable place. To the left is a small court yard bordered by a stone wall leading to the blue water, cold ocean a few hundred yards away. second, we went to visit the paradise restaurant, we met two new friends and we ate junk food, After that. we came back to the hotel.

TODAY, HOWEVER, THE GREEN LIFE HAS ADVANCED THE WAY CONSUMERS INTERACT WITH PRODUCERS AND IT IS NO LONGER LEFT TO THE FEELING IN THE BODY. SO THAT PEOPLE CONSUMERS GREEN PRODUCTS RELATIVES TO LEAVES, CREAMS, PILLS, ETC. THE GREEN LIFE IS AN OPTION TO TAKE CARE THE HEALTH. EVERYDAY PEOPLE SURF ILLNESS FROM DIFFERENCE AREAS BUT THEY TAKE TREATMENT THAT CONTAIN QUIMICS; BECAUSE THEY THINK THAT IT WILL IMPROVE WHILE IT IS NOT TRUE. SO THAT PEOPLE HAVE CHANGED OF OPTION.

The human being are destroying the earth. The destruction of our planet is a global issue. I'm actually running a global ecosystem conservation initiative which aims to help protect and restore nature around the world. Not only are they an essential part of the world, but they're also home to a massive variety of marine life, animals, etc. Due to drastic changes to their environment, some of these animal species are being threatened with extinction.

I think the governments must take measures both to restore and to protect the nature. Moreover the introduction of stricter hunting regulations is a very important part of the solution.

English is the language that links people throughout the globe. It is spoken in almost 105 countries. English is playing a major role in many sections like education, medicine, engineering, and business. There are many reasons that make English is the most important language in the world.

English has gained the status of an international language. It has become lingua franca of the many people. It is the universal language. Most jobs in the world require one to have a good command of the English language.

The use of English language help us share our ideologies, gain knowledge in any of the subjects. It can help the shape of viewpoints and correct us. Without English, there will be no foundation for higher studies.

The sea in San Juan del Sur is like a paradise. To start with, the sea smells fresh like a new ocean air freshener. The sand is so hot that when we walk on it, you feel like you walk on a burning grill. It's a very nice place where you can enjoy the landscape, you can see the palm trees. They sway in the air from the strong wind. From a far distance the ocean is amazing. At nights, you can only hear the waves of the ocean and the light wind which comes from the huge palm trees. On vacation we visit this sea, because I like enjoy a family moment. This beautiful beach town has become in recent years one of the most visited destination in Nicaragua and undoubtedly a point of reference for lovers of surf, beach and party. To sum up, San Juan del Sur is an amazing place to visit and relaxing.

Based on my experience English is important because it is the only language that many people speak in all the world. For me, it is important to learn this language because of three essential things.

First, we can interact with other people from different countries.

Second, we can know different cultures and we can sometimes participate in those activities.

Third, we can develop the language, it means, we will speak more fluently and it can be better.

Finally, these three things are important, that is what people must learn this language.

My favorite movie was Titanic. This movie was a big real drama where 1,500 passengers and 710 managing to survive. The survivors escaped in lifeboats and were rescued by a nearby ship. First immediately after the disaster, the issue of salvage was raised and despite general support for the ship's recovery, diving equipment was not yet sufficiently advanced for an expedition to such depths to be realistic; the ocean floor was miles down in the area where the Titanic sank. Second Oceanographer and explorer took up the search for the Titanic twice, once in an unsuccessful mission. Third He started with the location where rescued the Titanic's lifeboats, and then moved a further miles south. Also the ship is too fragile to be moved, many artefacts have been salvaged; including one large detached section of the hull. Finally Titanic disaster is slowly passing out of living memory, many still considered it too recent an event for detached archaeological treatment.

Benefits of Exercise.

There are many benefits of regular exercise and maintaining fitness. For example: exercise increases energy levels, exercises improves both the strength and the efficiency of your cardiovascular system to get the oxygen and nutrients to your muscles. Moreover exercising can help you to maintain a healthy weight, the more you exercise, the more calories you burn. In addition, the more muscle you develop the higher your metabolic rate becomes, so you burn more calories even when you're not exercising. On the other hand exercise improves brain function, it increases blood flow and oxygen levels in the brain, it also encourages the release of the brain chemicals that are responsible for the production of cells, in the part of the brain that controls memory and learning.

My favorite sport is soccer. because when I was a child I used to play with my father. and there are three things I like the most in soccer. First it is the best sport for me that's why I played it. Second, I meet new friend, and we practice almost every day and I talk with all my sport team and third we can go to other places to play and sometimes we win and others don't. to sum up I enjoy to play this sport because of the things I mentioned before.

My leisure time.

Every people have leisure time, this leisure time is out of our schedule. The people divide the leisure time in sport and cultural activities. So many people must have more leisure time to be balance social in the life. In Addition the sport is a hobby that the most people practice in wherever area because into this sport; people can practice exercises; and improve the physical condition; because include a every routine. So that the cultural activities conform as part of a leisure time, people can integrate the dance, presentation and free presentation in the leisure time. In sum up; leisure time is part of the every schedule divided in sport and cultural activities that improve the life.

Learning a new language is important to increasing the knowledge about different cultures and Academic purposes. The most important thing that a teacher must take into consideration when teaching a new language is the way how they teach or what strategies are used. so that, the teacher should use a variety of activities, but it is important that he knows that every activity is used with a purpose for students' learning, and each one promotes different kinds of learning. for example, the students learn new vocabulary using images as a tool in order to connect the meaning of the words with the image. Also when the student has already learnt the new word, repetition is another tool that helps students to memorize the word and its meaning. This method has an emphasis in mechanics exercises, the student do different mechanic activities so as to use the visual and listening tool to learn English.

Last vacations I went to San Juan del Sur with my family, and we enjoy that time. and I went with my friends too. I really love that place because there are many good things we can enjoy. first we hanging out in a place in which there was a pool, so we really loved that place and we were relax, second the food was amazing and delicious and the view was fantastic and third the weather is cold and love it because in managua is different the weather so we had an amazing time and that place was clean. so my family and my best friends and I had a fantastic time and finally I recommend people to go and visit San Juan del Sur because they will have a great and fantastic time.

pollution in Nicaragua.

In Nicaragua we have a big problem, pollution and it is cause for many reasons. first people don't throw the garbage in the right place so that is the principal problem. people are custom to throw the bag and bottles in the street and second there are not bag in the street to put the garbage so that is why people throw it whatever they want. and finally people have bad manner and it causes the pollution in our country.

