

A TEXTUAL ANALYSIS OF THE USE OF CONNECTIVES  
IN THE ESSAYS OF HIGHER DIPLOMA STUDENTS OF  
KADUNA POLYTECHNIC, KADUNA

BY

HILDA OJONOMA OMALE

Ph.D/ARTS/02638/2006-07

DECEMBER, 2014

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A Dissertation submitted to the Postgraduate School  
Ahmadu Bello University, Zaria in the fulfillment of the  
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LANGUAGE

Department of English and Literary Studies,  
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DECEMBER, 2014

## DECLARATION

I, Hilda Ojonoma Omale, hereby declare that this dissertation has been written by me and that it is a record of my own research work. It has not been presented in any previous application for a higher degree. All quotations are indicated by indentation or quotation marks and the sources of information are specifically acknowledged by means of reference. The results, summaries and conclusions presented in this report, are the original findings of the author.

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Hilda O. Omale

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Date

CERTIFICATION

This is to certify that this study titled, **A Textual Analysis of the Use of Connectives in the Essays of Higher Diploma Students of Kaduna Polytechnic, Kaduna** carried out by Hilda O. Omale, meets the regulation governing the award of the degree of Doctor of Philosophy(Ph.D) Ahmadu Bello University, Zaria and is approved for its contribution to knowledge and literary presentation.

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## DEDICATION

To the Merciful High Priest and Kinsman Redeemer, Jehovah

And

To my husband, Dan and my brother, Unuja

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## ABSTRACT

Students are faced with the challenge of using English language to communicate effectively in writing. Essay writing is an important part of their academic activities, which they have to engage in to answer test and assignment questions. The researcher observed over the years of teaching Higher Diploma Students of Kaduna Polytechnic, that students have a problem with being able to write coherent and meaningful essays. Many things could be responsible for such a problem but the researcher chose to examine the extent to which connectives affect the students' writing of coherent and meaningful essays. The aim of this study on the Use of Connectives in the Essays of Higher Diploma Students of Kaduna Polytechnic was to carry out a textual analysis of the use of connectives in the essays of this group of students. The objectives were to identify the connectives that students use more frequently in their essays as coordinating, correlating and subordinating devices in their essays; to analyse the extent to which students are able to use connectives to achieve texture in their essays; to highlight the connectives that pose problems to students in their essays and to compare the extent to which the writing of engineering, science and business management students differ when they write essays on topics outside their areas of specialization. The data used for analysis was drawn from students' essays. Students were given two essays (one narrative and one argumentative) to write as an assignment. Sixty (60) essays were selected for analysis from these essays (30 narrative and 30 argumentative). A paragraph and a sentence from that paragraph were selected for analysis (clause type, Theme/Rheme, types of conjunctions used (in the selected paragraph) and the frequency of the occurrence of conjunctions in the entire essay). The study was set within the framework of Systemic Functional Grammar, and it adopted the works of Halliday and Mathiessen(2004) and Bloor and Bloor(2004) to provide the model for the analysis of the essays. Systemic Functional Grammar was adopted because it is a theory of grammar that is concerned with language as a meaning making resource. The major finding of the research is that students used the coordinating conjunction **and** more frequently than any other connective and completely avoided using the correlating conjunctions in their essays. Although content was not affected by this, it is obvious that students' knowledge of the variety of conjunctions available for use in writing essays is limited. The study recommends that students learn to use a wider variety of conjunctions and punctuate their writing appropriately in order to write coherent and meaningful essays.

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## CHAPTER ONE

### INTRODUCTION

#### 1.0 PREAMBLE

Connective devices are those grammatical elements used to join different parts of a sentence and they play an important role by helping to create cohesion in any good essay. Therefore, a textual analysis of these elements was carried out to see how they function in the context of the sentence to produce meaning. Meaning is important here because it is the focus of human communication for which words are strung together to form sentences in any language in accordance with the grammatical rules of that particular language. The various aspects or structures of the sentence, in their correct forms (phrase, clause, coordination and subordination) perform different functions and lend themselves to different types of analysis. The analysis could be at the sentence level or the essay level where the essay is defined as “*any short piece of writing on a given subject*” (Oxford Dictionary 1998). The study looked at such essays as may be considered short because of the context in which they are written.

Language is the vehicle through which a writer communicates his thoughts, ideas and feelings. As Carrol (1980;10) puts it, “*Language is essentially a tool for communication*”. Since language is a tool, the more effectively or skillfully it is used the more effective the communication. To use the language effectively, a person needs to have a sound knowledge of that language and the ability to use it well (competence and performance). A sound knowledge of the language is attained when the individual understands and is conversant with the rules that govern how thoughts or ideas are correctly expressed in that language, and the ability to use it well is shown in how fluently he expresses these ideas, mindful of the rules that make it possible to express

thought or idea in the language. Penny, U (1990:4) puts the idea across more clearly when he said:

There is a set of rules which govern how units of meaning may be construed in any language; we may say that the learner who 'knows grammar' is one who has mastered and can apply these rules to express him or herself in what would be considered acceptable language forms.

What Penny seems to be saying is that it is in learning and using the rules of a language to speak or write meaningfully or acceptably that a person may be considered a good speaker or writer. The implication is that one who does not know the grammar and one who knows the grammar but fails to apply it accurately end up with the same problem – being unable to speak or write what is acceptable and meaningful in a language. So it is not just enough to have competence. Performance may be said to be more important since it means the ability to use the language effectively. An overall communicative competence (competence combined with performance) gives the writer the privilege of affecting his audience appropriately and engaging in fruitful discourse. Duranti (1997, 334) said:

Having a language is like having access to a very large canvas, and hundreds or even thousands of colours...

That of course is what good writing or use of the language is all about. A good user of the language has ample resources within the language to create something really beautiful just like a good artist would with the variety of colours on a canvas.

## **1.1 BACKGROUND TO THE STUDY**

Over the years teachers of English have had to deal with the problem of helping students at various levels develop language skills that would be useful in and outside school. Various approaches have been used to ensure that students become effective users of the

English Language, from the very elementary years in primary school to the university level. At the tertiary level courses like Use of English and Communication Skills are offered to help students use the language effectively. In spite of all these efforts the English language teachers are often dismayed to find that the students' performance in the basic skills of listening, speaking, reading and writing are below expectation. This situation makes one to think that from what they write, many students fail at all the various levels to gain a good knowledge of the language. Lyons (1974.36) expressed this well when he said:

We do not say he (a child) 'knows' the language, until he is capable of constructing new utterances which are recognized as normal and can be understood by other speakers of the language.

The point that Lyons has made is valid not only for children but for users of a language at any age. People have reasons to learn new languages or need to improve on the one they are using and are required to construct meaningful new utterances, adapting language use to different situations or even new phenomena.

The situation in Nigeria generally is that the student should 'know' the language because English is the national language for education, economics, politics and commerce; the student has had enough contact with the language to give him proficiency commensurate with whatever level of education he may be at. Yet, his writing continues to be a source of concern to the English language teacher as he often produces pieces of writing containing very poorly constructed expressions that lack meaning to other users of the language.

In order to improve the situation at the tertiary level, English for Specific Purposes (ESP) was introduced into the curriculum several years ago as General English (GE) approach did not seem to really help the students use the language as expected.

The fact that the students will need to communicate in writing within and outside the academic contexts while in school and after graduation, makes it imperative to investigate this common but crucial and very often overlooked aspect of language competence and performance. And also, to investigate the assumption that engineering, technology and social students write differently.

Writing has been a major means through which thoughts are communicated to an audience that is not immediately present. The writer has to put his thoughts across in such a way that he can be understood and that understanding must be close to what he intended originally. If there is any ambiguity in expression, the writer stands the risk of being misunderstood. The result is that action would not be taken on the content or the audience would not be able to respond appropriately. Every piece of writing is meant for the consumption of a target audience so when the audience is unable to derive meaning that is appropriate, the writer can be said to have failed in his responsibility as a writer.

There are many reasons why an audience may not comprehend a written text. The text may be the wrong for the particular audience; the text may be too difficult; the text may lack coherence; the audience may not be interested in the text or the audience may lack the communicative skills for reading effectively. An audience may not comprehend a text for many reasons but if a text is incoherent it would be difficult even for the most skilled in communication skills to make sense of.

The Higher Diploma students in Kaduna Polytechnic are expected to produce texts or essays that are comprehensible in the academic context in which they function. Such essays should be logical, clear, coherent and written in the appropriate style. To do this effectively the students must be conscious of the syntactic features which help create texture in the essays they write. However, the category of students this study focuses on

do not seem to appreciate that the function of language is to create meaning and that to create meaning, language is structured.

A textual analysis which this study is concerned with is required to highlight the importance and relevance of some connective devices -conjunctions (coordinating, correlating and subordinating) that are crucial in providing a coherent text that can be termed a good essay. Connective devices are used to enhance texture in a text at the different levels of the clause so that the essay is a unified whole.

## **1.2 STATEMENT OF THE PROBLEM**

Higher Diploma students of Kaduna Polytechnic are not an exception with respect to the general problem of writing essays that lack texture. Over the years, the researcher has observed that one of the challenges the students have is that of trying to express themselves and convey their messages in writing using English as the language of communication. Teachers are often confronted with the situation in which they have to think for the student in an effort to interpret coherent and meaningful messages from examination and assignment essay answers. Many of such essays are characterized by errors of punctuation, tenses, sentence and paragraph construction, use of connectives among many others. The use of connectives, especially conjunctions, which this research focuses on, is very crucial for enhancing texture and cohesion in essays. It is from this standpoint that the researcher was motivated to examine the extent to which these language elements are used by the selected students of Kaduna Polytechnic to significantly affect coherent and meaningful communication when they write essays.

According to Penny, U. (1990.4).

There is no doubt that knowledge – implicit or explicit – of grammatical rules is essential for the mastery of language: you

cannot use words unless you know how they should be strung together.

These teachers of English would agree with Penny that the ability to communicate effectively in a language is intricately linked to the knowledge of how words are connected to convey coherent and meaningful messages. Words on their own do not communicate, they have to be arranged and connected in a way that expresses our ideas effectively. Conjunctions form a significant part of the language elements necessary for connecting ideas in order to achieve coherence and texture in writing. Conveying messages effectively in English can only be done through a sound knowledge of the grammar of the language so that the more proficient a person is in English grammar the easier he will be able to communicate in the language, especially in writing.

### **1.3 AIM AND OBJECTIVES OF THE STUDY**

The study, therefore, aims at carrying out a textual analysis of the use of connectives in the essays of Higher Diploma students in Kaduna Polytechnic. The following are the specific objectives of the study.

1. To identify the types of connectives Higher Diploma students use more frequently as coordinating, subordinating and correlating devices in their essays.
2. To analyse the extent to which students are able to use connectives to achieve texture in their essays.
3. To highlight which of the connectives pose more problems to the students.
4. To compare the extent to which the writing of engineering students, science students and business management students differ in essays that are unrelated to their core content areas.

## **1.4 RESEARCH QUESTIONS**

In view of the observations above this study is concerned with answering the following questions:

1. What types of connectives do Higher Diploma students use frequently as coordinating, subordinating and correlating devices in their essays?
2. To what extent are the students able to use connectives to achieve texture in their essays?
3. Which of the connectives pose more problems to the students?
4. To what extent does the writing of engineering students, science students and business management students differ in essays on topics that are unrelated to their core content areas?

## **1.5 SIGNIFICANCE OF THE STUDY**

This study would be of particular interest primarily to linguists and English teachers in their effort to help learners of the language who more often than not are at a loss on how to connect their ideas in writing. Teachers would therefore help students to do as well as they ought to in writing assignments and tests that are in essay form. Moreover, teachers of English would benefit from the study as it is hoped that it would serve as a reminder not only to teach these features but to also encourage students to make efforts to use them effectively in their writing. Teachers in the content areas could also benefit remotely. The study would help them to see why their students write so incoherently and they too could try to use connectives and look out for them in the tests and assignments that students do for them.

Students' attention would also be drawn to the fact that the knowledge of how to use these syntactic features is relevant and crucial to effective writing. Findings of this study hopefully, if made available to students would make them (students) see that it is worth it to learn and master how to use connectives so that they (students) become better writers. The learner's exposure to the fact that ideas are wasted when not properly connected and are incoherent will motivate them to use connectives with ease and more effectively to communicate information and opinions for both academic and or day to day written discourse

Linguists may find it helpful to know how students handle connectives in their writing with a view to developing strategies that facilitate understanding and effective use of such linguistic features in writing skills.

The study findings, it is hoped would enable policy makers see the need to ensure that appropriate materials for teaching English language are used and that enough time is given to English language teaching in the school timetable to help practice and work on improving students' writing.

## **1.6 SCOPE AND DELIMITATION OF THE STUDY**

The syntactic features that were studied are connectives. There are several grammatical items that come under the group termed connectives because they join several aspects of the sentence. However, in this study, connectives have been limited to coordinating, subordinating and correlating conjunctions to enable the researcher focus on the specific area of interest.

The course level of students investigated was Higher Diploma students of College of Engineering (COE), College of Science and Technology (CST) and College of Business and Management Studies (CBMS). Although the writing demanded of this class is similar

to all others at the same level they are expected to receive instruction according to the needs of their core-content areas. They are exposed to the different types of essays – narrative, descriptive, expository, argumentative. The students used for this study were in their first year of the Higher Diploma program, 2012/2013 session. Sixty essays, 20 from each college (10 narrative, 10 argumentative) were used in this study. The choice of the narrative and argumentative essay is a departure from the notion of ESP as earlier mentioned. The purpose of this was to examine how the students can communicate effectively, by using connectives to write coherent texts, with the wider world, that is, the world outside their technical environment on topics that are not related to their core content areas and are of general interest. Moreover, the essay topics selected were from areas students have experience in and should experience little difficulty in writing on. The analysis covered the thematic structure of the selected text, the use of connectives to enhance texture and the frequency of occurrence of these connectives.

## **1.7 DEFINITION OF TERMS**

The essay is

...any relatively brief literary composition on a restricted topic”

(Encyclopedia Americana )

...a literacy device for saying almost everything about almost anything (Aldous Huxely,<http://en.wikipedia.org/wiki/essay>:Retrieved 22/08/2008).

...a short piece of writing that discusses, describes or analyzes one topic. It can range in length from one paragraph to more than twenty. It can be about anything and be written in almost any style... It can describe personal opinion or just report

information.(<http://depts.gallaudet.Edu/Englishworks/writing/main/essay,htm> Retrieved 10/9/08)

The word essay comes from a French word 'essayer' which means 'to try' or 'to attempt'. A French man, Michael de Moutaigne (1533-1592) was the first person who used the term to describe his work as 'attempts' to put his thoughts in writing. He began to compose essays in 1572. The writings were tentative rather than final statements since he described them as attempts. After him the essay continued to experience changes and be modified in Europe and America. Over the years it developed to be what we know as essay today. Although the essay developed over the century we may agree that its history has taught that

...the essay at its best reflects a civilized mind and that the forms of its reflection have changed and while change without losing the essence of the genre. (Encyclopedia Americana.)

Although essays may be descriptive, narrative, exemplification, comparison-contrast, cause and effect, classification and division, definition and dialectic or non-literary, visual arts, music, film and photograph, they are divided into two broad categories: formal and informal. Whether formal or informal the essay seems to have two essential qualities: It is the presentation of a person's point of view and his conscious effort to express himself.

The formal essays include academic and especially technical writing which is generally believed to be impersonal as its content has to be objective. Some people argue that expository and descriptive essays are formal essays because of the emphasis on facts and objectivity produced by focus on the facts rather than the writer. Such formal essays have a logical structure, seriousness of purpose and dignity. It may be a scientific one in which the results of an observation or experiment are presented. Also, it may be philosophic dealing with political, educational, social, moral or religious issues or it may be critical

examination and passing of judgment on events of history or works of art. The formal essay is, however, strictly speaking, expected to reflect an attitude and a special point of view without emphasis on the author himself. It is also generally accepted that it should have greater dignity, firmer organization, scope and greater earnestness in terms of purpose.

Unlike the formal essay, it is important to know something about the personality of the author in an informal essay. In all such essays, the author's opinion about the subject and how he expresses that attitude more than the subject itself is the essence of the writing.

Almost all informal essays have-

a marked personal element, a suggestive rather than formal or analytical treatment of the subject, an informal structure, a graceful style that appears to be effortless and a conscious striving for literary effect (Encyclopedia Americana Vol.10:150).

The writer of a good informal essay is witty, learned, and has a good sense of humour indicating he is well trained in speculating minds or events and persons. This type of essay attempts to reflect an attitude or a mood, to entertain without strain and persuade without argument.

The essay is used as a pedagogical tool. Secondary school students are taught essay formats to improve their writing skills as part of formal education over the years. Essays are often used to judge mastery of material in secondary and tertiary education (<http://en.wikipedia.org/wiki/Essay> Retrieved 19/06/ 2008). At all levels, even from the senior primary level, students are taught how to write different types of essays. It provides an avenue for the student to communicate. How well the student does this is often a reflection his mastery of the language in general. The importance of the essay is seen in the SSCE English language examination where the essay section is allocated 50 marks- a

much higher mark than the other sections. The essay indeed showcases the level of mastery of the English language.

A text is “the means by which the message is transmitted from writer to reader” (Nuttall 1983:65). If there is no message conveyed in a spoken or written utterance it cannot be considered as text. It follows then that a series of unrelated sentences is meaningless and cannot be a text. For example:

Someone kept a plate of food in the kitchen.

Julie forgot food in the kitchen.

Someone bought a plate of food for Julie.

Although these sentences relate to the same situation they do not make a text because the sequence is unclear and hence they have not transmitted any message.

A text is a “unique autonomous unit of meaning” David Crystal (1987:150). It is also a sequence of sentences that are mutually dependent. “a stretch of language recorded for the purpose of analysis and descriptive... important to note is that texts may refer to a collection of written or spoken material...” David Crystal (1991:105). Crystal also states that sentences usually appear in a sequence whether spoken or written and that if a set of sentences cohere in such a way, then it is a text as long as it serves a communicative purpose. In his words, a text is “a relatively self contained unit of discourse” and “has a definable linguistic identity” (Crystal 1995:116).

In addition Hassan and Halliday (1984:48) view a text as a “passage that forms a unified whole, a unit of language use” and is best thought of as a semantic unit “a unit not of form but of meaning” and “realized by and encoded in sentences”. They say that the term text is used to describe “any instance of language, in any medium that makes sense to someone who knows the language (Halliday and Hassan 1976). An essay can be said to be

the same as a text since it is an instance of language intended to convey a specific meaningful message.

While a text may be generally considered as a group of related sentences that cohere and through which meaning is realized, a grammarian sees it as “a rich, many-faceted phenomenon that ‘means’ in many different ways”(Halliday and Matthiessen,2004:3). They suggest that grammarians explore the text from two main angles: focus on the text as an object and as an instrument. These two areas of focus are complementary. This study is related more to the focus on language as an instrument because it explored a certain aspect of language use.

## **CHAPTER TWO**

### **REVIEW OF LITERATURE**

#### **2.0 PREAMBLE**

This chapter gives a review of the literature related to the subject of this study. It presents the view of language in Systematic Functional Grammar, view of syntax from the point of view of major schools of grammar- Systemic Functional Grammar, Transformational Generative Grammar, Structural Grammar and Traditional Grammar, principles of essay writing, cohesive devices, and conjunctive relations. This is for the purpose of giving an insight into the subject of the study in view. The chapter takes a bird's eye view of Systemic Functional Grammar in relation to language, the sentence or the clause from the perspective of Systemic Functional Grammar and other grammars, and focuses on connectives which form the core of this study. Systemic Functional Grammar (SFG) is in essence Systemic Functional Linguistics (SFL). Both would be used inter-changeably in this study.

#### **2.1 SYSTEMIC FUNCTIONAL GRAMMAR**

Before looking at language from the point of view of Systemic Functional Grammar (SFG) it is necessary to look at what SFG is as distinct from all the other grammars. Bloor and Bloor (2004:x) say that SFG "...is a lively, developing field, which is extending and deepening our understanding of how human language works". This assertion is true in view of the real essence of SFG, its development in current linguistics and role in actually helping to bring a better understanding of language so that language is not just a study of grammatical forms but of how it is actually used. SFG attempts to tackle aspects of language and perhaps its use which are not properly understood and have not been adequately described in other grammars. Through analysis linguists have built up descriptions of language and over time discovered how people use language.

Grammatical descriptions of this nature developed by systemic functional linguists is called Systemic Functional Linguistics. (Bloor and Bloor, 2004: x).

Halliday M.A.K. (1973:77) put it more clearly in the following words.

We should like to be able to account for grammatical phenomenon by reference to social contexts whenever we can, in order to throw some light on why the grammar of language is as it is. The more we are able to relate to the options in grammatical systems to meaning potential in the social context and behavioural settings, the more insight we gain into the nature of the language system, since it is in the service of such contexts and settings that language has evolved.

Two interesting things stand out in the model of SFG developed by Halliday. First, it is part of a broad semiotic approach to language called systemic linguistics. ‘System’ refers to the view of language as a “network of systems or interrelated sets of options for making meaning” (Halliday 1994:15). ‘Systemic’ is also derived from the term system defined by Firth (1957) as the theoretical representation of paradigmatic relations contrasted with structure for syntagmatic relations. Neither is given priority in Firth’s system-structure theory. The system takes priority in systemic theory; the most abstract representation is in paradigmatic terms. The syntagmatic organization is interpreted as the realization of paradigmatic features (Amrin Baratuba, 2011 online). Second, is that

function indicates that the approach is concerned with meaning, as opposed to formal grammar which focuses on word classes such as nouns, verbs, typically without reference beyond the clause.

([http://en.wikipedia.org/wiki/systemic\\_functional\\_grammar](http://en.wikipedia.org/wiki/systemic_functional_grammar)  
21/02/2011).

Halliday is greatly concerned with the uses to which linguistic description can be put. In his writing he states that his grammar is functional in the sense that it is designed to account for how language is used. Talking about the text, he opines that each text unfolds

in some context of use (Halliday 1994: xiii). In orientation SFG is functional and semantic rather than formal and syntactic. It takes the text as its object and defines its scope by reference to usage rather than grammaticality (Amrin Baratuba op cit).

The systemic approach to language is functional because it tries to answer the question of how people use language and to interpret the linguistic system functionally, that is, how language is structured for use. As already mentioned, other grammars are basically concerned with structure and maintained this outlook until the emergence of SFG in the early 1960s. People use language for real everyday social interaction. This type of language analysis leads linguists to suggest that people negotiate text (write/talk language) in order to make meaning from them (Eggin 2000:2).

Language is used mainly then to create meaning in a social context. SFG interprets the linguistic system from a functional-semantic point of view. Systemicists do this by looking at the fact that the main reason language has evolved is to help us make meanings with each other.

In other words, language users do not interact to exchange sounds with each other, not even exchange words or sentences. People interact to make meanings, to make sense of the world and each other. The overall purpose of language then can be described as a semantic one, and each text we participate in is a record of the meanings that have been made in a particular context. (Eggin, 2000:11).

Looking at the foregoing quotations, one can say that SFG is that grammar which takes into account the relationship between grammatical systems and meaning in the social context in which the language is used. In other words, the reason why language exists is to facilitate linguistic interaction that produces meaning among users of the language. SFG then becomes so relevant since human communication is meaning centred (Martins et al 1997:13-15).

Eggin (2000:2) affirms this when she says that SFG

...is increasingly being recognized as providing a very useful descriptive and interpretive framework for viewing language as a strategic meaning-making resource.

And also that

...common to systemic linguists is an interest in how people use language with each other in accomplishing everyday social life. This interest leads systemic linguists to advance four main theoretical claims about language: that language use is functional; that its functions is to make meaning; that these meanings are influenced by the social and cultural context in which they are exchanged; and that the process of using language is a semiotic process, a process of making meaning by choosing. (Eggin, op cit).

SFG is interested in how people use language in carrying out their daily activities in the family, office or even in the market place. In all the activities that people carry out, language is a major resource for doing such effectively. Language is used as a medium for the exchange of ideas, feelings and so on. No other grammar seems to show such interest in how and even why people use language. Rather, the focus seems to be on how to help people use the language correctly by imbibing correct grammatical concepts. For example, Chomsky (2001:46) gives the impression that good language use involves the art of combining competence and performance but says nothing about the how of language use in terms of social interactions.

Linguists outside SFG have looked at language in a variety of ways. Some have tried to look at the formal aspects of grammar. Others started by looking at language forms (words and sentences) and then tried to find out how the forms of the language represent meaning. SFG takes the view that the most successful approach may be the one that recognises meaning and use as central features of language and that tackles grammar as both semantic and functional. Moreover, SFG is a lexicogrammar – involves the idea that vocabulary (lexis) is intrinsically linked to grammar.

The theory of language in SFG involves the idea that language is made up of systems, as mentioned earlier, which give the speaker or writer an inexhaustible choice of ways to make meanings. Such linguistic choices allow the speaker or writer to use one or two words or full sentences to indicate meaning. To get a particular piece of information we might use any of interrogative, declarative, or imperative sentences. For example,

Where are you?

Tell me where you are, please.

I want to know where you are.

Similarly, whether to use the active or passive is a linguistic choice we make unconsciously most of the time. For example,

Active: Emmy built his first house six years ago

Passive: I know more storey buildings are built in the south than in the north.

The language provides the word 'built' for completed past actions and also provides 'are built' in the passive for making factual statements. As language users, we would agree that the choice between the active and passive is possible because the language makes both forms available, and that we make the choice unconsciously. In the above example, the writer has created meaning by drawing on the forms available to him in the language. A professional writer would make this choice consciously unlike the native speaker who may do so without reflecting on his choice. As he uses the appropriate forms in context, he is simply making use of the meaning potentials of the language. Even we, as language users are always making choices based on the meaning potentials of the language we use (the choice between 'he' or 'she' when we talk about people, 'here' or 'there' when we talk about place). We choose on the basis of a paradigmatic relation between singular, plural, feminine, masculine and neuter gender. These choices can be represented as

systems which relate to each other ([http://en.wikipedia.org/wiki/systemic\\_functional\\_grammar](http://en.wikipedia.org/wiki/systemic_functional_grammar): Retrieved 10/11/2008).

It is interesting to note the concern of SFG about the variety of choices made available to speakers and writers. These choices are related to the writers' and speakers' intentions to create concrete forms of a language. Traditionally, the choices are viewed in terms of the content of the structure of the language use but in SFG language is analysed in three different ways: semantic, phonology and lexicogrammar. SFG represents a view of language in terms of both structure (grammar) and words (lexis).

Moreover, in the theoretical perspective of SFG the crucial characteristic is its operation beyond linguistics to sociology. It views language as a social semiotic (Halliday 1978).

Teich(1999:8-9) also says

...we can learn about how language works if we consider the way it is used in particular contexts, both cultural and situational. Essentially, SFL, advocates a view of language as a means of doing ... Language is thus considered primarily a social resource with which speakers and hearers can act meaningfully.

Consequently, the basic concern of linguistic investigation in SFG is how language is organised to create meaning. Teich (1999:9) says that meaning in SFG is construed by the linguistic behaviour potential, that is, by language itself. Language is a potential behavior, construes meaning, is multifunctional and using it is a choice in the potential and final actualization of the potential (Teich op cit). This view is supported by Halliday (1973:73) when he said 'semantic is what he (the speaker) CAN mean and we are looking at this as the realization of what he DOES.' (Halliday,1973:73)

In addition meaning derives from what language does (function) in use or in context.

It is a general feature of semiotic systems that they develop and function in context, and that meaning is a product of relationship between the system and its environment (Halliday, 1985b:10).

Whenever language is used, function, in turn, has various aspects that are simultaneously fulfilled:

Whatever we are using language for, we need to make some reference to the categories of our experience; we need to take on some role of the interpersonal situation and we need to employ theses in the form of text. (Halliday 1974:49-50).

SFG is a way of describing lexical and grammatical choices from the system of wording so that we are always aware of how language is being used to realize meaning. (Butt et al 1999:15).

Halliday sees function as the explanatory principle of language. The word function can be taken as a synonym for the word use so that when we talk about function of language we simply mean the way people use their language (Halliday & Hassan,1989: 16-20 ). Many people in language teaching and linguistics nowadays take the term function to mean situational use. In this sense we can say that each alternate in a given context has a particular use. For example, ‘Good afternoon’ used in different situations could mean different things.

1. To a colleague in the afternoon the communication function is greeting.
2. From a nurse to a pregnant woman who came late for an early morning ante-natal appointment the communicative function is a reprimand.

Halliday calls his grammar functional and also refers to the basic components of meaning in language as functional components(Halliday 1994:xii). These components –**ideational**, **interpersonal**, and **textual** would be discussed later. Each part is interpreted as functional only in context to the whole (Halliday 1994:xiii-xiv). That is, the linguistic function of a

word or a group in the linguistic system is defined by how it operates in relation to other words or groups in the clause.

### **2.1.1 METAFUNCTIONS**

Halliday approaches language from outside rather than from within. His approach is even from above, from roundabout and from above but not from a distance. He starts with the question of why language is structured the way it is and not in some other way. His response is that language is structured the way it is because it reflects the functions which the language is required to serve as a means of social communication. That is to say Halliday approaches language from the position of meaning and purpose and gives a sound theoretical framework for dealing with the questions of how and why we come to use language as we do for doing and becoming who we are (Batubara, 2011).

At all ranks and levels of language there are three types of clause that can occur. A clause is a composite entity, constituted not of one dimension of structure but of three, and each of the three construes a distinctive meaning. Halliday has described these as clause as representation, clause as exchange, and clause as a message and the three run throughout language—**metafunctions** in SFG. All adult language is organized around a few functional components which correspond to metafunctions and these metafunctions have a system of relationship with the lexicogrammar of the language (Butt et al 1999:10). The concept of metafunctions is one of the basic concepts around which the theory of SFG is construed (Halliday, 1994:35).

### **IDEATIONAL METAFUNCTION**

The ideational metafunction is divided into experiential and logical. The experiential refers to language as it is used to organize our understanding of the world and our experiences. The logical refers to language as it is used to organize the way we reason on

the basis of our experiences. It is also the potential of the language to make logical links between figures, for example,

He came here before that person came.

Or He comes every time she comes.

Halliday (1970:143) states that language is used for the expression of content: the speaker's expression of the real world, including the inner world of his own consciousness (experiential). It refers to language as it is used to organize, understand and express our view of the world and our own consciousness(logical) (Butt et al,1999: 67).The ideational metafunction is concerned with the events, actions, sensations and so on-the representation of processes-that constitute life. That is, it is concerned with encoding reality. The labels **Process**, **Participant** and **Circumstance** are used to analyse the ideational metafunction at the rank of clause. Halliday puts it in the following words:

Language enables human beings to build a mental picture of reality, to make sense of what goes on around them and inside them. Here again the clause plays a central role, because it embodies a general principle for modelling expressions- namely the principle that reality is made up of PROCESSES (Halliday, 1994: 106).

In Halliday's view a clause structure is interpreted in three ways: the independent clause is the basic unit for the expression of interpersonal and experiential meaning. This is the equivalent of the traditional simple sentence. The textual is the third type of component through which the

experiential and the interpersonal components cohere in a message, not only as a sentence in isolation, but in relation to what precedes it in the linguistic context. Each meaning is expressed by its own structure. (Batubara,2011).

The three strands of meaning of structure derived from the consideration of a clause as (a) an organized message or text, (b) the linguistic representation of our experiences of the world) and (c) a communicative exchange between people (Batubara op cit).

The ideational metafunction has to do with the field aspect of a text or its subject matter as well as context of use. Field involves the semantic domain, specialization and the angle of presentation:

Within the semantic domain, SFG proponents examine the subject matter of a text through organizing its nominal groups (nouns/noun phrases) and its lexical verbs, adjectives and adverbs. These are the words that carry lexical meaning in a text, as opposed to function words whose purpose is purely grammatical, that is, their purpose lies only in relation to other words in the vicinity.

Specialization is partly determined through attention to jargon or other technical vocabulary items. Examining the angle of presentation involves a close look at types of processes, participants and circumstances. (en.wikipedia.org/wiki/Systemic\_functional\_grammar: Retrieved 21/02/2011).

The transitivity structures are the means for the realization of the experiential meaning of the clause. Halliday indicates that the transitivity system of the grammar is the area that reflects the ideational function of language. As such he considers the transitivity system as accounting for types of processes in which participant and circumstantial roles are involved. In addition Halliday (1994:106) says that the transitivity system construes the world of expressions into manageable sets of process types. In this case, transitivity interpretes the expressions into process categories. The encoding syntactically and semantically of our mental picture of the physical world and the world of our imagination is made possible through the clause. In English the major types of processes are the process of the external world, the process of the inner expressions, and the classifying and

identifying processes named material, mental and relational processes respectively. Process would involve (a) material processes/processes of doing things (e.g. run, kick, construct, give, dig), (b) mental processes/processes of expressing sensing (e.g. hear, see, feel, like, think) and relational processes or processes of becoming or being in which participant is characterized or identified or situated circumstantially (e.g. lie, be, seem, turn, stand, become) (Halliday, 1994: 1007-1009). Entities represented by participants can be persons, objects, or abstractions; or it can be the agent of the action, or be affected by it, benefit from it or receive its effects (Batubara,2011).

### **INTERPERSONAL METAFUNCTION**

The interpersonal metafunction is concerned with the way people interact through language. It refers to language as it is used to help take on roles and to express and understand feelings, attitudes and judgements; how we use language to reflect a positive or negative attitude toward a person or idea, the relationship between us and those with whom we communicate--as equals or unequals. The clause is used and interpreted in its meaning as an exchange and organized as interactive involving the speaker or writer and the audience.

### **TEXTUAL METAFUNCTION**

The textual language is that which is used to relate what is said or written to the rest of the text and to other linguistic events. It involves the use of language to organize text itself. (Butt et al,1999 :12-13).It is related to the internal organization and communicative nature of a text and involves the use of language in organizing a text itself and the coherence in the text.

Cohesion is analysed in the context of both lexical and intonational aspects with reference to lexical chains and the speech

register...The lexical aspects focuses on sense relations and lexical repetition while the grammatical aspect looks at jrepetition of meaning shown through reference, substitution and ellipsis, as well as the role of linking adverbials. (en.wikipedia.org/wiki/systemic\_functional\_grammar:21/02/2011).

The clause has the character of a clause in all languages. In English it is organized as a message by having a special status assigned to one part of it. One element in the clause declared as the Theme combines with the remainder, the Rheme, so that the two parts together constitute a message. That means that the Theme is the element that serves as the point of departure of the message; it is what the clause is concerned with. The Rheme is the remainder of the message, the part in which the Theme is developed (Batubara, 2011).Every independent clause selects for mood. The element of a clause chosen as the Theme is determined by the choice of mood. For example, in declarative clauses the typical pattern is that in which theme is conflated with Subject (Batubara, op cit).

These three strands of meaning (ideational, interpersonal and textual)are expressed through language because they are the strands of meaning we need to make in order to make sense of each other and the world. In any event we are always making textual meanings about how what we are saying hangs together and is related to what was said before and the context around us. Whatever use we put language to, we are always organizing information. At both a macro (text) and micro (sentence) levels, then, it is possible to identify these three types of meanings being made simultaneously (Eggins 2000:13). Since the grammar of all languages has developed over the years to serve peoples need for communication Halliday (1978:22) argues that

It is the demands posed by the service of these functions which have molded the shape of the language and fixed its course of evolution

This is a very strong claim. Butt et al (1999) say it is the very foundation of the theory of functional grammar.

### **2.1.2 METAFUNCTIONS AND REGISTERS**

There is a close connection between the three semiotic functions of register-field, tenor and mode- and the three metafunctions. Field relates to ideational; tenor relates to interpersonal; and mode relates to textual. The encoding in language is contingent on the semiotic metafunctions just as the content of the metafunctions themselves is contingent on and is determined by the semiotic functions of register. This has made SFL to insist on the importance of the connection between context and language. Language cannot be separated from the context which produces it (Banks, 2002)

## **2.2 SYNTAX AND THE DIFFERENT GRAMMARS**

The way in which language works is illuminated through the various schools or theories of grammar. Since the last century these theories-traditional grammar, formal grammar and functional grammar- have had a tremendous impact on the study of language. Both traditional grammar and formal grammar are concerned with the structure of the sentence but while traditional grammar is prescriptive, formal grammar is descriptive. Each theory has something which marks it out as distinct from the others no matter what similarities there might be. A panoramic view of the major grammatical theories is presented here.

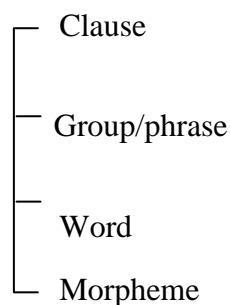
### **2.2.1 SYSTEMIC FUNCTIONAL GRAMMAR**

Generally, the aim of SFG is to account for the appropriate grammatical structure according to a given context. In SFG, a grammatical description is an account of the grammar of a language as the grammatical potential available to a language user. The grammar stratum has the same properties as the other strata.

First,

- there are two axis, the paradigmatic and the syntagmatic
- the system or systems network is the device for representing paradigmatic relations.
- the grammar is functionally diversified in ideational, interpersonal and textual metafunctions.
- grammatical categories are primarily functionally motivated.
- between axes, there is the relation of interaxial realization.

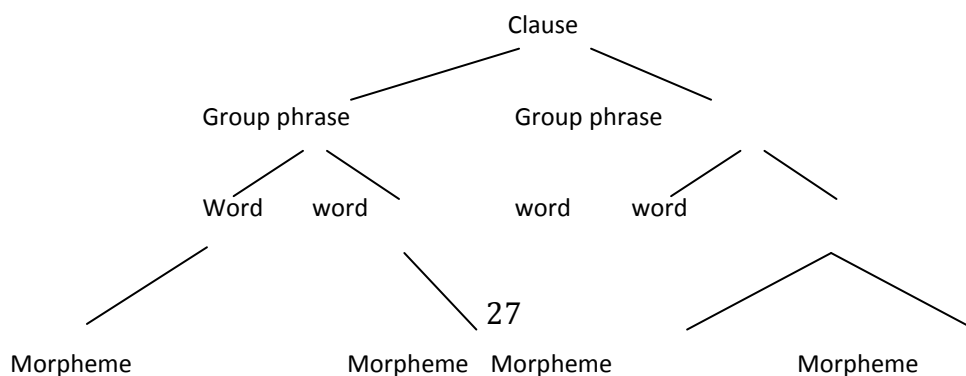
Second, there are specific representational construct-- the rank scale defines the types of linguistic units used in the grammar. The rank scale is illustrated in the diagram below:



(Entry to grammar)Group/phrase

Generally, the rank scale serves two purposes: One, the ranks are singled out for an effective description of the paradigmatic relations of the grammatical units of a language (Halliday, 1966), assuming that every grammatical unit has a set of grammatical features that is disjoint from the set of features of the other ones. Two, the rank scale constitutes a hypothesis about syntagmatic organization in terms of constituent relations.

Teich ( 1999:58).



## WORD CLASSES

Traditional grammarians classify words into what they call parts of speech-noun, verb, adjective, adverb, preposition, article, conjunction and or interjection. But as Butt et al (1999:28) say.

...such grammatical terms are class terms; that is, they allow us to classify words according to the way they are normally used.... But how useful, and indeed how accurate, is such classification in any quest to describe and explore the grammar of the language?

Such classification as done by traditional grammarians may not be accurate but it proved to be helpful in providing the guidelines for learning to speak and write effectively in the language, both in the past and in the present. Modern linguists prefer to use the term word classes instead of parts of speech and have actually-

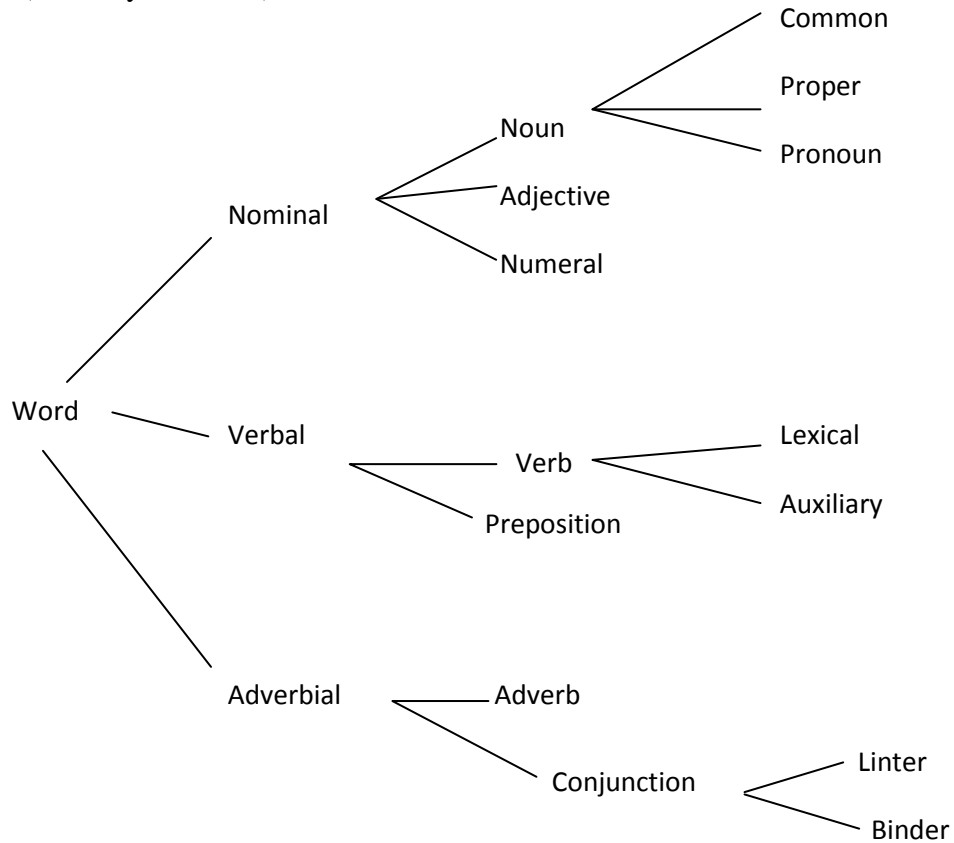
raised a number of objections to the criteria for assigning these labels to indicate the word classes of these lexical items. (Butt et al 1979:18).

Halliday (1963c) defines class as a set of items that are similar in some respect. He explains that every unit can be classified so that we have classes of group and phrases, classes of clause and, at the other end of the rank scale, classes of morphemes (Halliday & Mathiessen 2004:50).

The class of an item generally shows its potential range of grammatical functions. As such words can belong to two classes in a dictionary:

as part of their decontextualized definition though the class label does not show what part the item is playing in any actual structure. To get that we have to indicate the function of the item. The functional categories give an interpretation of grammatical structure in terms of the overall meaning potential of the language. (Halliday & Mathiessen, 2004:52)

(Halliday, 2004:52)



The above diagram shows the word classes recognized in functional grammar – noun, adjective, numeral, determiner, verb, preposition, adverb and conjunction. The classes of numeral and determiner replace article and interjection in traditional parts of speech. In reality, however, the distinction between an article and a determiner seem to be unnecessary, at least superficially. One way of analyzing a sentence is to label each word on the basis of word classes. The following sentence exemplifies Halliday's eight word classes as illustrated by Bloor & Bloor (2004:19)

‘Soon a massive system was developed, consisting largely of numerous flood barriers, two dams and several branch canals.

**Noun:** System, flood, barriers, dams, branch, canals

**Adjective:** Massive

**Numeral:** Numerous, two several

**Determiner:** a

**Verb:** was developed

**Preposition:** of

**Adverb:** soon, largely

**Conjunction:** and ‘

(Bloor& Bloor 2004:19)

The traditional ‘parts of speech’ provide the basic tools for learning the language and so help build a foundation that other grammars can build on. It is in the context of traditional grammar that the classes of words in SFG can be easily comprehended. In addition, the difference is not significant enough to cause a beginner any problems except that SFG focuses more on function and meaning more than traditional grammar. So, while the learner thinks in terms of form and correct assignment of classes to ideas and things in traditional grammar, the learner would define the words on the basis of the way the words are used rather than what it is. In both traditional and SFG the fact is that

---it is only by contrast with (and by interaction with) the other items that a word class has significance. (Bloor and Bloor, 2004:20).

### **THE RANK SCALE**

...language is more than a stringing together of words. We need to be able to analyze and describe patterns of language at several different levels, ---linguists look at language at various levels, or on various scales (Butt et al 1999:31).

The main unit of structure is the clause. It is made up of identifiable constituents each of which has its own structure and follows a grammatical pattern. SFG uses the notion of rank to show clause constituents which can simply be stated in this way:

a clause consists of one or more groups

a group consists of one or more words

a word consists of one or more morphemes. (Bloor and Bloor 2004:178)

Each of these refers to a unit of meaning at the level of the clause or below the rank scale.

For example,

The blue whale is much bigger than the killer whale. (one clause)

The blue whale is much bigger than the killer whale and it eats only micro organisms... (two clauses- a clause complex)

The blue whale is much bigger than the killer whale and it eats only micro organisms because it stays at the bottom of the sea most of the time. (three clauses – a clause complex)

A clause complex is defined in the following words:

...a language structure that consists of one clause working by itself or a group of clauses that work together through some kind of logical relationships. (Butt, Fahey, Spinks & Yallop 1999:32):

We may assume that in all languages the clause has the character of a message: it has some form of organization whereby it fits in with, and contributes to the flow of discourse (Halliday and Mathiessien 2004:64).

It is quite true that the clause has the character of a message. In traditional grammar a clause could be an independent or a dependent clause. When it is independent it is a sentence expressing a complete thought; when it is dependent it is subordinating and depends on the independent clause to make meaning. It is interesting to note, however, that SFG does not seem to make such a distinction between clauses. A clause is a clause and can only be complex while in the traditional sense."A sentence is a piece of written

language that conventionally begins with a capital letter and ends at the following full stop” (Butt et al 1999:31).

Rather than clause complexes, traditional grammarians classify not on the basis of clauses but sentences. This is helpful in distinguishing what is a complete thought from what is not. In a way, it may be simpler to think in such terms than in clause complexes where a clause may not necessarily express a complete thought. However, since meaning is central to SFG all it may require is some orientation to think in terms of meaning rather than form. Then it may become less troublesome to think in terms of clause complexes than struggling to untangle the distinctions between simple, compound, multiple, and complex sentences or even independent and subordinate clauses.

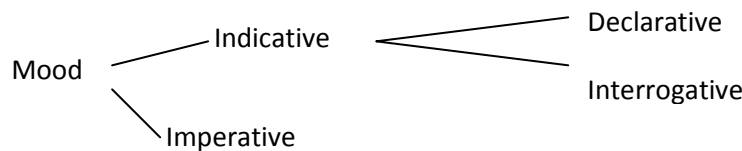
In SFG, however, grammar is not the only resource that is linguistically relevant. Given SFG’s orientation to context and the notion of linguistic choice as being determined by context, the context in which language is used also has linguistic relevance. Accordingly, there must be a way of relating context to the actual linguistic resources, such as grammar. This relation is of the semantic stratum to act as the interpreter of context so that context can be expressed linguistically. The strata set up in SFG is as shown in the table below:

<b>SUBSTANCE</b>	<b>Interlevel</b>	<b>FORM</b>	<b>interlevel</b>	<b>CONTEXT</b>
Sounds	Phonology	Grammar	Semantics	Situation

Grammar, semantics and phonology (lexis and morphology are included in grammar) are the areas of linguistic investigation proper. Semantics is seen as ‘interlevel’. It mediates between context and form; phonology mediates between form and substance (Halliday 1973:53).

...at the stratum of grammar, at clause level, functional diversity is reflected in the systems of TRANSITIVITY (ideational), MOOD (interpersonal) and THEME (textual). MOOD is about grammaticalization of speech function; TRANSITIVITY about the process type encoded in a clause and the participants involved; THEME is about the potential of placing certain elements in theme position. (Teich 1999:15).

Bloor and Bloor explain that SFG divides the clause into two parts, the Mood and the Residue. Mood consists of Subject and Finite; Residue consists of the rest of the functions of the clause (Predicator, Complement and Adjuncts). Grammar is represented as an intricate set of sets of choices. Each set is set of sets of choices. Each set is called system, and systems link up with each other as networks. The realization of the MOOD function involves making choices from the mood system network,



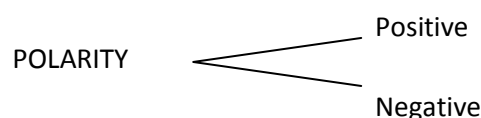
It is not all clauses that have MOOD. For example,

Closed for prayer.

Happy Anniversary.

Subsequently discharged, he went to the airport.

In such clauses the choice between indicative and imperative is obligatory. No clause is declarative and interrogative or indicative and imperative at the same time. In the network this MOOD system connects with the POLARITY system.

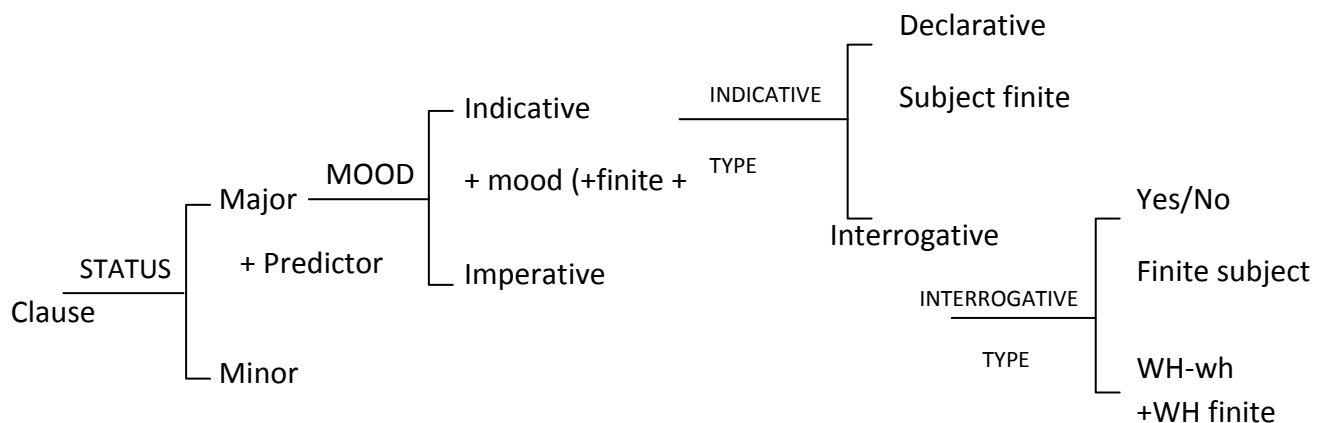


The necessary choice is one of the three options for the MOOD system as well as between positive and negative.

- When she spoke again about six: positive declarative
- she knew: positive declarative
- that she had said something very important: positive declarative.
- but she could not remember her own words: negative declarative.

Subject and finite are the key components of the mood choices. The sequencing of Subject and Finite is already affected by the choice between declarative and interrogative and the choice of imperative permits us to leave out the subject. Polarity has a bearing on mood, with verbs in the simple present tense and the simple past tense. Finite and Predicator are fused into a single word in the positive option but in the negative option the separate auxiliary finite operator do must realize the function of finite (Bloor and Bloor 2004: 46).

Halliday and Mathiessen (2004:23) explain the MOOD system work out in the following diagram:



A clause is either major or minor in STATUS; if major it has a Predicator in its structure. A major clause is either indicative or imperative in MOOD; if indicative, it has a finite (operator) and a Subject. An indicative clause is either declarative or interrogative; if declarative, the subject comes before the finite. An interrogative clause is either yes/no

type or WH-type; if yes/no type, the finite comes before the subject; if WH-type, it has a wh- element.

This means that each system (each moment of choice) contributes to the formation of the structure.

### **THEME AND RHEME**

SFG identifies two ways in which a text may be organized. One is from the perspective of how the information is structured- Given and New; the other is on the basis of Theme and Rheme. Although some linguists put these concepts together others like Bloor and Bloor and Halliday treat them as separate structures. Information is structured as Given and New and operates at the level of the clause. For example,

The car		is racing
GIVEN		NEW

This is much like the traditional concept of the sentence as consisting of a subject (GIVEN) and predicate (NEW). Traditionally, it is assumed that the more interesting part of the sentence is the predicate possibly because the subject would always be one type of noun or the other or its equivalent and what happens in the predicate is much more varied. The subject is assumed to be less important than what happens to it or what it does. Perhaps it is for the same reason that SFG linguists divide the sentence (clause) into these two parts GIVEN and NEW.

The Theme and Rheme structure is similar to the information structure; Theme and Given and Rheme and New are parallel in many clauses. The Theme tells the reader what the clause is about. The Rheme is the starting point of the message, a linguistic category and realized in a clause. A clause begins with the realization of a Theme followed by the

realization of the Rheme which can be explained as the rest of the message. Similar to this is the traditional idea that it is important to have a subject before the predicate in most cases, at least notionally. From this perspective it would really have made little difference if SFG had maintained the notion of Subject and Predicate instead of introducing Theme and Rheme or Given and New into the grammar.

Clauses in English incorporate what is called the topical Theme. Theme does not necessarily mean the topic of discourse in the popular sense of the word topic. A Christmas lunch speech on ‘The Tradition of the Family’ may not have any clause in the speech as part of the title as the theme of specific clauses. The Theme the speaker selects may refer to time (in the last decade) or place (in Kogi state). They may indicate when the speaker is about to express an attitude ( in my opinion) or is introducing an example.

The topical Theme Bloor and Bloor like Halliday agree is the first constituent that is part of the meaningful structure of a clause. It always represents a Participant, Circumstance or Process. It is always realized by one of the elements: Subject (S), Predicator (P), complement (C) or Circumstantial Adjunct (A) (F) Verb

The topical theme is the subject of the clause it introduces so that in a declarative sentence the theme is the subject- unmarked subject. For example:

A cooling system	runs	a fridge
The capital of Nigeria	‘s	Abuja
It	‘s	The capital of Nigeria
S	F	C
Theme	Rheme	

In the interrogative mood the subject is not necessarily the first element in the clause so the marked Theme is not the same as in declarative clauses. In interrogatives that begin with question words what, which, who, where, when, why and so on the question word itself realizes the Theme. For example, in ‘What did he write down?’ The theme is realized by ‘what’. The imperative mood realizes theme in a topical way-Theme is usually realized by a Predicator: ‘Write it down, please’. Or by two themes- a negative and the Predicator: ‘Don’t write it down now’.

The exclamation mood realizes Theme in the exclamation word followed by the complement or Adjunct of the clause:

How sweetly she sings!

Theme (how + adverbial /Adjunct)

What neat writing he has!

Theme (what + nominal group/complement)

How dirty your shoes are!

Theme (how + adjectival /complement)

In ‘Did he say anything of importance?’ the question starts with a finite. There are two Themes- did and he because Finite alone cannot realize Theme though it is the first element in the clause. Each mood has an unmarked thematic pattern

MOOD	THEME
Declarative	Subject
Interrogative yes/no	Finite + Subject
Interrogative (wh-)	Question word (wh-word)
Imperative	Predicator
Exclamative	Wh-word + complement
	Wh-word + Adjunct

In a declarative clause, the Theme is said to be unmarked where the subject is the starting point of the clause. However, other elements are found in Theme position in English clauses, and in these instances the Theme is marked. The most common element to appear as marked Theme is the circumstantial Adjunct.

After the war, the Spartans erected a memorial on the battlefield of Thermopylae.

For a long time the Spartans proved themselves invincible on land.

Apart from war, the reality of Sparta was never quite the same as the theory.

(Bloor&Bloor 2004:76)

Theme in these clauses is realized by the propositional phrases which are acting as circumstantial Adjuncts: After the war, For a long time, Apart from war.

The concept of multiple themes is also discussed in the literature. SFG linguists say that clauses can have multiple thematic structure. For example,

Incorrect eating habits and insufficient exercise disturb or alter the fat metabolism of the organism.

Assessment and evaluation are increasingly based on the performance of the communicative acts.

The multiple theme is explained in relation to the three metafunctions-ideational, interpersonal and textual. Basically a clause has a Theme which relates to ideational metafunction. This is the Theme which usually relates what the clause is about or the topic of the clause and so is known as the topical Theme. Here again the concept of compound or multiple Subject in traditional grammar is reflected in SFG's concept of multiple Themes as can be seen in the above sentences.

The contrast between SFG and other grammars, especially traditional grammar, as it relates to the notion of the Subject is worth noting. A word like 'he' in the sentence 'Did he say anything of importance?' is the Subject of the interrogative sentence and is sufficient as Subject in traditional grammar but in SFG it is not sufficient to fulfill the function of Theme on its own. It needs the word 'did'. In traditional grammar the Subject is either a noun or its equivalent or the phrase or clause that performs that function. The subject is either singular, plural or even compound whereas SFG thinks in terms of marked and unmarked Theme. If Theme is equivalent to Subject and Rheme to Predicate then all this could be quite confusing when doing even a basic analysis of the sentence.

Some clauses, however, have a textual or an interpersonal Theme in addition to the topical theme. For example, when people use the expression like *well* or *anyway* in their speech to show that they are about to refute an argument or continue an idea, they are commenting on the previous text. This shows they are using a textual Theme. Conjunctive Adjuncts like *then*, *however*, *nevertheless*, *therefore* are often selected as textual Theme.

Often a writer or speaker begins a clause with an Adjunct that comments on the substance of the next clause. When people use words like *really*, *probably*, *honestly*, *presumably* or *possibly* they commit themselves to the certainty or strength, truth or correctness of the proposition that follows. In addition, words like *unfortunately*, *happily*, *clearly* or *tragically* reflect our attitude to something or evaluation of the situation. They are analyzed as interpersonal Theme when they are used before the topical Theme.

There are two types of interpersonal Theme. One is when a speaker or writer uses a name or familiar term (Vera, mother) to address some people or someone directly or uses a term

for insult or affection (dear, sweetheart idiot) but only when the vocative term comes before the topical theme.

a.	Well textualTheme.	children interpersonal Theme	the story topical Theme	is about to continue Rheme
----	-----------------------	---------------------------------	----------------------------	-------------------------------

b.	Ladies and gentlemen, interpersonal Theme	Last time Topical Theme	I was talking about the concept of theory. Rheme
----	--	----------------------------	--

Two is the type that functions simultaneously as topical theme as shown in the integrative clause like:

Did	He	write down anything of importance?
Could	I	have your name?
Interpersonal theme	Topical theme	Rheme

So much is explained about Theme and Rheme by SFG proponents. As interesting as it seems, it could also be quite confusing. A possible deduction might be that the notion of Theme in SFG is equitable to the traditional subject.

### **SUBJECT, ACTOR, THEME**

Halliday (2004:53) states that the grammatical analysis of the Subject is one of the concepts fundamental to western tradition and that it is to find a definite account of what the role of the Subject means in the grammatical tradition. A variety of interpretations have developed around the notion of Subject, ascribing to it a number of different functions that resolve into three broad definitions:

- i. That which is the concern of the message
- ii. That of which something is being predicated
- iii. The doer of the action

For example,

The duke gave my aunt this tea pot.

The assumption Halliday says is that every clause has just one element in which all the three functions are combined but that this is not so because many clauses do not contain any such element. For example,

This teapot my aunt was given by the duke

‘the duke’ is the doer but the message now concerns the teapot and the claim for the truth represented as being vested in ‘my aunt’.

Instead of (i) to (iii) above he suggested three different types of subject on the basis of function

- i. Psychological subject
- ii. Grammatical subject
- iii. Logical subject

As in

This teapot Psychological Subject	my aunt Grammatical Subject	was given by	the duke Logical Subject
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Halliday and Mathiessen (2004:53) argue that in natural language the order of elements can vary, actives as well as passives can occur so,

...it is no longer possible to base an analysis on the assumption that these three concepts are merely different aspects of the same notion. They have to be interpreted as they really are -- three separate and distinct functions.

He further argues that there is no general concept of Subject of which there are different varieties. Also that we would replace the earlier labels with those which relate more specifically to the functions concerned so that the idea that there is nothing like a general subject can be accounted for so that we have the following:

Psychological subject:        Theme  
 Grammatically subject:        Subject  
 Logical subject:            Actor.

This would give us

This teapot (Theme)	my aunt (Subject)	was given by	the duke (Actor)
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The different connotations of Subject, Actor, Theme is shown in this table:

a. my            aunt (Theme/ Subject)	was given	this teapot by	the duke (Actor)	
b.    this    teapot (Theme)	the duke (Subject/ Actor)	gave to	my aunt	
c. by	The duke (Theme/ Actor)	my            aunt (Subject)	was given	this teapot

Halliday and Mathiessen (2004:59) explain that the clause has three lines of meaning\_ the Subject, Actor, Theme -form part of a different arrangement, making up a separate strand in the overall meaning of the clause. The Theme functions as a message in the structure of the clause and is the element the speaker chooses for grounding what he wants to say. The subject functions as exchange in the structure of the clause. It is a transaction between speakers of the clause. It is a transaction between a speaker and listener, the subject is the warranty of the exchange. It is the element the speaker uses to account for acceptability of what he says. The Actor functions as representation in the clause and is meaningful as a representation of some process in ongoing human experience; the Actor is the active participant in the process. The speaker shows the Actor as the doer of the deed.

Three different kinds of meaning are embodied in the structure of the clause- Subject, Actor, and Theme. Each strand of meaning is interpreted by arrangements of certain particular functions. They do not occur as isolates but in association with other functions from the same strain of meaning. The separation of the functions of Subject, Actor, Theme shows that the clause is an entity made up of different parts. It is interpreted not of one dimension of structure but of three: as a message, as exchange, as expression and each has a distinctive meaning (Halliday, 2004:59).

Different people have carried out linguistic studies from a systemic functional perspective. One of such is Kwasau, H. (2011) who did a textual analysis of thematic structuring in the essays of high national diploma students to see how cohesion is achieved through progressive patterns and the paragraph development abilities of the student. Frank, F. A. (2004) also carried out investigation of the intra-textuality of selected samples of essays from TELL magazines. The essays she examined are a type of academic writing although they are not from a formal academic writing. Ngonebu(2002)too studied the syntactic variation in engineering discourse to analyse

students' use of syntactic strategies like the passive, complementisation and subordination. Although these studies are similar because they did textual analysis, they differ in the specific aspects of language studied. This study is on the use of connectives (coordinating, subordinating and correlating conjunctions) in the essays of Higher Diploma students.

### **2.2.2 TRANSFORMATIONAL GENERATIVE GRAMMAR (TGG)**

The theory of SFG attempts to explain how sounds/ wordings construe meanings. The approach here is radically different from Noam Chomsky's and does not answer Chomsky's question of 'what is the finite rule system which generates all and only the grammatical sentences in a language?' In SFG, adult human language is not viewed as a finite rule system, but as a system realized by instantiations which is backfed by the very instantiations that realize it.

Generative grammar is basically a phrase-structure grammar where the phrase- structure rules allow the generation of the strings that may be termed correct or acceptable utterances in the language. It is believed that every child is born with the knowledge of these rules of grammar in his own language thus enhancing the competence and performance in the language. But the truth is that the rules may not produce correct or acceptable utterances, all or most of the time. The application of a simple phrase structure rule *\_noun phrase (NP) + verb phrase (VP)* may produce a string of words like 'The gun jumped the bridge' which is utter nonsense. In Chomsky's (2001) own words, "...information can be assessed only at the edge of the phrase". This may not be accurate as the phrase often hardly conveys any tangible information, not to talk about meaning.

The difference between SFG and generative grammar is revealed in Chomsky's assertion that linguistics is a sub-branch of psychology. Halliday, on the other hand examines

language as it were a branch of sociology. In contrast to TGG, SFG pays more attention to pragmatics and discourse semantics, at the expense of an easily computable formalism. ([http://en.wikipedia.org/wiki/Systemic\\_function\\_grammar](http://en.wikipedia.org/wiki/Systemic_function_grammar). 10/11/08).

Halliday's systemic grammar emphasizes the role of meaning in a theory of grammar. His view of any field of linguistic study connects language with social context (Batubara, 2011). But in Chomsky's view,

...the grammar of a language is a statement of what it is that a person has to know in order to recognize an utterance as grammatical ([http://psychology.wikia.com/wiki/Generative\\_grammar](http://psychology.wikia.com/wiki/Generative_grammar)).

While Chomsky is indifferent to the social aspect of language, Halliday sees it as of crucial importance. Chomsky also believes that (a) linguistics should be concerned with the grammar internalized in the human mind and the universal linguistic principles which he believes people are programmed with as human beings, (b) social uses of language are not of any serious academic interest, (c) texts, discourse or communication is of no concern to a linguist and (d) language is just something we are born with and is not essentially a medium of communication.

The differences between SFG and TG point clearly to the fact that one admits, and rightly so, that language is an integral part of the life of a society and its functions while the other sees it as something the society is endowed with for no specific purpose.

### **2.2.3 STRUCTURAL GRAMMAR**

The most characteristic feature of modern linguistics is structuralism. This means that each language is regarded as a system of relations (more precisely as a set of interrelated systems). The element of which sounds, word etc have no validity independently of relations of equivalence and contrast which hold between them ... (Lyons J 1974:50).

The basic theory of structural grammar is that language is structured. Structural grammar

...analyses how words are formed and how those words are used to form larger structures. This discipline was able to draw a line between form and meaning in language

(<http://www.mnsce.edu/emeseum/aitural/language/stuctling.htm>;22/ 1/08).

From the foregoing it is evident that SFG belongs to the basic category of structural grammar. And so do most other schools of grammar since they all accept that language is a system of relations built on sounds, words and larger structures such as clauses and sentences. The major difference between SFG and others is that they focus on form rather than function.

While traditional grammar focuses on the meaning of the collection of words portrayed, structural linguistics is primarily concerned with the form of the language. It focuses typically on units of language at or within the level of the sentence, since structural rules describe the possible combination of basic linguistic units into grammatical sentences(Barton,2004).Traditional grammar would emphasize that a sentence needs to be a complete thought but structural linguists would emphasize the noun verb agreement ([www.mnsce.edu/emeseum/aitural/language/structling op cit](http://www.mnsce.edu/emeseum/aitural/language/structling op cit)).

Although a structural syntax, like most others, attempts to describe the way words can be put together in well formed constructions up to the level of the sentence, it is the only grammar that

...is extensively rigorous in the sense of providing a completely satisfactory account of all sentences that educated speakers would consider well formed (<http://alpha.Furman.edc/wrogers/syntax>: 22/11/08).

The concept of immediate constituent (IC) was introduced by Bloomfield in 1933. The notion of binary oppositions is central to structuralism. Syntax is analyzed by dividing the whole sentence into ICs, and then dividing these ICs into their ICs, and so on until the analysis reaches the level of the individual words. (<http://alpha.furman.edu/wrogers/syntax: 22/11/08>). For example,

The old man / ran away

The/old/man/ran//away

There is a parallelism between IC analysis and the traditional parsing of sentences into subject and predicate, each of these where appropriate into words, phrases, and clauses of various types. The above sentence may be described as a simple sentence whose subject is a noun phrase 'John' modified by 'poor' and predicate 'ran away'- verb modified by adverb. Underlying the traditional and structural approaches to grammatical analysis is the view that sentences are not linear sequences of elements, but made up of layer of ICs, each lower level being part of a higher level constituent (Lyons J. op cit). This layer or level of constituents is congruent to the notion of rank scale in SFG and supports the claim that all languages are structured.

#### **2.2.4 TRADITIONAL GRAMMAR**

Traditional grammar is based on the proposition that the ultimate units of the language are sounds and words, each sound represented by a particular letter in the alphabet; sounds are meaningless whereas words have meanings (Lyons J. 1974:153).

The parts of speech (nouns, verbs, adjectives etc) in traditional grammar theory were defined in notional terms (e.g. a noun is the name of a person or thing or place). Traditional grammarians seem to have confused two questions in their discussion of 'parts of speech'. One is the question of how to establish the condition which qualifies

a certain word as belonging to a particular class. Is the word *baby* a member of the class x or class y? Practically, this was always determined in terms of the distribution of the word -its potentiality of occurrence in sentences relative to the occurrence of other words in the same sentence. Two has to do with the *naming* of grammatical classes (once their membership has been established on formal grounds); is X appropriately called the class of nouns? From the point of view of 'formal' grammar any label is as good as any other, and the traditional terms, noun, verb, adjective and so on are neither more or less satisfactory for the purpose than any other term would be.

Traditionally, the difference between phrases and clauses was formulated as: any group of words which is grammatically equivalent to a single word and which does not have its own subject and predicate. On the other hand a group of words with its own subject and predicate, if it is included in a larger sentence, is a clause. Moreover, the distinction between phrases and clauses amount to a distinction between word-like and sentence-like group of words within sentences; because the sentence itself was traditionally defined in terms of 'subject' and 'predicate'. The phrases and clauses of traditional grammar are, therefore, secondary units defined in terms of their grammatical equivalent to the primary units, words or sentences.

Traditional grammar operated on the notion of the sentence and words as main units of language. The phrase and the clause were often defined in terms of these two. Sentences are classified into types in two ways in traditional grammar- by function and according to the complexity of its structure. On the basis of function there are four different semantic categories of the sentence similar to the pattern in Latin- statements, questions, exclamations and commands.

It is generally agreed in the literature that traditional grammar tries to analyze the constituents of any well formed sentence and that its attention is more surface structure than meaning. In Byrd Patricia's (<http://lookingahead,heine.com/filing:22/11/08>) words this approach of traditional grammar "...divides up grammar in a system that ignores the nature of English and of authentic communication in English".

The key concepts of traditional grammar are that it distinguishes between the grammar of the elements that make up a sentence (inter-elemental) and the grammar within the sentence (intra-elemental).

Concepts of inter-elemental	Concepts of intra- elemental
Subject	Phrase
predicate	noun
object	adjective
adverbial and adjunct	determiner
sentence	verb
clause	adverb
phrase	preposition
	conjunction

([http://psychology.wikia.com/wiki/traditional grammar](http://psychology.wikia.com/wiki/traditional_grammar): 22/11/2008)

Traditional grammar has provided the English language learner the basics of learning the language by learning its grammar. A major aspect of teaching grammar in schools has been the learning of the rules and memorizing them for the purpose of recognizing them as distinct components of the language. It was assumed that "grammar is the accepted method of organizing and expressing words and phrases so that intended meaning is easily and successfully communicated. As long as accepted grammar rules were followed,

the communication can be successful.” ([www.slideshare.net/SHOAIB8054-research-report-traditionalgrammar-rvs-functional-grammar](http://www.slideshare.net/SHOAIB8054-research-report-traditionalgrammar-rvs-functional-grammar), Retrieved 15/12/2015).

### **2.3 ACADEMIC WRITING**

Academic writing is usually that which is serious and meant for a critical and informed audience in a particular discipline. It is also often based on investigated knowledge and presents ideas or arguments which are circulated within the academic world. The most outstanding characteristic of academic writing is not only that it is objective; It states clearly the significance of the topic in question; It is organized with adequate details and lends itself to the replication of results by other scholars but that the best is marked by its deep engagement in some way with other people’s views. (en.wikipedia.org/wiki/Academic \_ writing, 27/01/2013)

Truth, evidence and balance are core values of academic writing. Truth suggests that a good academic paper would show that its writer can use the knowledge and methods of the discipline in which it has been assigned to reveal something true. Evidence suggests the use of well documented evidence to buttress the truth discovered. Balance suggests that inferences, arguments and assertions are presented in non-emotional, serious, neutral language. (Fulwiler and Hayakawa, 2003: 85)

In the words of Graff and Birkenstein (2010:25) –

To make an impact as a writer, you need to do more than make statements that are logical, well supported, and consistent. You must also find a way of entering a conversation with others’ views – with something ‘they say’.... It follows then,... that your own argument... the thesis or ‘I say’ moment of your text... should always be a response to the argument of others.

Although the type of writing under study here is not at the formal academic level, since the topics of the essays are more general than specific, it may be said that because they

have been written in an academic environment, they may not be strictly scholarly but are expected to exhibit some of the qualities of good academic writing, at least to an appreciable degree.

Academic writing may be done for four general purposes: to help remember facts, to make knowledge conscious to analyze concepts and to construct new knowledge. Students use

writing to translate concepts into their own language, move from gathering facts to analysis of them, and adjust themselves to the task demands on specific courses and field (Alister, 2006:48).

Had the student been asked to write on topics related specifically to their area of specialization – engineering- they were most likely to have done so for the reasons Cumming suggests. However, they were expected to use their own language to present the knowledge of the concepts related to these essays.

## **2.4 TYPES OF ESSAYS**

There are different types of essays which students might have to write in and outside school. The type chosen would depend on what is required and the effect the essay is expected to have on the reader. A writer therefore, chooses the type of essay that is appropriate for his purpose and his audience.

### **THE DESCRIPTIVE ESSAY**

A descriptive essay could be the description of physical things (a person, place or thing), ideas or concepts, functional (component parts of a whole described for practical purposes e.g. changing a flat tyre), remembrances which illustrate memorable parts of the writer's past by describing things, people, events and places, and character sketches. The effectiveness of this kind of essay depends on the writer's ability to use language and linguistic devices to enable the reader visualize whatever is being described.

## **THE EVALUATIVE ESSAY**

The purpose of the evaluative essay is to evaluate something according to some predetermined criteria. The subject of the evaluation as well as the criteria to be used must be clearly stated. The evidence the writer uses for his analysis is important because the essay is working towards emphatic judgment. An evaluative essay may be on a poem, a subject in science or law.

This type of essay is often used for assessment because it requires the writer to demonstrate a comprehensive knowledge of the subject as well as how such knowledge can be applied to a particular set of criteria. It also shows the writer's ability to formulate a thesis based on the evaluation, follow through an evaluative argument to a logical conclusion and provide primary and background evidence to support the evaluation made.

## **THE EXPLORATORY ESSAY**

Unlike most essays the exploratory essay does not begin with an end in mind. Similarly, rather than setting out to prove a judgment you had already made as with most essays, it explores the evidence contained within it as it progresses and you learn as you go. The purpose of the exploratory essay is for the writer to add his idea to a range of other ideas to offer a more view of the topic. Instead of stating a thesis, it poses a question. It may proceed using either the in-process strategy or the retrospective strategy.

## **THE EXPOSITORY ESSAY**

The writer of an expository essay is required to display as comprehensibly as possible other people's views; to expose such views as the name suggests. Criticism is not used and no thesis is developed in this type of essay. The subject is presented in close analytical detail.

This type of essay may give instructions about how to perform a task correctly or how a task is performed so that the reader can judge the effectiveness of the method or give the definition of a term.

### **THE ARGUMENTATIVE/PERSUASIVE ESSAY**

The purpose of the argumentative essay is to convince the reader to think or believe the same as the writer through appeals to the reader's emotions, experience and knowledge. The writer puts forward a new or potentially provocative statement and attempts to expand and support the thesis with evidence, facts, examples, statistics or personal experiences. Although the aim is to win the reader over, the writer acknowledges contrary opinions but seeks to reject them by disproving them or undermining them.

### **THE CAUSE&EFFECT ESSAY**

The cause and effect essay examines the relationship between events, explaining how one situation or event causes another. It discusses a cause, the condition or event that produces a specific result. It logically explains an outcome, effect, or result, and gives evidence as well as examples to support the relationship between cause and effect. Examples are scientific reports, health studies and current events articles.

### **THE COMPARISON/CONTRAST ESSAY**

The task for the writer of a comparison/contrast essay is to examine the similarities and differences between two or more related subjects. There are two basic ways in which the essay may be written.

## **2.5 PRINCIPLES OF ESSAY WRITING**

A lot has been written about essay writing and the general principles gleaned from the literature are as follows:

1. The writer must first of all determine what type of essay he needs to write. Is he required to write an argument, narrative, exposition or description? This is necessary because it is what determines the content of the essay.
2. Unless it is an assignment or an examination, the writer must decide what the topic of the essay would be.
3. The writer must think about the type of audience that is expected to read the essay. Their expectations and the writer's knowledge of the background of the audience would be a major influence on the content of the essay and the style of the writer.
4. The writer must then establish the purpose for his writing. What is his reason for writing? Is it to entertain, inform, instruct, persuade, present an argument?
5. The next thing is to gather the material and select what is appropriate for the type of essay he wants to write.
6. Then he must organize his material, make an outline for writing the essay, in a way that would best convey his thoughts
7. Write a first draft of the essay, revise it for content, grammar, punctuation and even the organization. A final copy of the essay is then written.

## **2.6 COHESION AND COHERENCE**

Ulla Connor (op cit) raises an interesting point when she said that a text may be cohesive without necessarily being coherent. She writes that

Cohesion is determined by lexically and grammatically overt inter-sentential relationships, whereas coherence is based on semantic relationships (Ulla Connor, op it).

Dijk (1980: 93) is of the same opinion when he argues that coherence is a semantic property of discourse which is formed through the interpretation of every individual sentence relative to the interpretation of other sentences: 'interpretation' implying an interaction between the text and the reader.

Cohesion in a text depends on the use of lexical items and a grammatical construct to keep the sentence together and relate the sentences to each other. This could happen and yet the group of sentences would not give a meaningful interpretation which means the text has cohesion but no coherence. To put the two concepts apart is quite difficult because if there is cohesion there ought to be coherence. The following might help to understand in a small way what Connor and Dijk have said

One of the major concerns of written discourse analysis is the relation of neighboring sentences and, in particular, factors attesting to the fact that a given text is more than only the sum of its components. It is only with written text analysis that certain features of communicative products started to be satisfactorily described, despite the fact that they were also in speech, like for instance the use of 'that' to refer to a previous phrase or clause ( McCarthy 1991:37)

And

...written language is more integrated than the spoken one which is achieved by more frequent use of some cohesive devices which apart from linking clauses or sentences are also used to emphasize notions that are of particular importance to the author and enable the reader to process the chosen information at the same time omitting needless sections (Salkie 1995:X1).

The inference from McCarthy and Salkie is that cohesive devices help to create coherence, and hence, meaning in a text. That is why it seems a difficult task to separate the two and it is better to agree in principle that the two are essential for the communicative function of text. It is, however, noted that Connor and Dijk have not actually separated the two. They only pointed out the fact that one is not necessarily the other by definition and expression. The whole idea may be summed up in the fact that analysis of written language makes it clear that when people produce text they do not focus only on the correctness of a single sentence, but also on the general outcome of their production. A confirmation that cohesion and coherence are an integral part of

whatever may be termed acceptably meaningful or communicative texts and they are both properties of written texts.

### **2.6.1 COHESIVE DEVICES**

Cohesive devices are those devices within the language that make it possible to connect sentences or parts of a text and show how they relate to each other.

Outstanding SGF linguists like Halliday & Hassan ( cited in 12/04/ 2011 view criticism.com /da/coherence. Phd) and others agree that the general categories of cohesive devices are reference, ellipsis, substitution, conjunction and lexical cohesion. Cohesion is

the use of explicit linguistic devices to signal relations between sentences and parts of text Ulla Connor (www. criticism. Com/da/coherence.Php, 12/04/ 2011).

### **REFERENCE**

Reference is a relationship between things or facts (phenomenon or metaphenomenon). It creates cohesion by creating links between elements while conjunctions link whole clauses. Elements in a classroom conversation like ‘this student’ and ‘the assignment’ are exophoric. However, once they are introduced in this way a referential chain is formed. As the conversation continues ‘this student’ ‘he’, and ‘the assignment’, form a cohesion of a different kind. Reference may be established at varying instances and although it usually serves to relate single elements that have function within the clause (processes, participants, circumstances), it can give to any passage of text the status of fact and so turn it into a clause participant.

Similarly, reference can be cohesive when the same idea, person or things is referred to by one or two expressions in the text (Bloor & Bloor, 2004: 93). For example,

Michael Jackson, a pop singer and philanthropist, is a black American.

He was born into a humble family in 1959.

He spent his life making money from singing and stunning the youth with his peculiar dance steps.

He was also a lover of children.

His passionate dislike for his father and his color caused him to make many grievous mistakes.

These were partly responsible for his untimely death.

All the underlined refer to the same person. Cohesive reference is characterized by the fact that when a person or thing is mentioned more than once the person or thing is indicated by a pronoun, a demonstrative (e.g. this, these) or a comparative as illustrated in the text about Michael Jackson.

Although nominals may also have a cohesive function a special characteristic is produced in the unnamed reference. Readers and listeners are compelled to figure out the linked nominal in order to make sense of a text when they come across a pronoun or a determiner. The cohesive force here is very strong (Bloor & Bloor, 2004: 93).

However, Halliday and Hassan (1976) use reference as an extension of the term to mean an act of referring to entities outside discourse as it were in philosophy and some types of semantics. In this sense, reference is not necessarily textually cohesive. Reference function as a cohesive device mainly by creating links between elements-- usually endophoric, thus creating a referential chain.

A reference is endophoric where co-referentially is established in the text as in;

A: Watch that child.

B: Where is she? I haven't seen her.

Endophonic reference can be cataphoric or anaphoric.

There are three main types of cohesive reference in terms of grammatical realization: personal reference, demonstrative reference and comparative reference. Personal reference is dependent on the use of personal pronouns though it does not always involve people. Demonstrative reference is dependent on the use of determiners like this, these, that and those. Comparative reference uses adjectives such as same, other, identical, better, more or their adverbial counterparts like identically, similarly, less and so on to make links with entities mentioned previously. (Bloor & Bloor, 2004:94).

### **SUBSTITUTION AND ELLIPSIS**

The resource operating at the level of wording is in two forms, ellipsis and substitution. The latter can be interpreted as a systemic variation of the former (Halliday & Mathiessen 2004: 535 ). Ellipsis and substitution are cohesive resources within the grammatical zone of the lexicogrammar and are used where a writer or speaker is able to draw on the grammatical resources of the language to replace an item in order to avoid repetition. There is no co-referentiality with substitution but a substitute for a group of words or a word. Compare the following:

Reference: Would you like this dress? I sewed it this week.

Substitution: Would you like this dress? Or do you prefer the other one.

With reference this dress and it refer to the same thing; but with substitution this dress and one do not refer to the same item. However, in spite of the non-identity of referents, the receiver of the message can only interpret one in terms of dress thus forming a cohesive tie ( Bloor & Bloor 2004: 96 ).

#### **Ellipsis**

is a relationship involving a particular form of wording either a clause or some smaller item; it is confined to closely contiguous passages and is particularly characteristic of question and answer

or similar adjacency pairs in dialogue (Halliday & Mathiessen, 2004: 536).

Ellipsis is in the same class as substitution and takes place in a grammatical environment similar to substitution. It is indicated in the omission of words, groups or clauses. The omission could be of a nominal group, verbal group or a clause. Ellipsis allows the speaker or listener to focus on what is contrastive indicating continuity. For example,

Julie, I dare say that problem was tactfully handled.

Emmy, I am grateful for your saying so.

The word so stands for the hypotactically projected clause that problem was tactfully handled.

### **LEXICAL COHESION**

According to Eggins (2000.105) cohesive pattern of conjunctions refers to how the writer creates and expresses logical relationships between the parts of a text. She gives the following example.

So I said 'become a blood donor'.

The meaning is fully interpreted only if it is read in consequential logical relation with a previous sentence such as 'While in hospital, my daughter was saved by a blood transfusion'. The conjunction *so* clearly expresses the dependency relation between the two clauses.

Lexical cohesion involves the relation between lexical elements. Such cohesive relations hold between single lexical items, either words or larger units. For example, locomotive (word), steam up (phrase) but also involving wordings having one more than one lexical item in them, such as maintaining an express locomotive at full steam. Lexical ties do not depend on structure and may cover lengthy passages of interesting discourse.

In some cases cohesion involves two or three ties of different kinds occurring in combination with one another. For example,

‘Ben, you don’t understand much’, Vera said, ‘and that’s a fact’.

Dan disliked the tone of this remark, and felt it would be as well to introduce some other subject of conversation.

Here a nominal group ‘this remark’ is made up of the reference item ‘this’ and a lexical item ‘remark’, related cohesively to what precedes. In the same way, in ‘some other subject of conversation’, both ‘other’ and ‘subject’ relate cohesively to the preceding discussion. ‘So’, in a typical clause complex in connected discourse will have up to six cohesive ties with what went on before it.

Thus, the different types of cohesion make distinct contribution to the creation of text, contributions that complement one another. This complementarity can be described in terms of two distinctions (i) one having to do with the extent of the elements that are linked cohesively and (ii) the other with the location of cohesive resources in the lexicogrammar.

- i. A distinction that can be made between the three other resources of cohesion and conjunction is concerned with rhetorical transaction between message complexes and whole messages. Conjunction indicates the relatives through which such textual transactions are created whereas other cohesive resources are concerned with textual status- states that have to do with how components of message are processed as information.
- ii. The systems of cohesion operate within the lexical zone of the lexicogrammatical continuum or the grammatical zone. Ellipsis, reference and conjunction are all

grammatical systems and are thus manifestations of what might be called grammatical cohesion. The origin of each of these systems within one or more particular grammatical units, and terms within these systems are realized either by grammatical items that have some particular place within the structure of that unit or by the absence of elements of grammatical structure. For example, the systemic environment of conjunction is that of the clause and conjunctions serve as conjunctive adjuncts in the structure of the clause. On the other hand, lexical cohesion operates within the lexical items and is not defined in terms of particular grammatical environment (Halliday, 1966: 43). How (i) and (ii) intersect define the overall space of cohesive system in English is shown in the table below:

General type		Grammatical zone [collocation in grammatical unit]	Lexical Zone [Lexical item]
Transition between messages		Conjunction (unit: clause)	
Statuses of elements	In meaning	Reference [unit: normal adverbial group]	
	In wording	Ellipsis and substitution units: clause (complex), nominal group, adverbial groups	Lexical cohesion (synonymy, hyponymy) [repetition, collocation]

Moreover, lexical cohesion involves meaningful connections in a text which are created through the use of lexical items that do not characteristically involve reference, substitution, ellipsis or conjunction. It operates in texts and is achieved through the choice

of lexical items while conjunction, ellipsis and substitution are cohesive resources within the grammatical zone of the lexicogrammar. The choice of lexical items relates to what has gone before. There are four types of lexical cohesion (Halliday and Mathiessen, 2004):

Type 1 involves repetition or reiteration. This in Bloor & Bloor's opinion is probably the strongest cohesive force. For example:

A flower cannot produce seeds until it is pollinated and its ovule fertilized. Pollination is the transfer of pollen from the male parts (stamens) to the female parts (stigmas) of a flower. If pollen is carried to the stigma of the same flower it is called self pollination. (Bloor & Bloor 2004: 94).

The words related to pollen evidently contribute to the cohesion of the text above. The same effect is produced in the repetition of stigma and flower.

Type 2 involves words that are near synonyms such as left,exodus,abandoned, deserted, evacuated, moved. All these words have the core meaning of leave in an account of a flood.

Similarly words from mutually exclusive categories like male and female, hot and cold or words which have constrictive or opposite meanings (antonyms) can have a cohesive effect.

Type 3 involves collocations where two or more words can be said to 'go together' in the sense of the frequency of occurrence. Cone with angle.cross section, base, circle in geometry but with ice cream in the context of children's party.

Type 4 considered by Bloor & Bloor (2004) to be one of the most important types of lexical cohesion has to do with the use of general nouns which have general and all-embracing meaning and form a high level superordinate class. Examples are thing, person, people, place, plant, idea.

Type 4 also involves a special class of anaphoric nouns used to talk about on-going discourse and sum up or refer to sections of the text. For example, accusation, criticism, account, analysis. In academic writing these are extremely important as they can be used as a device to connect a text previously discussed with the new information or new topic in an argument.

“This explanation has been challenged by (...)

The controversy outlined in the first section (...)

However, serious questions have been raised about even the few proposals in the first chapter,” (Bloor & Bloor 2004: 98).

The cohesive system of conjunctions has evolved as a complementary resource for making logico-semantic relationships that obtain between text spans of varying extent ranging from clauses within clause complexes to long spans of a paragraph or more. ...but their real contribution is made when they are used to indicate logico-semantic relations that extend beyond the grammatical domain of a single clause complex (Halliday & Mathiessen 2004:538).

From the foregoing it is evident that to create meaningful texts the group of conjunctions provides a wealth of resource for language users especially in writing since writing should necessarily combine logic and meaning in most types of writing. It is expected that students should reason well enough to draw upon this resource to write effectively. Whether or not they are able to do this well form the core of this research which focuses mainly on some aspects of the conjunction group.

## **CONJUNCTIONS**

Conjunction relations in a typical way involve contiguous elements up to the size of paragraphs and may be beyond. It is a way of setting up logical relations that characterize

clause complexes in the absence of the structural relationships by which such complexes are defined (Bloor and Bloor,2004).

It is generally agreed in the literature that conjunctions connect parts of a sentence or clause. The three basic types are *coordinating* (for connecting two independent clauses), *subordinating* (for establishing the relationship between the dependent clause and the rest of the sentence), and *correlative*, which always travel in pairs, to join elements of the sentence that should be treated as equal grammatically.

Linguists agree that the developmental order of acquisition for the main types of conjunction is coordinating-subordinating-correlative. The coordinating conjunction may join groups of words or single words but they always join similar elements— subject + subject, verb phrase + verb phrase, sentence + sentence. For example:

Most women like rice *and* stew (word to word)

The car was parked at home *or* by the road side. (phrase to phrase)

What I say *and* what I do are two different things. ( sentence to sentence)

The seven basic coordinating conjunctions in English are FOR which is used for the reason for introducing the preceding clause; AND for joining two similar ideas; NOR which is rarely used except in the correlative pair *neither-nor*; BUT which joins two contrasting ideas together; OR which joins two alternative ideas; YET which is very similar to 'but' as it is also used to join two contrastive ideas together); SO which indicates that the second idea is the result of the first.

## **COORDINATING CONJUNCTIONS**

Coordinating conjunctions are usually believed to form looser connection than other conjunctions. For example,

Abraham was late to class, and he received a reprimand. (very loose)

Abraham was late to class, he received a reprimand. (loose)

Because Abraham was late to class he received a reprimand. (*because* creates a tighter unit between the two ideas)

Coordinating conjunctions go in between the items joined not at the beginning or end of the sentence.

This group of conjunctions seem to be the most frequently used mainly because the students are too lazy to think or they have not mastered any other words for joining words, phrases or sentences. So one would often find **and** and **but** where others would have been more appropriate.

### **CORRELATIVE CONJUNCTIONS**

Some conjunctions combine with other words to form correlative. Often they travel in pairs, joining various sentence element of equal grammatical status. They include:

both ..... and

not only ..... but also

not ..... but

either ..... or

neither ..... nor

whether ..... or

as ..... as

It would appear from students' writing that correlative conjunctions are not existent except for a few instances in some of their writings or when they do exercises that involve such pairs as **either- or** and **neither-nor**. Careful observation would reveal that the students have actually been taught but they have not bothered to use them so that they become well acquainted with them so that they come spontaneously to them when writing essays.

## SUBORDINATING CONJUNCTIONS

Subordinating conjunctions are words which join a dependent clause and an independent clause. Usually they introduce a dependent clause, come at the beginning of a subordinate (dependent) clause and establish the relationship between the dependent clause and the rest of the sentence. It also turns the clause into something that depends on the rest of the sentence for its meaning.

- He took to the stage *as though* he had been preparing for this moment all his life.
- *Because* he loved acting, he refused to give up his dream of being in the movies.
- *Unless* we act now, all is lost.

*Complementatizers* can be termed special subordinating conjunctions that introduce *complement* clauses. For example, 'I wonder whether she'll come. I hope she'll arrive on time'. Subordinating conjunctions like *although, before, until, while*, become prepositions with identical meanings when used to introduce a phrase instead of a full clause.

It is worth noting that *after, since, before* are also prepositions but as subordinators they are used to introduce a clause and to subordinate the following clause to the independent element in the sentence. The following table gives a list of the common subordinating conjunctions:

After	even if	Than	Whereas
although	if only	that	whenever
as	in order that	though	while
as if	now that	till	if
as long as	once	unless	even though
as though	rather than	until	
because	since	when	
before	so that	where	

## PROBLEMS WITH SOME CONJUNCTIONS

### 1. AND and BUT at the beginning of a sentence

There is a persistent belief that it is improper to begin a sentence with *And*, but this prohibition has been carefully ignored by standard authors from Anglo-Saxon times onwards. An initial *And* is a useful aid to writers as the narrative continues. (Burchfield, 1996).

Burchfield also says about *But*

A sentence beginning with *and* or *but* will tend to draw attention to itself and its transitional function. Writers should examine such sentences with two questions in mind – (1) would the sentence and paragraph function just as well without the initial conjunction? (2) should the sentence in question be connected to the previous sentence? If the initial conjunction seems appropriate use it.

### 2. *Because* at the beginning of a sentence

The notion that one should not begin a sentence with the subordinating conjunction *because* retains a mysterious grip on people's sense of writing proprieties. This might come about because a sentence that begins with *because* could well end up a fragment if one is not careful to follow up the "because clause" with an independent clause." (Bernstein 1999).

He gives the following examples to substantiate his opinion.

- 'Because e-mail now plays such a huge role in our communications industry.'
- 'Because e-mail now plays such role in our communications industry, postal services would very much like to see it taxed in another manner.'

Regardless of the position of the "because clause" in the sentence, there is nothing wrong with it when it is properly subordinated.

## THE WORD CLASS OF CONJUNCTIONS

Conjunctions belong to the primary word class of adverbials, apart from adverbs. They are in three subclasses – binders, linkers and continuatives (Halliday&Mathiessen,2004:358).They also form word groups through modification as in

*even if, just as, not until, if only.* Conjunctive expressions such as *as soon as, in case, by the time, nevertheless, in so far,* have evolved from more complex structures. These expressions can be modified. For example, *just in case, almost as soon as* either by a non structural one used in this way ,that is, cohesively—*for example, furthermore, consequently,* or by a structural one whose prototype function is to mark continuity clause in a paratactic clause nexus (parataxis and hypotaxis are general relationships that are the same throughout the grammar; they define complexes at any rank). Thus the clause complex below is made up of two clause nexuses.

||| Tammy worked in Lokoja|| and then he lived in  
 Okene for a while, || then moved to Abuja||  
 Tammy worked in Lokoja, and then he lived in Okene  
 for a while, and then moved to Abuja.

The clauses which make up such a nexus are **primary** and **secondary**. The primary is the initiating clause in a paratactic nexus, and the dominant clause the hypotactic; the secondary is the continuing clause in a clause complex is formed through tactic relations and is built up as a chain, one pair of clauses at a time. This forms a clause nexus.

	Primary	secondary
Parataxis	1( initiating )	2( continuing )
Hypotactic	( dominant )	B ( dependent )

hypotactic nexus	1		In pain taking pulled out the arrow
	2	A	and headed for the river
		B	to wash his wounds

The hypotactic relation is logically (i) non-symmetrical and (ii) non-transitive. For example 'when' in (i) 'I breathe when I sleep' does not imply 'I sleep when I breathe' (ii) 'I fret when I drive slowly' and 'I have to drive slowly when it has been raining' together does not imply 'I fret when it has been raining' (Halliday and Mathiessen 2004:385). Halliday & Mathiessen (2004:384) conclude that the basic pattern in parataxis and hypotaxis clauses may be modified by the the logico-semantic relationship.

### **CONJUNCTION OR PREPOSITION?**

Some words can function as a conjunction and as a preposition. A good example is *for*.

This is clearly illustrated in the following sentences:

The article explains the reporter's observation well, *for* clearly the number of barrels of crude oil sold would determine the strength of the naira against the pound.

The Road Safety surrounded the bus with fire fighters cleared *for* security.

In the first sentence *for* is a conjunction and may be replaced with other conjunctions such as *since* and *because* without really altering the meaning of the sentence but *for* in the second sentence is a preposition.

### **CONJUNCTIONS AS BINDERS, LINKERS**

There are two types of conjunctions: linking or linkers ( also known as coordinating conjunctions or coordinators) and binding or binders ( also known as subordinating conjunctions or subordinators).

### **Linkers:**

Linkers consist of a small set: *for, and, but, or, so* and possibly *then* (Bloor & Bloor 2004: 27). Linkers are used only when the logico-semantic relation is that of expansion and they may also function as cohesion elements in text. (Halliday & Mathiessen, 2004: 356).

### **Binders:**

Binders are a larger group of conjunctions consisting mainly of adverbs: *because, when, since, until, whenever, while, after, before, unless, though, even though, whether, given that, in case, so that*, and many more. They are also used with hypotaxis in both expansion (for example, *because, since, although, if; when, while*) and projection (*that, whether, if*) and in addition, with some finite clauses, conjunctive prepositions (e.g. *after, before, because of, despite*). In cases where a second conjunction marks the primary both parataxis and hypotaxis may involve correlative conjunctions. For example,

Take a walk back to the guest house and walk up Dawaki Road to the eastern end of the Airforce Hotel (parataxis linkers).

Stop at the roundabout around the wild Life Park and over the rocks before resting at the Hilltop Hotel (hypotaxis: binder, conjunctive prepositions).

Tam is either singing or she's doing another puzzle. Not only is she from a village but her grandfather was a teacher (parataxis: correlatives).

If most people agree we stay then we're ready to stay under it (hypotaxis: correlatives).

These items, *for, and, but, so, and or* -- especially *and* and *but* are traditionally assumed to be important in connecting thought and a lot of emphasis seems to be placed on them by both teachers and students. A great effort has to be made to use the other conjunctions so

the easier option of using these two is preferred in speech as well as writing. However, all of them are used parataxically by students who have learnt that statements of equal status can be linked by these conjunctions. Halliday & Mathiessen indicate that linkers may serve a cohesive function. They actually do in the logico-semantic relationship in discourse.

## **2.7 CONJUNCTIVE RELATIONS**

The cohesive pattern of conjunctions refers to how the writer creates and expresses logical relationships between the parts of a text. “So she insisted, ‘give another reason’ ”. The meaning of this statement can only be interpreted fully if it is read in consequential logical relation with a previous sentence such as “In the morning the girl gave a reason for not doing her chores”. The conjunction so expresses clearly the relation between the two sentence--dependency. (Eggins,2000:105). This is evidently the nature of conjunctions. They help to relate parts of a text as dependent parts where a sentence can only be meaningful when connected to others within the text. There are of three major types of conjunction relations (Halliday, Bloor & Bloor).

Conjunctive relations in a typical way involves contiguous elements up to the size of paragraphs and may be beyond or their equivalent in speech; conjunctions in , this sense is a way of setting up logical relations that characterize clause complexes in the absence of the structural relationship by which such complexes are defined (Halliday& Mathiessen, 2004: 536).

The linking of elements of equal status is parataxis. The initialing or continuing elements could stand as a functioning whole in a sense because they are free. The parataxic relation is in principle logically symmetrical and transitive. The ‘and’ relation shows this. ‘shampoo and conditioner’ implies ‘conditioner and shampoo’--symmetrical, ‘shampoo and conditioner’; ‘shampoo and lotion’ together imply ‘lotion and shampoo’--

a transitive relationship. The hypotactic defines the logical organization of groups and is the binding of elements of unequal status in which the dominant element is free, but the dependent is not. (Halliday & Mathiessen, 2004: 384). Halliday & Mathiessen conclude that the basic pattern in parataxic and hypotaxic clauses may be modified by the logico-semantic relationship. Furthermore,

....wherever it is logically possible a given semantic relationship will be symmetrical and transitive in combination with parataxis but not in combination with hypotaxis. (Halliday & Mathiessen op cit).

Egins & Halliday indicate that there are three main types of conjunctive relations—elaboration, extension and enhancement.

### **ELABORATION**

Elaboration is in two categories: apposition and clarification. It is a relationship of clarification or restatement, where one sentence is a representation or a resaying of a previous sentence (Halliday, 1985:303- 4). Examples of conjunctions used for elaboration are *in other words*, *that is( to say)*, *for example*, *for instance*, *I mean (to say)*, *actually*, *in fact*, *to be more precise*, *thus*, *as a matter of fact*.

My friend is an intelligent person. In fact she made the honors roll in her state as a commissioner.  
Emmy's sister had a distinction, I mean she had the best result.

### **EXTENSION**

Extension is a relationship of either variation (where one sentence changes the meaning of another by qualification or by contrast) or addition (one sentence adds to the meaning made in another). Typical extension conjunctions are *also*, *in addition*, *nor*, *and*; *however*, *yet*, *but*, *on the contrary*, *instead*, *on the other hand*, *alternatively*, *apart from that*, *except for that* (Halliday, 1985:304). For example:

I have a brother. And I've got two sisters. We would buy rice tomorrow. Or maybe the day after tomorrow would be better.

## **ENHANCEMENT**

Enhancement is the ways by which one sentence can extend the meaning of another in terms of dimensions such as time, comparison, cause, condition or concession (Eggins, 2000). *Up to that point, before that, all that time, until then, at the same time, afterwards, then, just then, next, meanwhile, after a while, and soon* are common temporal conjunctions. For example,

He got an appointed into the Board of Directors for UNIC. *Up to that point*, he was a Manager with Leventis Motors.

I told my friend that Joy was no longer working as a nurse not knowing that *all that time* she was working as a nurse with the University College Teaching Hospital, Ibadan.

Similarly, *in a different way, likewise* are comparative conjunctions.

June had his temperature taken. *Likewise*, all men in the house had to be checked too.

Causal conjunctions are *therefore, so, then, hence, because of that, consequently, as a result, in consequence, for that reason, on account of this, with this in view, for that purpose*.

June had his temperature taken. *As a result*, he was treated for malaria.

The men in the house had their temperatures taken too,so all of them had to see a doctor.

Conditional conjunctions are *under the circumstances, otherwise, in case, otherwise, if not*;

June's temperature was taken. *Otherwise* the men would not have had to see a doctor.

Concessive relations are expressed by *though, still, yet, despite this, even so, nevertheless, all the same*:

June doesn't like his temperature being taken. *But* he does it all the same.

Conjunctive relations can also be expressed implicitly through the simple juxtaposition of sentences. For example:

June took his temperature. *He* wanted to know he was alright.

The writer's internal (rhetorical) organization of the events in his text or the external (real world) logical relations are less obvious dimensions to which conjunctive relations may refer. Compare

- (i) June was kept very busy. *First*, he had to have his temperature. *Next* he went to see the doctor. *Finally* he took a chloroquine injection
- (ii) June is a compassionate person. *First* he donated food regularly. *Next* he's involved in voluntary social work. *Finally*, he makes strangers very welcome in his house.

In (i) the three italicized conjunctions refer to the unfolding of the events in real time, to the external temporal sequencing of June's actions.

In (ii) however, the same three underlined conjunctions function very differently.

## **2.8 THEORETICAL FRAMEWORK**

The use of language for the purpose of creating meaning in communication between people has become more and more prominent in recent linguistic studies. There is a

general move from studying the form and structure of language to the function language performs when it is used in different situations and contexts. Therefore, it is from this perspective that the functional perspective (Systemic Functional Grammar) of language as developed by Halliday (1985) has been adopted for this study.

Systemic Functional Linguistic theory, as has already been reviewed in chapter two, is a theory of language that views language as a resource for making meaning. It emphasizes the role of meaning in a theory of grammar. Halliday's approach to any field of linguistic study links language with social context. This is affirmed in the following:

The value of a theory lies in the use that can be made of it, and I have always considered a theory of language to be essentially consumer oriented. (www.pubic.iastate, end/  
/Carole/LINGSII?L>HTML 29/03/12). SFL is not only semiotic but it is also views linguistics as the study of how people exchange meaning through the use of language, thus making situation and context central in its view of language. (Halliday, 1985a:7).

Two basic strata are outlined in the SFL model of language - register and semantics. Register has three parameters as semantic functions - field, tenor and mode (D. Banks 25/05/11). These parameters function in most communicative interactions to create meaningful linguistic interaction between people. They correspond to the semantic function of language as ideational (field), interpersonal (tenor) and textual (mode). These semantic functions are described as metafunctions.

The metafunctions correspond to the three types of clause described in the grammar, that is, the clause as a representation, the clause as an exchange and the clause as a message (Halliday and Mathiessen, 2004). Thus the clause is viewed not as one dimension of structure but of three and each constituting a different meaning.

In this study, the textual metafunction is of greater interest. SFL uses the term textual to mean the use of language as a medium for a speaker to arrange his message. It refers to how users of the language encode their message into texts, determine the flow of the messages, and relate the message with previous ones resulting in maintaining the cohesion among messages. Butt, Fahey, and Yallop (1991:91) explain that language has textual function so it has meanings. We use it to organize our experiential and interpersonal meanings into a linear whole. This is analysed in SFL by looking at the Themes and Rhemes of the clauses, the types of themes, and the unmarkedness of the theme. (Daulay, 2011 - repository.Usu.ac.id/bitstream/123456789/28099/4/chapter%2011.pdf).

Speakers and writers have to ensure that their listeners and readers are well informed about where they are going and where they are. There are resources in the grammar to signal the way through clauses, clause complexes and paragraphs throughout a text. The first signal occurs at the beginning of a clause, paragraph or text: it informs the listeners and readers of what the speaker or writer has in mind at the starting point. Our textual meanings are realized by these signals (Butt et al 1991:90).

Speakers and writers signal what the message is about using the first position in the clause of most languages, including English. The first position in a clause in English contains textual meanings because it signals the development of a text. Theme, the first element in the clause and Rheme, the last elements in the clause are used to analyse and discuss textual meanings. As mentioned earlier the theme is “what the message is concerned with is the point of departure for what the speaker is going to say” (Halliday, 1994:38). Theme, therefore, functions as a starting point, the frame the speaker has chosen for the message. In view of the foregoing it is clear that messages are adequately conveyed when there are signals to show the connection within and between clauses and even paragraphs. Such connections would create texture within texts.

The basic unit of analysis in this study is the text. A text is an instance of language, written or spoken that makes sense to those who know the language. It is the "form of data used for linguistic analysis; all description of grammar is based on text" (Halliday and Matheissen, 2005:3). Text is a discourse - semantic unit rather than a lexico - grammar unit. It is as Halliday and Hassan (1976:2) explain

...not something like sentence, only bigger, it is something that differs from a sentence in kind. A text is best regarded as a SEMANTIC unit: a unit not of form but of meaning. Thus it is related to a clause or sentence not by size but by REALIZATION ...a text does not CONSIST of sentences, it is REALIZED BY, or encoded in sentences.

The distinction between text and sentence may be understood better by considering how a sentence by sentence description of text would fail to describe its texture (Eggins 2000; 128). Halliday and Hassan (1976:1) suggest that a text is any piece of language in any medium regardless of length that forms a unified whole. They introduced the concept of texture to describe how a text forms a unified whole. Texture is what distinguishes a text from non - text. It is what holds the clauses of a text together to give them unity (Eggins, 2000:84-85).

It is when a text has coherence, that is, when the sentences hang together, that texture may be achieved through the context and situation of language use, thus facilitating the proper decoding of the text. A group of sentences may have grammatical parallelism but lack texture. For example:

1. Joan has been living here since 1998.
2. Tom has been singing for over an hour.
3. They have been running around the yard since last night.
4. We've been sitting at the table for the whole day. She's been reading a novel for one week.

Each sentence has a different theme and the situations are different.

Coherence is how we put bits of our discourse together. It

...occurs where the INTERPRETATION of some elements in the discourse is dependent on that of another. The one presupposes the other, in the sense that it cannot be effectively decoded except by recourse to it. When this happens a relation of cohesion is set up and the two elements, the presupposing and the pre-supposed, are thereby potentially integrated into a text. (Halliday and Hassan 1976:4).

Texture is important to this study on the use of connectives by Higher Diploma students because it is very crucial to writing good essays. The arrangement of syntax is an essential principle in syntactic cohesion from the view point of Systemic Functional Grammar. It is necessary for achieving texture in essays. The students' essays without texture could be robbed of their overall message and in this way fail to fulfill the purpose for which they were written. This is true of tests as well as assignments and examination essays.

Writing an essay could be likened to a tailor making a specific garment. He cuts the pieces from the cloth (representing a selection of episodes or events) and joins them together with thread. The final result is a garment. The thread that holds the pieces together could be compared to the use of conjunctions in writing text. Without the thread the pieces of cloth remain only pieces. Conjunctions (coordinating, subordinating and correlating) are used in writing or even speech to make our thoughts flow by causing them to connect together. Thus coordinating, subordinating and correlating conjunctions are not only appropriate but essential for enhancing texture. Without them the different parts of the sentence or clause might not be connected. From experience, it is known that such would thwart our communication efforts as shown in the sentences above. Disjointed ideas confuse the reader or listener and hinder the communicative purpose of language. Similarly, a piece of writing where the clauses or sentences are not properly

connected remains fragmented and meaningless. We create a cohesive text when the connections between messages are well indicated. Therefore, coordinating, subordinating and correlating conjunctions are crucial for enhancing texture in a text.

## **2.9 CONCLUSION**

This chapter has presented language from a systemic functional grammar point of view—syntax from the perspective of transformational generative grammar, structural grammar, traditional grammar, principles of essay writing, cohesive devices and conjunctive relations. The concepts of grammar, principles of essay writing, cohesive devices and conjunctive relations are relevant to this study since they are intricately connected to how effectively meaningful messages are conveyed in writing.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.0 PREAMBLE**

This chapter presents the Sources of Data, Method of Data Collection, Sampling and Sampling Procedure and the Technique for Data Analysis.

#### **3.1 SOURCES OF DATA**

The data for the study were collected from current (2012/2013) Higher Diploma students of Kaduna Polytechnic, specifically from College of Engineering, College of Science and Technology and College of Business and Management Studies. Although engineering and science students have a similar background at the point of entry into Kaduna Polytechnic, they are now in areas of study that are divergent and this may reflect in their essays. Students from business management were also selected rather than social sciences because essays from this group of students might be more predicable in terms of output. These groups were selected to deviate from the expected areas of comparison in order to see whether some assumptions we make are authentic.

Sixty (60) essays (30 narrative and 30 argumentative) written by Higher Diploma students provided the data. Assignments were preferred to tests because the students are more likely to write to the best of their ability if they write without the tension that a test situation produces. Students wrote on topics given by the researcher: 1. How I became a student in Kaduna Polytechnic, and 2. Tuition should be free in higher institutions. The length of the essays was specified as not longer than 500 words for the argumentative and 400 words for the narrative.

### **3.2 METHOD OF DATA COLLECTION**

The students were asked to write the narrative and argumentative essay types which they are familiar with and as the researcher earlier noted, the argumentative essays require the use of conjunctions to connect ideas as students give reasons for their position, while for the narrative, they use them to connect events or episodes. The researcher identified the different connectives and how students use them at the intra-sentence, inter-sentence, and inter-paragraph levels to create texture. The two types of essays also provided a basis for comparison to see if there is any difference in the students' (from the three different colleges) use of connectives in their essays.

### **3.3 SAMPLING AND SAMPLING PROCEDURE**

A total of 60 essays numbered 1-60 were selected (10 of each of the two types from the three colleges) out of 250 essays that were collected as data for analysis. The essays selected were those that were meaningful or comprehensible and of acceptable length. Some of the essays were too short or incomprehensible so they were discarded. The paragraphs and sentences chosen for analysis in some instances were not clearly defined in some essays. In such cases, the researcher used her discretion to define the limit of the paragraph or the sentence.

The only variable considered in this study is the subject area of the students. Other variables such as age, gender, ethnic group and so on were not considered as it was assumed that they have no immediate significant bearing on the interest of the researcher. Students from the social sciences were also excluded from the study because the researcher wanted to use a group of students from an area where some findings, especially in the comparison of the essays from the different groups, might be predictable or easily assumed.

### **3.4 TECHNIQUE FOR DATA ANALYSIS**

Bloor and Bloor (2004) provided the model for the analysis of the clause type as well as the thematic structure of the clause. The clause analysis reflected the clause as either declarative, imperative, interrogative or exclamatory while Theme was analysed as topical, interpersonal or textual, and marked or unmarked. Halliday and Matthysen's (2004:550) model, 'Text analysed for conjunctions' was adopted for the analysis of the texts because it can be used to analyse conjunctions not just between clauses but also between words and phrases as well as between paragraphs. It highlights conjunctions used to enhance cohesion in a text and also analyzes conjunctive relations to indicate the purpose for which the conjunction was used (elaborating, extending or enhancing).

A selected group of sentences, mainly a paragraph, from each essay was used for the purpose of analysis. The data collected from the students' essays were analyzed to indicate the type of clauses (declarative, imperative, interrogative or exclamatory) as well as a sample of the Theme and Rheme. Twenty (Essay 1-10 and Essay 21-30) of the sentences analysed for Theme and Rheme were selected to indicate whether the Theme was marked or unmarked. Table 1-60 show the type of conjunction used in the selected paragraph. The table also shows the conjunctions that show the expansion of the text through elaboration, extension and enhancement of ideas within the text. Table 61-120 show the conjunctions used in the essay and the frequency of their occurrence calculated in percentages based on the number of sentences in the essay. The essays were analyzed in two groups: thirty narrative essays and thirty argumentative essays.

The starting point for the analysis of data was to identify the type of clause. The clause types are choices made from the MOOD system as indicative (declarative, interrogative) or imperative. Bloor and Bloor (2004:4) explain this concept in the following example,

When he awoke again about six – positive declarative  
he remembered – positive declarative  
that he had written something of greatest importance—positive declarative  
but he could not decipher his own scrawl – negative declarative

These four clauses make up a clause complex and are all declarative. They are either positive or negative, demonstrating that statements we make could be positive or negative. Language provides us with such choices so that our communication is meaningful and has variety depending on how we feel about things, situations and even relationships. It is expected that students' essays would reflect such choices during analysis.

Similarly, the interrogative and imperative are identified as moodless clauses as in

Open for business.	}	Imperative
Stop that car.		
Who is in the house?	}	Interrogative
Are we travelling in summer?		

It is expected that student's writing would exhibit the types of clauses to an appreciable degree. Although the use of the imperative and interrogative might be very minimal considering the types of essays students were required to write, except where there was need to introduce dialogue in the narrative, it was necessary to mention them here. As earlier mentioned, these clause types help create variety as well as meaningful communication. They show that our communication is not only in declarative terms.

### **Theme and Rheme of Clauses**

The textual metafunction, the clause as a message as aptly described by Halliday and Mathiessen (2004), helps to organize the message within the clause and between clauses. Hence it is closely connected to the theory of cohesion. The theme, in English, on which

the clause depends for its orientation within the context, takes its initial position in the clause. Theme gives direction to the speaker's or writer's message and so it is very important in the consideration of how text is organized to create meaningful messages. Theme and Rheme make up the structure of a clause but the researcher focuses on the Theme in analyzing the clause because it signals the direction of the writer's thought and as such would be a good indicator of how his thoughts have been well connected in the text. The table below is an example of how the basic analysis of Theme and Rheme was done following Bloor& Bloor's analysis.

<b>Theme</b>	<b>Rheme</b>
Julie	bought some garri yesterday
Vera	was bought some garri yesterday
The politician	made the announcement all over the media
All over the media	the politician made the announcement
By the politician	the announcement was made all over the media
The announcement	was made all over the media by the politician

In examining the thematic structure of the clauses the researcher considered the different types of themes as discussed by Bloor and Bloor. The topical Theme is considered the first constituent that is part of a meaningful clause.

“Because the theme is the starting point for the experience to be unfolded in a clause, it must include the whole of the first item in the experiential meanings.... Because it is the place where the experiences in the clause begin, this first element is known as the TOPICAL Theme (Butt et al, 1999:92).

The Topical Theme is realized by Subject (S), Predicator (P) or Complement (C), or Circumstantial Adjunct (A). The topical Themes in the following example are represented as Subject(S).

**Europe**, after 1500, entered a time of far-reaching mechanical and scientific discovery and development. **Inland Africa**, by contrast, did not. **Inland**

**peoples** continue with the steady but slow development of their own civilization. (Bloor & Bloor 2004:72).

Students' essay may indicate this kind of Theme position as they seek to explain certain concepts in their narration or argument.

In addition to the topical Theme a clause may have experiential, interpersonal and textual Themes and would be said to have a multiple thematic structure. For example,

Well, surely Rachel, grammar is your forte.

Textual Theme Interpersonal Theme Topical Theme Rheme

Ladies and gentlemen	last time	I was talking about the concept of theory
Interpersonal Theme	Topical Theme	Rheme

(Bloor & Bloor 2004:78)

Did	He	jot down anything stupid?
Interpersonal Theme	Topical Theme	Rheme

Could	the man	have beaten the Olympic gold medalist
Interpersonal Theme	topical Theme	Rheme

Clauses selected from the essays were examined to indicate the notion of multiple Themes when they were reflected in the students' essays. The concern here was to

identify which types of Themes the students have used in their essays as a reflection of how well they have organized their message to give it the proper focus.

In addition, Bloor & Bloor (2004) explore the markedness and unmarkedness of Theme. They posit that the Theme is described as unmarked where the starting point of the clause is the subject.

The little girl                      laughed

(Subject)

Theme                                      Rheme

All the men                              gossiped

(Subject)

Theme                                      Rheme

Basically, Bloor & Bloor provides the model for analysis of Theme in this study as reflected above. However, Butt et al (1999) look beyond the clause complex to the paragraph and text in their discussion of theme. Their view was adopted for looking beyond the clause to the paragraph to see how conjunctions were used to enhance texture. At the clause level the initial dependent clause can be taken as Theme for the second. They give this example –

When she got there                      the cupboard was bare

Theme                                      Rheme

Moreover, they suggest that every paragraph may be said to have a Theme – the first clause or first sentence in the paragraph, the writer's point of departure for what will come next. The first paragraph usually frames the rest of the text and introduces the focus of what is to follow and can be taken as Theme for the text.

Bloor & Bloor (2004) explain that conjunctions are used as cohesive ties between clauses and parts of text in a way that shows a meaningful relationship between them but do not include them in their analysis possibly because sometimes it is difficult to determine when some words are functioning as conjunctions or in another word group . Coordinating, subordinating and correlating conjunctions were considered in this study. The essays of students were examined to see how these were used correctly or otherwise within and between clauses, either in the Theme or Rheme position. For example, the use of coordinators is shown in the following:

Dorothy checked her watch, **but** only five minutes had passed. She tapped her phone, made a call, **and** looked at her watch again. Joy was seven minutes late.

subordinators in the following:

Dan explores the sea **because** it is so interesting.

and correlators as in:

**Neither** Ken **nor** Steve saw Vera and Ben at the party.

**Unless** you love the sea, you should not become an explorer. He studied electrical engineering **though** sea life fascinated him.

Halliday and Matthiessen's (2004:550) model, 'Text analysis for conjunctions' was adopted for the analysis of the texts because it can be used to analyse conjunctions not just between clauses but also between words and phrases as well as between paragraphs. It highlights conjunctions used to enhance cohesion in a text and also analysed conjunctive relations to indicate the purpose for which the conjunction was used (elaborating, extending or enhancing).

## Text analysed for CONJUNCTION

Theme	Elaborating	Extending	Enhancing
Heat is only the motion of the atoms I told you about			
<b>Then</b> what is cold?			Condition- al
Cold is only absence of heat.			
<b>Then</b> if anything is cold it means that its atoms are not moving.			Condition- al
Only in the most extreme case.			
There are different degrees of cold			
A piece of ice is cold compared with warm water.			
<b>But</b> the atoms of a piece of ice are moving			Concessiv e
They are moving quite fast, <b>as a matter of fact</b>			
<b>But</b> they are not moving as fast as the atoms of warm water.			Concessiv e
<b>So that</b> compared with water, the ice is cold.			Causal
<b>But</b> even the water would seem cold, if compared with a red-hot poker.			Concessiv e
<b>Now</b> I'll tell you an experiment you ought to try one day.			Temporal

## **CHAPTER FOUR**

### **DATA PRESENTATION AND ANALYSIS**

#### **4.0 PREAMBLE**

This chapter gives Data Presentation, Data Analysis, the Highlights of the Findings of the research and the Implications of the Study.

#### **4.1 DATA PRESENTATION**

The data used for the analysis is in the appendix section. They are photocopies of the live essays that were written by the groups of students selected for the study. There are 60 essays numbered 1 to 60: 1-30 are narrative essays and 31-60 are argumentative essays. A ring was drawn around each connective identified in the essays.

#### **4.2 DATA ANALYSIS**

A selected group of sentences, mainly a paragraph, was used from each essay for the purpose of analysis. The data collected from the students' essays were analysed to indicate the type of clauses (declarative, imperative, interrogative or exclamatory) as well as a sample of the Theme and Rheme. The Themes were identified as Topical Theme (TpT), Textual Theme (TxT) and Interpersonal Theme (IpT). Table 1 shows the type of conjunctions used in the selected paragraph. Table 2 shows the conjunctions used in the essay and the frequency of their occurrence calculated in percentages based on the number of sentences in the essay. The essays were analysed in two groups: thirty narrative essays and thirty argumentative essays.

##### **4.2.1 ANALYSIS OF NARRATIVE ESSAYS**

The narrative essays are in the appendix and numbered 1-30. They were analysed in a chronological order.

## Analysis of Essay One: Appendix 1

The third paragraph of this essay which is one long sentence consisting of several clauses was selected for analysis. Although the student ended the sentence with a comma it was treated as a sentence for the purpose of analysis.

### Clause Type

So I made up my mind that I will make life *more easier* for mankind,

There are two clauses in this declarative sentence. It is typical of the type of clauses in this student's narrative. The Thematic structure is described as follows:

### Theme / Rheme

Clause 1:

So                    I                    made up my mind

TxT                TpT                                    Rheme

The topical Theme **I** is marked by the textual Theme **So** in this clause.

Clause 2:

That                    I                    will make life *more easier* for mankind,

TxT                                    TpT                                    Rheme

The topical Theme **I** is marked by the textual Theme **that**. The topical Theme is the same in both Clause 1 and 2.

## Analysis of the Use of Conjunctions in Essay One

**Table 1: Use of Conjunctions in Paragraph Three**

	Elaborating	Extending	Enhancing
<b>So</b> I made up my mind			Causal
<b>that</b> I will make life more easier for mankind			
<b>but</b> it can only comes through		Adversative	
Science <b>and</b> engineering,		Additive	
<b>because</b> <i>must</i> of the machines, that are design <b>and</b> constructed		Additive	Causal
by scientists <b>and</b> engineers of odd are having limitation		Additive	
<b>and</b> needed to be upgraded for man <i>comfortability</i> <b>and</b> safety.		Additive Additive	

The essay had five paragraphs each punctuated with several commas and a fullstop. **So** was used to draw a conclusion resulting from the idea expressed in the previous paragraph. The relative pronoun **that** is not a conjunction but it has been effectively used as a subordinator. The use of **but** in ‘**but** it can only comes through’ did not facilitate cohesion because the contrast it should have expressed is semantically obscured. Although this student’s use of connectives cannot be faulted in most cases he has not achieved texture mainly because of faulty punctuation and expression.

**Table 2: Frequency in the Use of Conjunctions**

No of sentences	Coordinators	Frequency (fq)	Percentage of occurrence (%)
6	And	16	64.00
6	But	2	8.00
6	So	2	8.00
	Subordinators		
6	Because	2	8.00
6	When	2	8.00
6	After	1	4.00
Total		25	100

The table shows the very high percentage score for the use of **and** in comparison to other conjunctions. This frequent use of **and** is unwarranted and has impeded a clear and effective communication.

### **Analysis of Essay Two: Appendix 2**

There are three paragraphs in Essay Two. The third paragraph was selected for analysis. The last of the three paragraphs in essay two was selected for analysis. It consists of a series of clauses punctuated by commas and ends with a full stop. One of the clauses was selected for the analysis of type, Theme and Rheme

it was a nice result which granted me another opportunity and  
promotion for the Higher Diploma (HND)

The clause selected is supposed to be a sentence but the student didnot punctuate it properly. Nevertheless, it consists of two clauses analyzed below.

**Clause Type:**

Clause 1:

It/was a nice result

Theme Rheme

The Theme is unmarked.

Clause 2:

which / granted/ me/ another opportunity and promotion for the  
Higher Diploma (HND)

TxT Rheme TpT Rheme

Here the Rheme is split into two by the intrusion of the topical Theme **me**. **Which** functions as a conjunction and a textual Theme here though it is a relative pronoun.

**Theme/Rheme**

When | my result | came out

TxT TpT Rheme

The topical Theme is marked by the textual Theme **When** in this clause.

**Analysis of the Use of Conjunctions in Essay Two**

**Table 3: Use of Conjunctions in Paragraph Three**

	Elaborating	Extending	Enhancing
<b>After</b> my National Diploma Program at Federal Polytechnic, Idah, Kogi State,			
<b>when</b> my result came out,			Spatio-temporal
it was a nice result			
<b>which</b> granted me another opportunity			
<b>and</b> promotion for the Higher National Diploma (HND)		Additive	
that lead me to applied to Kaduna polytechnic in 2012			
<b>and</b> by his grace		Additive	
I became an engineering student in Kaduna Polytechnic			
<b>Because</b> , I was one of the successful candidates in 2012/2013 admission list			causal

There are eight sentences in this essay. The paragraph analysed consists of a series of clauses connected by relative pronouns (**which** and **that** functioning as conjunctions) and coordinating conjunctions – **and** and **because**. **and** was used to mean in addition while **because** was used to mean reason, connecting to the previous clause. There is no cohesion since the clauses do not connect meaningfully.

**Table 4: Frequency in the Use of Conjunctions**

No of Sentences	Coordinators	Frequency of occurrence (fq)	Percentage of occurrence (%)
8	And	5	45.46
8	But	1	9,09
8	Moreover	1	9.09
8	And then	1	9.09
	Subordinators		
8	Because	1	9.09
8	When	2	18.18
Total		11	100

The table shows that four conjunctions were used in the eight-sentence essay. None of them seem to have been over-used. **And** was used mainly to join words and phrases. However, with more effective punctuation it would have been possible to have used other conjunctions to achieve texture in the essay.

### **Analysis of Essay Three: Appendix 3**

The second paragraph was selected for analysis. The third and fourth are single- sentence paragraphs. It consists of three sentences.

#### **Clause Type:**

When admission was released I couldn't find my name in mechanical engineering list,

This sentence was taken from the second paragraph. It was taken as a sentence for the purpose of analysis though it was badly punctuated.

### Theme/Rheme

After three days later/      very close friend of mine/      called me

TxT

TpT

Rheme

The topical Theme is marked by a textual Theme.

### Analysis of the Use of Conjunctions in Essay Three

**Table 5: Use of Conjunctions in Paragraph Two**

	Elaborating	Extending	Enhancing
when admission was released			
I couldn't find my name in mechanical engineering list			
<b>so</b> I was worry			causal
when I didn't see my name			
<b>because</b> I didn't check for the other list.			Causal
After three days later very close friend of mine called me.			
that he saw my name in the list of mineral resources engineering			
<b>when</b> I hear the news			Spatio-temporal
I was very happy at that moment			
<b>andso</b> immediately I took Dick to the school to verified whether it is true.			causal

**So**, **because** and **and** have been used in this paragraph. **So** connects to the previous clause to explain the reason for being worried. In the same way, **because** connects to the previous clause to explain the reason why the student did not see his name. There was no need to use **and** together with **so** since the reason for the action following **so** did not imply addition. This narrative is very poorly written and sounds more like a verbal than written discourse.

**Table 6: Frequency in the Use of Conjunctions**

No of Sentences	Coordinators	Frequency of occurrence(fq)	Percentage of occurrence(%)
10	Then	1	5.88
10	And	4	23.53
10	so	2	11.76
10	so when	1	5.88
10	and so	1	5.88
	Subordinator		
10	Because	2	11.76
10	After	2	11.76
10	When	4	23.53
Total		17	100

The number of conjunctions used in the ten-sentence essay was few. The frequency of occurrence may be an indication that the student is not aware of other conjunctions which could express the same meaning as **so**.

This essay is short. Although many conjunctions were used, it did not improve the quality of the essay.

#### **Analysis of Essay Four: Appendix 4**

Essay four has seven paragraphs and the sixth one was selected for analysis. The first sentence of the paragraph was also selected for the analysis of type Theme/Rheme.

### Clause Type:

Finally, I was directed to the polytechnic sick bay for medical check up and fitness screening.

The clause is declarative.

### Theme / Rheme

Finally/ I/ was directed to the polytechnic sick bay for medical checkup and fitness screening

TxT TpT Rheme

The topical Theme **I** is marked by the textual Theme **Finally**. The clause has multiple Themes.

### Analysis of the Use of Conjunctions in Essay One

Table 7 : Use of Conjunctions in Paragraph Six

	Elaborating	Extending	Enhancing
<b>Finally</b> , I was directed to the polytechnic sick bay for Medical checkup <b>and</b> fitness screening. I later got the results <b>which</b> was issued.		Additive	Spatio-temporal
<b>and</b> the issue results were photocopied in two		Additive	
<b>while</b> one was given to the student affairs office to be filed			spatio-temporal
<b>and</b> the second was taken to the office of the admission officer for documentation		additive	

This paragraph consists of one long poorly punctuated sentence. **and** in ‘and the issue results were photocopied’ joins the previous clause to the next one. **Finally** indicates a conclusion in the discourse. It connects to what was discussed in the preceding paragraphs. Even though connectives have been used, the text is still faulty as there is no flow in the essay resulting from poor expression, so texture was not achieved.

**Table 8: Frequency in the Use of Conjunctions**

No of sentences	Coordinators	Frequency of occurrence(fq)	Percentage of occurrence (%)
24	And	12	57.14
24	So	1	4.76
24	But	1	4.76
24	Then	1	4.76
24	However	1	4.76
24	Thereafter	1	4.76
24	Subordinators	2	9.52
24	While	1	4.76
24	After	1	4.76
<b>Total</b>		<b>21</b>	<b>100</b>

A variety of conjunctions were used in this essay. However, texture is not achieved because the student failed to use them to enhance the flow of thought. Some sentences did not connect well despite the use of these connectives, for example:

The three files were taken to the Head of Department to sign and screen my credentials. Them to the College of Engineering students affairs office for their own signing and screening of my credentials too.

#### **Analysis of Essay Five: Appendix 5**

There are four paragraphs in Essay Five. The third one was chosen for analysis and from that paragraph a sentence was chosen for analysis.

#### **Clause Type:**

I applied for pre–National Diploma in Mineral Resources engineering and to my surprise, I got the admission when the first list was released.

This sentence is in the declarative mood and has three clauses.

Clause 1:

I / applied for Pre-National Diploma in Mineral Resources Engineering

Theme Rheme

The Theme in clause (1) is unmarked.

Clause 2:

And to my surprise, / I /got the admission

TxT TpT Rheme

In Clause 2, the topical Theme is marked by a textual Theme.

Clause 3:

When/ the first list/ was released

TxT TpT Rheme

The topical Theme is marked here too by a textual Theme

### Analysis of the Use of Conjunctions in Essay Five

**Table 9 : Use of Conjunctions in Paragraph Three**

	Elaborating	Extending	Enhancing
<b>When</b> Kaduna Polytechnic started selling the application form,			Spatio-temporal
I bought following the advice my father gave to me			
I applied for pre-National Diploma in Mineral Resources Engineering			
<b>and</b> to my surprise, I got the admission		Additive	
<b>When</b> the first list was released,			Spatio-temporal
<b>After</b> I have registered to study engineering course			Spatio-temporal
I quickly started			
<b>and</b> finished my National Diploma in year 2010		Additive	
<b>then</b> I went for 1 year industrial training (IT)			Spatio-temporal
<b>Thereafter</b> , I applied for my Higher National Diploma (HND)/which I also got admitted			Spatio-temporal
<b>and</b> running it now as a geological engineering student in this great institution, Kaduna Polytechnic		Additive	

Despite the use of connectives and the fact that the paragraph makes sense texture was not achieved.

**Table 10: Frequency in the Use of Conjunctions**

No of sentences	Coordinators	Frequency	Percentage of occurrence
16	And	8	44.44
16	then	2	11.11
16	But	2	11.11
	Subordinators		
16	Because	1	5.56
16	When	3	16.67
16	After	2	11.11
Total		18	100

**And** was used eight times suggesting that it was an easier option for the student to use. The number and variety of conjunctions used suggest that the student is familiar with conjunctions.

### **Analysis of Essay Six: Appendix 6**

There are six paragraphs in this essay. Paragraph five was selected for analysis. The first sentence in that paragraph was also selected for analysis of clause type as well as thematic structures.

#### **Clause Type:**

After so much information, I knew my mind was made up to become an engineer.

This is a declarative sentence.

#### **Theme / Rheme**

After so much information / I / knew my mind was made up to become an engineer  
 TxT                                      TpT      Rheme

The topical Theme is marked by the textual Theme.

## Analysis of the Use of Conjunctions in Essay Six

**Table 11: Use of Conjunctions in Paragraph Five**

	Elaborating	Extending	Enhancing
<b>After</b> so much information			Spatio-temporal
I knew my mind was made up to become an engineer,			
<b>After</b> my senior secondary school examination result was released			
<b>and</b> I had passed in flying colours		Additive	
<b>and</b> met the requirements to apply to any higher institution of my choice to study engineering. I applied to Kaduna Polytechnic/and was given admission to study Mechanical Engineering		Additive	

**After**, was used in two successive clauses resulting in a syntactic arrangement which did not facilitate an effective flow of the student's thoughts.

**Table 12: Frequency in the Use of Conjunctions**

No of sentences	Coordinators	Frequency of occurrence(fq)	Percentage of occurrence(%)
11	And	13	76.47
11	Then	1	5.88
11	But	1	5.88
	Subordinators		
11	After	2	11.77
Total		17	100

In eleven sentences, **and** was used thirteen times whereas **then** and **but** were used once each. The frequency in the use of **and** made reading the essay a bit tedious as it did not facilitate the flow that was required in a narrative. It was used where proper punctuation would have worked better to provide a syntactic connection to enhance texture.

## Analysis of Essay Seven: Appendix 7

There are four paragraphs in this essay. The second part of the first paragraph was selected for analysis. The sentence used for analysis was also taken from the same paragraph

### Clause Type:

I applied to study science laboratory technology, but I was offered admission to study metallurgical engineering.

This is a declarative sentence and consists of two clauses.

### Theme / Rheme

Clause 1:

I applied to study laboratory technology,

Theme Rheme

The Theme is unmarked.

Clause 2:

But / I / was offered admission to study metallurgical engineering.

TxT TpT Rheme

The topical Theme is marked by a textual Theme.

## Analysis of the Use of Conjunctions in Essay Seven

**Table 13: Use of Conjunctions in Paragraph One**

	Elaborating	Extending	Enhancing
<b>Although</b> engineering was not what I intended to study in the tertiary institution,			causal
<b>but</b> I took it as my course of study		adversative	
after some years of seeking admission into the university without any positive result.			
I applied to study science laboratory technology with Plateau State Polytechnic			
<b>but</b> I was offered admission to study Metallurgical Engineering		Adversative	
I later sat for the Joint Admission Matriculation Board Examination (J.A.M.B)/			
and I applied to study Mineral Resources Engineering.			
/when the list of successful candidates was released/			
I was offered admission to study Mineral Resources Engineering.			

Such use of conjunctions impedes the flow of thought and impedes the syntactic texture that is necessary for a well written text. In this paragraph **after** functions as a subordinating conjunction but as preposition in the other two instances it occurred in the essay.

**Table 14: Frequency in the Use of Conjunctions**

Coordinators	No of sentences	Frequency of occurrence (fq)	Percentage of occurrence(%)
14	And	9	56.25
14	But	3	18.75
14	Finally	1	6.25
14	Subordinator		6.25
14	Although	1	6.25
14	When	1	6.25
<b>Total</b>		<b>16</b>	100

**And** was used more frequently than **but** and **although** in the fourteen-sentence essay. It was, however, not used in the paragraph selected for analysis. Except for the occurrence of **although** and **but** in the same sentence as mentioned above, this student managed to write an essay where texture was achieved both semantically and syntactically.

#### **Analysis of Essay Eight: Appendix 8**

There are five paragraphs in Essay Eight. Paragraph four was selected for analysis. The second sentence in the paragraph was also selected for clause analysis.

#### **Clause Type:**

To me I have taken the course as God's choice on me, and that was the reply I gave to him.

This clause is declarative.

## Theme/ Rheme

### Clause 1:

To me /I / have taken the course as God's choice on me  
 IpT TpT Rheme

The Theme is marked by an interpersonal Theme.

### Clause 2:

and / that / was the reply  
 TxT TxT Rheme TpT

The Theme is marked by a multiple textual Theme—**and** and **that**.

### Clause 3:

I / gave to him  
 Theme Rheme

The Theme is unmarked.

## Analysis of the Use of Conjunctions in Essay Eight

**Table 15: Use of Conjunctions in Paragraph Four**

	Elaborating	Extending	Enhancing
I <b>now</b> started registration			spatio-temporal
<b>but</b> <b>meanwhile</b> my dad was like complaining why mineral resources engineering		Adversative	Spatio-temporal
<b>and</b> not chemical engineering <b>or</b> computer engineering		Additive	
To me I have taken the course as God's choice on me			
<b>and</b> that was the reply I gave to him		Additive	
He now said okay/ <b>and</b> also did for me a successful school year.		Additive	

**Now** was used as a conjunction to express the idea of the time in the process when registration began. **But** and **meanwhile** were used together to connect the clause before

and after them. The use of **but** would have been unnecessary for creating cohesion if the previous clause had ended in a full stop. So it did not enhance the texture of the paragraph. **And** in ‘and not chemical engineering’ expresses a kind of comparison-contrast. **And** in ‘and that was the reply I gave to him’ is an explanation of the previous clause. **And** in both cases was used to create cohesion by linking the phrases and clauses. **Or** was used to express alternative in ‘or computer engineering’ and achieved a cohesive tie. Despite all this, the essay on the whole did not achieve the expected texture, especially, in the syntactic connections and expression.

**Table 16: Frequency in the Use of Conjunctions**

No of sentences	Coordinators	Frequency(fq)	Percentage of occurrence(%)
13	And	6	40.00
13	Also	1	6.67
13	Or	1	6.67
13	now and	1	6.67
13	But	1	6.67
	Subordinators		
13	Meanwhile	1	6.67
13	Because	1	6.67
13	After	1	6.67
13	Whereas	1	6.67
13	When	1	6.67
Total		15	100

A wide variety of conjunctions was used in this essay, though **and** was used more frequently than the others. The overall poor expression in the essay did not facilitate the texture such a variety in the use of conjunctions is expected to produce in a well written essay.

## Analysis of Essay Nine: Appendix 9

Essay Nine consists of five paragraphs. Paragraph three was selected for analysis, while the last sentence of that paragraph was used for clause and thematic structure analysis.

### Clause Type:

Having technical knowledge will allow you to make product and centre a business around it.

The sentence above is declarative.

### Theme/Rheme

Having technical knowledge /will allow you to make product and centre a business around it

TxT

TpT

Rheme

The Theme is marked.

## Analysis of the Use of Conjunctions in Essay Nine

**Table 17: Use of Conjunctions in Paragraph Three**

	Elaborating	Extending	Enhancing
<b>and</b> another thing is that studying engineering provides with knowledge		Additive	
<b>and</b> skills to open up your own business		Additive	
Engineering training exposes you to business			
<b>And</b> become your own boss		Additive	
<b>and</b> gets you more familiar with things like finance and marketing		Additive	
which is important for business purpose			
<b>And</b> transferable skills will help you run your own company			
having technical knowledge will allow you to made product <b>and</b> center a business around it		Additive	

**And** is the main conjunction used in this paragraph, seven in such a short paragraph. Its repetition is cumbersome and makes reading uninteresting. There is coherence but texture was not attained.

**Table 18: Frequency in the Use of Conjunctions**

No of sentences	Coordinators	Frequency of occurrence(fq)	Percentage of occurrence(%)
14	And	24	85.72
14	In addition	1	3.57
14	But	2	7.14
14	Also	1	3.57
Total		28	100

The frequency of occurrence of **and** in the fourteen-sentence essay was almost twice in each sentence. Such occurrence suggests that the student's awareness and ability to use other conjunctions with the same notion as **and** is poor. It is suggestive of poor knowledge of creating variety in syntactic expressions.

### **Analysis of Essay Ten: Appendix 10**

Essay Ten has six paragraphs. The fifth paragraph was chosen for analysis. For the analysis of clause type and thematic structure, the third sentence in the paragraph was selected.

#### **Clause Type:**

They prepared us for the JAMB

This clause is in the declarative mood. The thematic structure is as follows:

## Theme/Rheme

They / prepared us for the JAMB

Theme Rheme

The theme is unmarked in this clause.

## Analysis of the Use of Conjunctions in Essay Ten

**Table 19: Use of Conjunctions in Paragraph Five**

	Elaborating	Extending	Enhancing
We studied for nine months, in the time of the study we are being thought by lecturals that's the difference between pre-ND and secondary school.			
Studying in pre-ND was a added advantage to me			
as have spent time in the house before getting admission			
<b>and</b> have forgot most things		Additive	
I have been thought in secondary school.			
They prepared us for the JAMB.			
I was being taken to Abuja to go <b>and</b> write there,		Additive	
That's where my centre is			
<b>and</b> after the JAMB exam		Additive	
<b>while</b> waiting for the result			Spatio – temporal durative
the pre-ND exam was fixed			

**and** in 'and have forgot most things' was used to join the preceding clause to the next one. Similarly, **while** creates a link with the preceding clause by expressing the idea of time of temporary waiting. Although a number of conjunctions were used, texture was not achieved because the syntactic expression and punctuation was poor.

**Table 20: Frequency in the Use of Conjunctions**

	Coordinators	Frequency of occurrence(fq)	Percentage of occurrence (%)
22	And	21	72.40
	And when	1	3.45
22	But	2	6.90
22	Also	1	3.45
	Subordinators		
22	While	1	3.45
22	When	2	6.90
22	Before	1	3.45
Total		29	100

**and** occurred once in each of the twenty-two-sentence narrative. It may be that the student does not know about other conjunctions that are semantically the same as **and** so he had to use **and** in every sentence. Such frequency is an indication of the student's inability to communicate effectively, even though the use of the conjunction **and** may not be condemned.

### **Analysis of Essay Eleven: Appendix 11**

There are five paragraphs in Essay Eleven. Part of paragraph three was extracted for analysis. The sentence selected for analysis was taken from the extract.

#### **Clause Type:**

One day somebody told me that the website was open.

The sentence is a declarative one.

#### **Theme / Rheme**

One day / somebody / told me that the website was open

TxT TpT Rheme

## Analysis of the Use of Conjunctions in Essay Eleven

**Table 21: Use of Conjunctions in Paragraph Three**

	Elaborating	Extending	Enhancing
<b>So</b> letter I decided to apply in Kaduna Polytechnic			Causal
where I bought the scratch card at the bank Inside Main Campus tudun wada Kaduna			
<b>and</b> I process to café for supply		Additive	
<b>and</b> the website was block		Additive	
<b>so</b> I have no option than to wait			Causal
<b>but</b> I was kept visiting he café to known If the website was open		Adversative	
<b>So</b> almost about three weeks waiting			Causal
One day somebody told me that the website was open			
<b>then</b> I wanted to apply for my former course that is Business administration and Management			Spatio-temporal
<b>but</b> the website was block.		Adversative	
<b>so</b> I decided to apply to the marketing department			Causal

**And** was used to link clauses. **So**, **but**, **then** were also used to connect clauses. **So** expresses the meaning of result or conclusion of the idea expressed in the preceding clause while **but** was used as an adversative and **then** indicates what followed the preceding clause. A conjunction was used at the beginning of almost every clause in the paragraph so there is a connection of ideas creating a semantic tie between the clauses. The use of conjunctions here did not facilitate texture because the syntactic expressions were poor.

**Table 22: Frequency in the Use of Conjunctions**

No of sentences	Coordinators	Frequency	Percentage of occurrence
9	And	7	36.84
9	But	4	21.05
9	Then	2	10.53
9	So	3	15.79
	Subordinators		
9	Though	1	5.26
	when	2	10.53
Total		19	100

The number of times that both **and** and **but** occurred should be considered too many in a nine-sentence essay. The use of the conjunctions in themselves do not constitute an impediment to the message but the quality of sentence construction does. The syntactic expressions have affected the texture of the essay.

### **Analysis of Essay Twelve: Appendix 12**

Essay Twelve has four paragraphs. The first paragraph was used for analysis. Clause Type, thematic structure analysis was done using the second clause in the paragraph.

#### **Clause Type:**

I also was doubting if I will be successful in my pursuit of admission into the school

This is a declarative sentence constituting of two clauses.

Clause 1:

I / also / was doubting  
TpT TxT Rheme

Clause 2:

If / I /will be successful in my pursuit of admission into the school

TxT TpT Rheme

### Analysis of the Use of Conjunctions in Essay Twelve

**Table 23: Use of Conjunctions in Paragraph One**

	Elaborating	Extending	Enhancing
<b>Similar</b> to the notion many people		Additive	
That getting admission into higher institution such as Kaduna polytechnic is difficult to come by			
I <b>also</b> was doubting <b>if</b> I will be successful in my pursuit of admission into the school.		Additive	
<b>But at last</b> I found out		Adversative	Spatio-temporal
that <b>though</b> one might pass through difficult time			Concessive
<b>if</b> one is qualified <b>and</b> in God's own time it will come to pass.		Additive	

The conjunctions were appropriately used in this paragraph to create meaning but the poor syntactic expressions did not facilitate the achievement of texture.

**Table 24: Frequency in the Use of Conjunctions**

Coordinators	No of sentences	Frequency of occurrence(fq)	Percentage of occurrence(%)
14	and	5	25.00
14	While	1	5.00
14	Then	1	5.00
14	But	7	35.00
14	at last	1	5.00
14	Also	2	10.00
14	similarly	1	5.00
	Subordinators		
14	because	1	5.00
14	though	1	5.00
Total		20	100

A good variety of conjunctions were used in the fourteen-sentence narrative, though **but** was used more frequently than the others. Contrary to expectation, the use of

conjunctions in this essay did not produce a piece of writing that would be considered good.

### Analysis of Essay Thirteen: Appendix 13

Essay Thirteen has five paragraphs. The third paragraph was chosen for analysis as well as the second sentence in the same paragraph.

#### Clause Type:

I took the admission letter to the *registra* through his personal assistant (PA) to sign,

This sentence is declarative.

#### Theme/Rheme

I / took the admission letter to the registra through  
his personal assistance (PA) to sign,  
Theme Rheme

### Analysis of the Use of Conjunctions in Essay Thirteen

Table 25: Use of Conjunctions in Paragraph Three

	Elaborating	Extending	Enhancing
I came down to the school after some weeks for my acceptance letter			
which I got together with my admission letter			
I took the admission letter to the registra through his personal assistant (P.A) to sign,			
he signed			
<b>then I also</b> took it to the account section		Additive	Spatio- temporal
<b>and</b> it was <b>also</b> signed		Additive Additive	
<b>then</b> I went back home waiting for the registration to start			Spatio- temporal

**Then** was used in this paragraph to indicate the time of the event in the previous clause to the one it precedes. Similarly, **also** and **and** were used to show that information was being added to the one given in the preceding clause. All the conjunctions enhanced texture

through connecting the clauses. This is a fairly good essay in which conjunctions have been used appropriately to enhance texture.

**Table 26: Frequency in the Use of Conjunctions**

No of sentences	Coordinators	Frequency	Percentage of occurrence
13	And	5	45.46
13	Then	3	27.27
13	Also	2	18.18
	Subordinator		
13	When	1	09.09
Total		11	100

The variety of conjunctions used in the thirteen-sentence essay indicates the student's awareness of syntactic and semantic use of conjunctions.

#### **Analysis of Essay Fourteen: Appendix 14**

Essay Fourteen has five paragraphs, three of which are either one or two sentences. The third paragraph and the first sentence in the paragraph were selected for analysis.

#### **Clause Type:**

Then I have to stay for some months at home waiting for when the list will be out.

The sentence is declarative and consists of two clauses.

#### **Theme / Rheme**

Clause 1:

Then / I /have to stay for some months at home

TxT TpT Rheme

Clause 2:

Waiting for when the list will be out

TxT TxT TpT Rheme

## Analysis of the Use of Conjunctions in Essay Fourteen

**Table 27: Use of Conjunctions in Paragraph Three**

	Elaborating	Extending	Enhancing
<b>Then</b> I have to stay for some months at home			Spatio-temporal
waiting for <b>when</b> the list will be out.			Spatio-temporal
I waited for around nine months.			
<b>At last</b> the list was out			Spatio-temporal
<b>and</b> I was given admission into marketing department		Additive	
<b>So</b> I came for my acceptance			Causal
And paid the fee			
which was N3,500,			
<b>then</b> I went for screening <b>and</b> registration exercise		Additive	Spatio- temporal
<b>and</b> I letter paid my school fees <b>and</b> other fees that was included.		Additive	
I finished my screening in two weeks.			

**And** was used to link clauses and phrases to indicate addition of an idea to the preceding clause. **So** indicates the conclusion or result based on the previous clause thereby joining the two. **then** was used to express the timing of the events in the clause before and after it. **And**, **so**, and **then** were all used appropriately to connect the different parts of the clauses within the paragraph. The problem in this essay was not the conjunctions but the shortness of the paragraphs as well as the brevity of the essay which affected the flow of ideas.

**Table 28: Frequency in the Use of Conjunctions**

Coordinators	No of sentences	Frequency	Percentage of occurrence
11	Then	4	28.57
11	And	7	50.00
11	So	1	7.14
11	at last	1	7.14
	Subordinator		
11	Because	1	7.14
Total		14	100

The frequency in the use of conjunctions reveals that the student is more confident with the use of **and** because it was used more than other conjunctions.

### **Analysis of Essay Fifteen: Appendix 15**

The third of the five paragraphs was selected for analysis. The first sentence in the paragraph was selected for clause type and thematic structure analysis.

#### **Clause Type:**

I also pay school fees.

This is a declarative clause

#### **Theme/ Rheme**

I / also / pay my school fees.

TpT TxT Rheme

## Analysis of the Use of Conjunctions in Essay Fifteen

**Table 29: Use of Conjunctions in Paragraph One**

	Elaborating	Extending	Enhancing
I <b>also</b> pay my school fees.		Additive	
<b>As soon as</b> I printed my admission letter			Spatio-temporal
I Proceed to the bank <b>and</b> pay my school fees.		Additive	
I <b>also</b> pay fixed amount of money		Additive	
<b>which</b> was charged as departmental levies in my department			
<b>and as well as</b> student union department		Additive	Spatio-temporal

**and** was used to effectively connect the clauses by providing addition to the clause that precedes and the one that follows it. **Also** was used in a similar way but added to it the emphatic notion of the action given in the second part of the clause. These conjunctions were used to effectively create meaning but the lack of proper punctuation did not create the syntactic expressions that a well written essay should have.

**Table 30: Frequency in the Use of Conjunctions**

No of sentences	Coordinators	Frequency of occurrence(fq)	Percentage of occurrence(%)
16	Also	3	18.75
16	in addition	1	6.25
16	And	6	37.50
16	So	1	6.25
16	Finally	1	6.25
16	Moreover	1	6.25
16	as well as	2	12.50
16	As soon as	1	6.25
Total		16	100

The table shows a variety in the use of conjunctions but **and** was used more frequently than the others. This suggests that the student can use conjunctions well.

## Analysis of Essay Sixteen: Appendix 16

This essay consists of four paragraphs, two of which were one-sentence paragraphs. The second paragraph as well as the third sentence in the paragraph was selected for analysis.

### Clause Type:

Soon after the first admission list was announced and pasted on the notice board, I quickly rushed to the school's main campus where the list was pasted...

The clause is a declarative one.

### Theme /Rheme

Clause 1:

Soon / after/ the first admission list/ was announced and pasted on the notice board

TxT TxT TpT Rheme

Clause 2:

I/ rushed quickly to the school's main campus

Theme Rheme

Clause 3:

where/ the list /was pasted...

TxT TpT Rheme

## Analysis of the Use of Conjunctions in Essay Sixteen

**Table 31: Use of Conjunctions in Paragraph Two**

	Elaborating	Extending	Enhancing
I purchased <b>and</b> followed all instructions <b>and</b> procedures there in the admission scratch card promptly		Additive	
<b>then</b> waited <b>until</b> the admission list would be announced and pasted on the notice board.			Spatio-temporal
<b>Soon</b> after the first admission list was announced			Spatio-temporal
I quickly rushed to the school's main campus where the list was pasted			
checked all the qualified by merit			
saw my name on the list			
<b>and then</b> read through the requirement <b>and</b> <i>procedure</i> for the collection of admission letter and registration procedures		Additive	Spatio temporal

**Soon** introduces the actions the student took, **and then** was used to mean not just addition but the sequence of time between the clause that precedes it and the one that comes after it. **And** was used to connect two clauses by adding information to the one given in previous clause. The conjunctions performed the function of effectively linking the different clauses and enhanced texture though a more careful punctuation would have created a better paragraph.

**Table 32: Frequency in the Use of Conjunctions**

Coordinators	No of sentences	Frequency of occurrence(fq)	Percentage of occurrence(%)
6	And	9	69.23
6	and then	1	7.69
6	Then	1	7.69
6	Furthermore	1	7.69
	Subordinator		
6	Thereafter	1	7.69
Total		13	100

**And** occurred one and half times in each of the six sentence in the essay. This suggests that the student is more familiar with **and** for connecting different parts of the sentence. The frequency, however, makes reading such an essay boring.

### **Analysis of Essay Seventeen: Appendix 17**

Essay seventeen has five paragraphs. Paragraph four and the second sentence were selected for analysis.

#### **Clause Type**

I was later referred to Kaduna Polytechnic Micro Finance Bank which was within the school to pay the school fees.

This is a declarative clause

#### **Theme/Rheme**

There are two clauses

Clause 1:

I / was later referred to Kaduna Polytechnic Micro-Finance Bank  
Theme Rheme

Clause 2:

Which / was within the school to pay school fees  
TxT Rheme

## Analysis of the Use of Conjunctions in Essay Seventeen

**Table 33: Use of Conjunctions in Paragraph Four**

	Elaborating	Extending	Enhancing
The date for commencement of registration was given,			
I started with the payment of departmental fees,			
<b>After</b> which I paid for bursary, S.U.G fees,			
I was later referred to Kaduna polytechnic Micro Finance Bank			
which was within the school to pay the school fees			
<b>After</b> the payment was verified with a print out displaying a code,			
which is the registration number,			
it was followed by verification of result original credentials by the student affairs			
<b>after</b> which photocopies were made <b>and</b> taken to the head of department for signing		Additive	
<b>Then</b> was brought bank to the student affairs for opening of file, one copy to the H.O.D office, one for student affairs <b>and</b> a personal copy		Additive	Spatio-temporal

**And** in the first instance was used to join clauses and phrases in the second instance to signal addition. **Then** was used to signal the connection in time sequence between the events in the previous clause and the one that it introduces. **After** was used three times in this paragraph thus giving the impression that the student does not know other conjunctions that can be used to indicate the passage of time instead of **after**. These conjunctions helped to create cohesion within the paragraph. Nevertheless, the essay cannot be marked above average because texture was impeded by poor punctuation.

**Table 34: Frequency in the Use of Conjunctions**

Coordinators	No of sentences	Frequency of occurrence(fq)	Percentage of occurrence(%)
16	And	4	36.36
16	Then	4	36.36
	After	3	27.27
Total		11	100

In sixteen sentences, **then** and **and** were used four times each. Sticking to just these two may suggest the student's inability to source other conjunctions from his knowledge of other relevant or appropriate conjunctions. **After** was used once as a subordinating conjunction and twice as a preposition.

### **Analysis of Essay Eighteen: Appendix 18**

There are six paragraphs in this essay. The third demarcated paragraph in addition to its first sentence was selected for analysis.

#### **Clause Type:**

In recent time, Kaduna polytechnic does not part take in the global changes such as innovation, that pose heavy challenges on the institution by doing on line application and Registration,

The sentence is declarative.

#### **Theme/Rheme**

In recent time / Kaduna Polytechnic/

TxT

TpT

does not part take in the global change such as innovation that pose heavy challenges on the institution by doing on line application and Registration,

Rheme

The Rheme could have been better punctuated to make reading and comprehension easier.

### Analysis of the Use of Conjunctions in Essay Eighteen

**Table 35: Use of Conjunctions in Paragraph Three**

	Elaborating	Extending	Enhancing
In recent times, Kaduna Polytechnic does not partake in global changes such as innovation			
that pose heavy challenges on the institution by doing on line application <b>and</b> registration,		Additive	
the intended candidate only purchase the application form in any designated bank to purchase form			
to fill <b>and</b> submitted along with photocopies of your credentials for processing		Additive	
<b>and</b> all the successful candidate are paste on the notice board <b>and</b> call for the admission letter <b>and</b> registration begin		Additive	

**And** is the main conjunction used in this twelve-sentence essay. It was used to join words ‘admission letter and registration’ and clauses ‘are paste on the notice board and call for admission letter’ to create cohesion in the essay. Although there is cohesion, the essay lacks texture as a result of other obvious linguistic flaws, such as lengthy and poorly punctuated sentences and paragraphs. Apart from **and**, the only other conjunction that was used by the student is **while**. This indicates a lack of knowledge and use of connectives.

**Table 36: Frequency in the Use of Conjunctions**

Coordinators	No of sentences	Frequency	Percentage of occurrence
12	And	16	88.89
12	While	2	11.11
<b>Total</b>		<b>18</b>	<b>100</b>

**and** was used sixteen times in the essay. It gives the impression that the student is handicapped either in the knowledge of other appropriate conjunctions or how to use them or both.

### **Analysis of Essay Nineteen: Appendix 19**

This essay consists of four paragraphs. Paragraphs three and the last sentence of the same paragraph were selected for analysis.

#### **Clause Type:**

I applied for mass communication but I was given social development.

The sentence is declarative.

#### **Theme / Rheme**

There are two clauses in this sentence and they are analysed as follows:

Clause 1

I / applied for mass communication

Theme Rheme

Clause 2

But / I / was given Social development.

TxT TpT Rheme

The topical Theme (**I**) is marked by the textual Theme.

## Analysis of the Use of Conjunctions in Essay Nineteen

**Table 37: Use of Conjunctions in Paragraph Three**

	Elaborating	Extending	Enhancing
<b>But</b> as God will have It		Adversative	
I wrote JAMB in 2008 with my subject combination of Economic, Maths, English <b>and</b> Literature, after passing the post jamb.		Additive	
<b>After</b> much prayer and fasting my name appeared in the list of those students			Spatio-temporal
<b>who</b> were admitted into Kaduna Polytechnic 2008/2009 session to Read Social Development			
<b>though</b> that was not the course I applied for.			
I applied for mass communication			
<b>but</b> I was given social development		Adversative	

**But** introduces a clause that connects to the previous one by contrasting the previous clause with the one after it. **and** in the second clause joins two words in a list. **but** in ‘but I was given social development’ contrasts the idea in this clause with the previous one. All the conjunctions contributed to the enhancement of texture both syntactically and semantically.

**Table 38: Frequency in the Use of Conjunctions**

Coordinators	No of sentences	Frequency	Percentage of occurrence
10	But	5	35.72
10	And	6	42.86
	Subordinator		
10	Though	1	7.14
	since then	1	7.14
	After	1	7.14
Total		14	100

The frequency of occurrence in the use of **and** and **but** was almost the same here. We might say that the student is very much at ease with these two conjunctions and used them freely in this short essay.

### **Analysis of Essay Twenty: Appendix 20**

This is a short essay consisting of only three paragraphs. The longest paragraph, paragraph three, was selected as well as the first sentence of the paragraph for analysis.

#### **Clause type:**

Subsequently, with the five credits I applied for Kaduna polytechnic in 2004,

This is a declarative sentence.

#### **Theme / Rheme**

Subsequently / with the five credits / I /applied for Kaduna Polytechnic in 2004,

TxT

TxT

TpT

Rheme

## Analysis of the Use of Conjunctions in Essay Twenty

**Table 39: Use of Conjunctions in Paragraph Three**

	Elaborating	Extending	Enhancing
<b>Subsequently</b> , with the five credits			Spatio-temporal
I applied for Kaduna Polytechnic in 2004,			
<b>and</b> I was given pre-ND,		Additive	
<b>and</b> I had my diploma in Social Development.		Additive	
<b>And</b> In 2010, I applied of my HND in Human resources,		Additive	
<b>but</b> did not get the admission		Adversative	
<b>and</b> they now gave me admission in HND social development		Additive	
which I was very haply about it.			
<b>And</b> I was Finally Given Admission, In Kaduna polytechnic		Additive	
<b>and</b> option that I was given was social welfare.			
I went to the main campus to collect my admission letter			
<b>and afterward</b> I paid my school fees		Additive	
<b>and</b> Iattended lectures,		Additive	
That was how I became a student In Kaduna polytechnic			

The **and** in ‘and I was given Pre-ND’ was used to join the clause before and after it. The **and** in ‘and in 2010 I applied for my HND in Human resources’ was not necessary. The same is true of **and** in ‘and I was finally given admission in Kaduna Polytechnic’. Similarly, **and** in ‘and the option I was given was Social Welfare’ was not necessary. These unnecessary use of **and** to cover deficiencies in punctuation and the use of conjunctions did not facilitate texture. **But** was used to express a contrast between the clause before it and the one it introduces.

**Table 40: Frequency in the Use of Conjunctions**

No of sentences	Coordinators	Frequency of occurrence(fq)	Percentage of occurrence(%)
	and afterward	1	5.26
9	And	8	42.11
	now	1	5.26
9	But	8	42.11
9	subsequently	1	5.16
Total		19	100

There is a high occurrence of **and** in the nine-sentence essay. This suggests that the student is either not aware of other similar conjunctions or their uses or both.

### **Analysis of Essay Twenty-one: Appendix 21**

Essay Twenty-one has six paragraphs from which the third was selected for analysis. The second sentence of the paragraph was also selected for analysis.

#### **Clause Type:**

I was oppertuned to have witnessed my name which I was so happy about.

The sentence is in the declarative mood.

#### **Theme/ Rheme**

There are two clauses in this sentence.

Clause 1

I / was oppertune to have witnessed my name

Theme

Rheme

The Theme is unmarked.

Clause 2

which / I / was so happy about.

Txt TpT Rheme

The Theme is marked by a relative pronoun functioning as a conjunction and a textual Theme.

### Analysis of the Use of Conjunctions in Essay Twenty-one

**Table 41: Use of Conjunctions in Paragraph Three**

	Elaborating	Extending	Enhancing
<b>Nevertheless,</b> staying a while lengthy waiting for admission, prayer became the keynote to me just for my name and admission number to appear			Casual
<b>when</b> release of the admitted students list.			Spatio- temporal
I was opportuned to have witnessed my name			
<b>which</b> I was so happy about.			
I left home for Kaduna State where I was to pursue a course of Applied Science (Biology/microbiology) at the polytechnic.			

The two conjunctions used in this paragraph were appropriately used as conjunctions.

There is an understandable message in the paragraph but texture was obscured as a result of poor expression and punctuation.

**Table 42: Frequency in the Use of Conjunctions**

No of sentences	Coordinators	Frequency of occurrence(fq)	Percentage of occurrence(%)
28	And	18	69.23
28	But	1	3.85
28	First	1	3.85
28	Finally	1	3.85
	Subordinators		
28	Although	1	3.85
28	Because	1	3.85
28	Nevertheless	2	7.69
28	While	1	3.85
Total		26	100

The table shows that a variety of conjunctions were used in the essay. Although **and** occurred many more times than the others, the variety suggests that the student is aware of other conjunctions and their use. However, the student's inability to use the language well affected the flow of the message.

### **Analysis of Essay Twenty-two: Appendix 22**

The second paragraph was selected for analysis from the six-paragraph essay. The second sentence of the paragraph was also selected for analysis.

#### **Clause Types:**

Still waiting patiently and praying to God intervention on Nuhu Bamalli admission list, a friend of mine called me that Kaduna polytechnic form is on sale...

The sentence here is in the declarative mood and consists of three clauses.

## Theme / Rheme

Clause 1:

Still / waiting /patiently

TxT Rheme TxT

and praying to God intervention on Nuhu Bamalli admission list

Rheme TpT

The Theme is marked by multiple textual Themes.

Clause 2:

a friend of mine / called me

Theme Rheme

The Theme is unmarked.

Clause 3:

that / Kaduna polytechnic form / is on sale

TxT TpT Rheme

The Theme is marked.

## Analysis of the Use of Conjunctions in Essay Twenty-two

**Table 43: Use of Conjunctions in Paragraph Two**

	Elaborating	Extending	Enhancing
<b>When</b> I finished my secondary school			
I stayed at home for several years waiting to gain admission into a tertiary institution			
<b>but</b> kaduna polytechnic was my dream school		Adversative	
<b>Still</b> waiting patiently <b>and</b> praying to God intervention on the Nuhu Bamalli admission list,		Additive	
a friend of mine called me			
that kaduna polytechnic form is on sale			
<b>and</b> I quickly ran there to purchase one		Additive	
The necessary detail was followed according to the instructions on line,			
All my document was attached			
<b>and</b> the form was registered online		Additive	
hoping on God's intervention for my name to be short listed			

**but** was used as an adversative to express a contrast between the previous clause and the one it precedes thereby linking the two. **Still** was used to express the meaning of concession. **and** was used many times to join different clauses as an additive where other conjunctions could have been used. There is cohesion but the poor syntactic expression has impeded texture although it is possible to make sense of the paragraph.

**Table 44: Frequency in the Use of Conjunctions**

Coordinators	No of sentences	Frequency of occurrence(fq)	Percentage of occurrence(%)
18	Also	1	4.00
18	But	1	4.00
18	And	19	76.00
18	So	1	4.00
18	Still	1	4.00
18	Then	1	4.00
Subordinators			
18	Because	1	4.00
Total		25	100

The occurrence of **and** in the eighteen-sentence essay was very high compared to the other conjunctions. However, the number of conjunctions used suggests that the student is aware of other conjunctions and their uses. In spite of the use of these conjunctions, the essay cannot be said to have syntactically achieved texture.

### **Analysis of Essay Twenty-three: Appendix 23**

This essay consists of seven paragraphs. The third paragraph as well as the last sentence of that paragraph was selected for analysis.

#### **Clause Type:**

I danced for joy when I got the news

This sentence is declarative

#### **Theme / Rheme**

There are two clauses in the sentence:

Clause 1

I / danced for joy

Theme Rheme

The Theme is unmarked.

Clause 2

...when / I / got the news  
 TxT TpT Rheme

The Theme is marked.

### Analysis of the Use of Conjunctions in Essay Twenty-three

Table 45: Use of Conjunctions in Paragraph Three

	Elaborating	Extending	Enhancing
<b>And</b> I got one,		Additive	
<b>when</b> one fateful day I got home from my place of work			
<b>and</b> received smiling faces		Additive	
that were saying 'congratulation'.			
<b>At first</b> I was surprised			Spatio-temporal
<b>but</b> my younger sister let the cat out of the bag by telling me		Adversative	
<b>that</b> I have gotten admission into Kaduna polytechnic			
<b>and</b> my name was on the first list		Additive	
I danced for joy			
when I got the news			

**And**, in 'And I got one' connects the clause it begins with to the previous one. **and** joins clauses in the other instances where it occurred here. **At first** was used to signal the sequence of events. **But** was used to show the contrast between the idea expressed in the clause preceding it and the one that comes after it. These conjunctions created cohesion and texture in the paragraph.

**Table 46: Frequency in the Use of Conjunctions**

No of sentences	Coordinators	Frequency of occurrence(fq )	Percentage of occurrence(%)
15	And	1	16.67
15	But	1	16.67
Subordinator			
15	Subsequently	1	16.67
15	Because	3	50.00
Total		6	100

**And** occurred more frequently than the other conjunctions in the essay. The high occurrence suggests that the student does not know other conjunctions that mean the same as **and**.

#### **Analysis of Essay Twenty-four: Appendix 24**

There are four paragraphs in the essay. The third paragraph and the third sentence were selected for analysis.

#### **Clause Type:**

I went for the payment of my school fees...

This is a declarative clause.

#### **Theme /Rheme**

I / went for the payment of my school fees...

Theme Rheme

The Theme is unmarked.

## Analysis of the Use of Conjunctions in Essay Twenty-four

**Table 47: Use of Conjunctions in Paragraph Three**

	Elaborating	Extending	Enhancing
I went ahead <b>and</b> print out my admission letter on the net,		Additive	
I <b>now</b> start processing my registration were I went for my first screening with my original credentials <b>and</b> I was screened successfully.		Additive	Spatio-temporal
I went for the payment of my school fees			
were I further my registration in the department,			
<b>and</b> I was able to complete my departmental registration		Additive	
I went to the café <b>and</b> print out my form A <b>and</b> B		Additive	
were I use them to open my file <b>and</b> proceed for second screening which is the final screening		Additive	
<b>and</b> I was screened smoothly were I was fully a student of the institution.		Additive	

The only conjunction used here is **and**. It was used to join words and clauses. The paragraph can be understood but lacks texture as a result of poor syntactic expression.

**Table 48: Frequency in the Use of Conjunctions**

No of sentences	Coordinators	Frequency	Percentage of occurrence
8	And	18	90.00
8	Firstly	1	5.00
8	Lastly	1	5.00
<b>Total</b>		<b>20</b>	<b>100</b>

**And** was used too often in the eight-sentence essay. The frequency of occurrence indicates that the student does not know other conjunctions that could be used in place of **and**. The spatio-temporal conjunctions **firstly** and **lastly** were well used to express the progression of the story.

## Analysis of Essay Twenty-five: Appendix 25

Essay Twenty-five consists of seven short paragraphs out of which the fourth was selected for analysis. The first sentence in the paragraph was also selected for analysis.

### Clause Type:

Meanwhile, I was a little bit scared of the possibility of being offered admission,

This sentence is a declarative

### Theme/ Rheme

Meanwhile/	I/	was a little bit scared of the possibility of being offered admission,
TxT	TpT	Rheme

The Theme is marked.

## Analysis of the Use of Conjunctions in Essay Twenty-five

Table 49: Use of Conjunctions in Paragraph Four

	Elaborating	Extending	Enhancing
<b>Meanwhile</b> I was a little bit scared of the possibility of being offered admission,			Spatio temporal
<b>but</b> I stood my grounds		Adversative	
I was determined			
<b>and</b> kept my fingers crossed waiting patiently		Additive	
<b>and</b> fervently praying for a positive outcome		Additive	

**Meanwhile** was used here to connect the thought that follows it with the preceding one.

**but** was used to indicate a contrast between the clause before it and the one it introduces.

**and** was used to join clauses. The three conjunctions in their different functions created texture in the paragraph.

**Table 50: Frequency in the Use of Conjunctions**

Coordinators	No of sentences	Frequency of occurrence(fq)	Percentage of occurrence(%)
14	And	13	65.00
14	But	2	10.00
14	So	2	10.00
14	Also	1	5.00
14	However	1	5.00
Subordinator			
14	Meanwhile	1	5.00
Total		20	100

The level of occurrence of **and** suggests a heavy dependence on it to enhance the texture of the essay. The student has used a few other conjunctions in the fourteen-sentence essay. The dependence on **and** however, suggests that the student may be handicapped in handling conjunctions especially those that deal with addition. The essay was meaningful but the structure of the paragraphs hindered the syntactic expression necessary for the entire essay to have texture.

### **Analysis of Essay Twenty-six: Appendix 26**

There are five paragraphs in this essay. The third paragraph and the second sentence were selected for analysis.

#### **Clause Type:**

I heard about the sale of Higher National Diploma form in Kaduna Polytechnic,

The sentence is in the declarative mood.

#### **Theme / Rheme**

I / heard about the sale of Higher National Diploma form in Kaduna Polytechnic,

Theme

Rheme

The Theme is unmarked.

## Analysis of the Use of Conjunctions in Essay Twenty-six

**Table 51: Use of Conjunctions in Paragraph Three**

	Elaborating	Extending	Enhancing
<b>While</b> waiting for the admission from the two universities			Spatio temporal
I heard about the sale of Higher National Diploma (HND) form in Kaduna Polytechnic,			
<b>So</b> instead of waiting with some much doubt of getting admission into the university <b>or</b> not			Causal
I decided to purchase the form <b>and</b> apply so asnot to put all my eggs in one basket.		Additive	
I waited <b>and</b> waited		Additive	
during that period I felt frustrated			
<b>because</b> it was as if I was not going to be admitted into any of the universities			Causal
<b>because</b> various admission lists came out <b>and</b> my name was not included			Causal
I felt bad <b>and</b> devastated		Additive	

The conjunctions used here – **while**, **so**, and **and**– together created texture to a good extent in the paragraph. **While** connects the ideas that follow by indicating the duration of time between them. **So** expresses the result of the idea in the clause before it in connection with the one following it. **And** was used to join clauses while **because** was used to indicate the reason for the previous clause.

**Table 52: Frequency in the Use of Conjunctions**

No of sentences	Coordinators	Frequency of occurrence(fq)	Percentage of occurrence(%)
15	And	17	73.91
15	So	1	4.35
	Subordinator		
15	Moreso	1	4.35
15	Because	3	13.04
15	While	1	3.35
Total		23	100

Although a few other conjunctions were used the occurrence of **and** was in comparison very high. The student's reliance on **and** suggests a lack of competence in the knowledge and uses of conjunctions. In spite of this, there is a general semantic and syntactic cohesion, resulting in an essay that achieved texture.

### **Analysis of Essay Twenty-seven: Appendix 27**

Essay Twenty-seven is quite a long one consisting of ten paragraphs. Paragraph seven and the second sentence in it were selected for analysis.

#### **Clause Type:**

I had to spend extra one year at home because of the strike

This is a declarative sentence.

#### **Theme / Rheme**

I / had to spend extra one year at home because of the strike.

Theme

Rheme

The Theme is unmarked.

## Analysis of the Use of Conjunctions in Essay Twenty-seven

**Table 53: Use of Conjunctions in Paragraph Two**

	Elaborating	Extending	Enhancing
I went for my one year industrial attachment			
<b>and</b> during that process, Kaduna polytechnic academic board embarked on strike		Additive	
due to some issues affecting the management			
I had to spend extra one year at home <b>because</b> of the strike.			Causal
When the issues were resolve normalcy returned to the institution			
<b>and</b> application forms for Higher National Diploma <b>and</b> other levels were put on sale at designated banks and other units		Additive Additive	
I filled the form filled in the required information <b>and</b> submitted online.		Additive	

**and** was used to add information to the previous one by joining the clauses. **Because** was used to connect the clauses by giving the reason for the previous clause. In these ways, **and** and **because** helped to create texture enhanced by the good syntactic expression.

**Table 54: Frequency in the Use of Conjunctions**

Coordinators	No of sentences	Frequency of occurrence(fq)	Percentage of occurrence (%)
27	And	35	72.92
27	So	1	2.08
27	Then	4	8.33
27	But	2	4.17
Subordinators			
27	When	4	8.33
27	Because	2	4.17
<b>Total</b>		<b>48</b>	<b>100</b>

**and** occurred too many times in the essay. This suggests that the student is unaware of other conjunctions that are similar to **and** semantically. Although it was used many times to join words within the essay, it left something to be desired of the student's ability to effectively handle syntax.

## Analysis of Essay Twenty-eight: Appendix 28

There are fifteen paragraphs, some of which should not be considered paragraphs, in this essay. In spite of this, the essay is the longest and one of the best written of the 60 essays.

The twelfth paragraph and the third sentence in it were selected for analysis.

### Clause Type:

At launch time I narrated the incident to my neighbor who generously offered his phone for me to call Mr Kola.

This sentence is in the declarative mood and consists of two clauses.

Clause 1:

### Theme / Rheme

At launch time /	I /	narrated the incident to my neighbor
TxT	TpT	Rheme

The Theme is marked.

Clause 2:

who offered his phone for me to call Mr Kola

Theme Rheme

The Theme is marked.

## Analysis of the Use of Conjunctions in Essay Twenty-eight

**Table 55: Use of Conjunctions in Paragraph Twelve**

	Elaborating	Extending	Enhancing
<b>After</b> two weeks, I was sweeping the house			Spatio-temporal
<b>When</b> I found a piece of paper.			Spatio-temporal
I bent down and behold it was the complimentary card		Additive	
My mind flipped back to the incident of the motor part, fortnight ago.			
At launch time I narrated the incident to my neighbor			
who generously offered his phone for me to call Mr. Kola.			
<b>After</b> the end of our conversation I consented to study in Kaduna if given the opportunity.			Spatio-temporal
<b>Hence</b> , Mr. offered to assist me secure admission in Kaduna poly			Causal
<b>since then</b> , I dreamed of travelling to Kaduna,			Spatio temporal
<b>although</b> I haven't being to the northern part of the country before.			Causal

**After** was used here as a spatio-temporal conjunction in the progression of the narrative.

**When** was also used in the same sense. It is interesting to note that **and** was used only once in this paragraph to join clauses. **Hence** was used here to suggest the result of the idea in the clause preceding it. **Since then** connects the previous clause to the one after it by expressing the space of time. **Although** was used to connect the preceding clause to the one after it. Texture was created through the use of these conjunctions.

**Table 56: Frequency in the Use of Conjunctions**

No of sentences	Coordinators	Frequency of occurrence(fq)	Percentage of occurrence(%)
59	And	8	30.77
59	Hence	2	7.69
59	Also	1	3.85
59	Then	3	11.54
59	Besides	1	3.85
59	However	2	7.69
	Subordinators		
59	Although	2	7.69
59	after a while	1	3.85
	While	6	23.07
Total		26	100

There are a variety of conjunctions in this essay. The occurrence of **and** in the essay of fifty-nine sentences is remarkable. The student seems to have a good knowledge of conjunctions and their uses. Her expression is quite good, so the essay achieved texture syntactically and semantically.

### **Analysis of Essay Twenty-nine: Appendix 29**

There are eight paragraphs in essay Twenty-nine. The third paragraph as well as the second sentence in it was selected for analysis.

#### **Clause Type:**

On getting to the café, I met a lot of people applying to the same school.

The sentence here is in the declarative mood.

#### **Theme / Rheme**

On getting to the café/ I/ met a lot of people applying to the same school

TxT

TpT

Rheme

The Theme is marked.

## Analysis of the Use of Conjunctions in Essay twenty-nine

**Table 57: Use of Conjunctions in Paragraph Three**

	Elaborating	Extending	Enhancing
I took a research into about seven to eight polytechnic in Nigeria			
before I now discover that Kaduna polytechnic is the best option			
when it comes to Hospitality management / Hotel and Catering Services.			
I quickly rush into the school <b>and</b> walk up to a student fast		Additive	
just to make enquiry about the admission process			
<b>and</b> how to get to school		Additive	
<b>and</b> pay for the form		Additive	
<b>but</b> to my greatest surprise		Additive	
I was told to go to bank <b>and</b> pay <b>and</b> scratch card will be issued to you		Additive	
<b>after</b> which you now go on line for the proper application For the HND program.			
On getting to the café, I met a lot of people applying into the same school.			
<b>And</b> I was engulf with fear and tension thinking getting admission into Kaduna poly is going to be base on godfatherism, far from my thought I never knew the school has its basis on qualification and merit for admission.		Additive	

**And** was used to join words and clauses as in ‘pay and scratch’ and ‘how to get to school and pay for the form.’ **But**, was used to indicate a contrast between the clauses where it occurred. The use of conjunctions here is expected to enhance the texture of the paragraph but this is impeded by the student’s inability to communicate effectively using the language.

**Table 58: Frequency in the Use of Conjunctions**

Coordinators	No of sentences	Frequency of occurrence(fq)	Percentage of occurrence(%)
19	And	20	80.00
19	But	2	8.00
19	So	1	4.00
19	Now	1	4.00
19	Furthermore	1	4.00
Total		25	100

As shown in the table, **and** occurred many more times than any of the other conjunctions. This suggests that the student is more at ease with **and**. He is either ignorant of other conjunctions that are semantically similar to **and** or their uses or both.

### **Analysis of Essay Thirty: Appendix 30**

Essay Thirty has six paragraphs. The fifth paragraph and the second sentence in it were chosen for analysis

#### **Clause Type:**

I was particular not happy because I wanted the university.

This is a declarative sentence consisting of two clauses.

#### **Theme / Rheme**

Clause 1

I/ was particular not happy

Theme

Rheme

The Theme is unmarked.

Clause 2

because I wanted the university

TxT

TpT

Rheme

The Theme is marked.

## Analysis of the Use of Conjunctions in Essay Thirty

**Table 59: Use of Conjunctions in Paragraph Five**

	Elaborating	Extending	Enhancing
Going through all the processes and stress, my name did not come out as been successful in any list that was release in that university,			
Then suddenly where I least expect, my name came out of the first list in Kaduna polytechnic.			
I was particular not happy			
<b>because</b> I wanted the university			Causal
<b>but</b> when I sat and thought of all the wasted effort it will amount to		Adversative	
I took the offer <b>and</b> did not go for registration		Additive	
I was very sad <b>and</b> cried <b>and</b> cried		Additive	
But nothing changed		Additive	
I even had to write another waec			
<b>because</b> catering was science based			Causal
<b>and</b> I was an art based		Additive	
<b>and</b> passed the sciences well		Additive	
<b>but still</b> there a university admission to back all these effort up I thought.		Adversative	Causal

The conjunction **and**, **because**, and **but** seem to be well used in this paragraph. **And** meant addition in every instance except in the clause ‘and passed sciences well’ where **and** appears to be the wrong conjunction to have been used. Here, **and** suggests that the first clause is in contrast with the second. The student has knowingly or unknowingly used **and** here to show a level of mastery in the use of conjunctions. **because** was used to express the idea of reason for what preceded it in the way it was used. **But** and **still** were used to emphasize the contrast with the preceding clauses. These conjunctions were effectively used to connect the different clauses and by so doing created a meaningful paragraph but did not attain texture because of deficiency in syntactic expression.

**Table 60: Frequency in the Use of Conjunctions**

No of sentences	Coordinators	Frequency	Percentage of occurrence
30	And	35	66.04
30	And then	1	1.89
30	But	5	9.43
30	Until	1	1.89
30	Then	1	1.89
	Subordinators		
30	even though	1	1.89
30	Because	8	15.09
30	When	1	1.89
Total		53	100

The table indicates that a variety of conjunctions were used. The number of times **and** was used suggests a lack of competence in the student's ability to express himself well. The inability to handle sentences is indicated in writing such as this.

## **4.2 ARGUMENTATIVE ESSAYS**

### **Analysis of Essay Thirty-one: Appendix 31**

The essay consists of six paragraphs. The third paragraph and the third sentence in it were selected for analysis.

#### **Clause Type:**

The school has its own aim and objectives,

This is a declarative sentence

#### **Theme / Rheme**

The school / has its own aim and objectives,

Theme

Rheme

The Theme is unmarked

## Analysis of the Use of Conjunctions in Essay Thirty-one

**Table 61: Use of Conjunctions in Paragraph Three**

	Elaborating	Extending	Enhancing
<b>Furthermore</b> , non payment of tuition fee might lead to the <i>unde</i> -development of that institution		Additive	
<b>because</b> It Is not everything that Is to be left for governance to execute,			Causal
The school has it's own aim <b>and</b> objectives,		Additive	
there is a standard that the school will want to meet up,			
<b>but</b> without funds some of these goals may not be achieved,		Additive	
It Is from these tuition fees that the institutions pay government taxes,			
It's lectures Incentives/Allowances,etc <b>and so</b> it serves as source of motivation not only to the student		Additive	
<b>but</b> to the lecturers, ant non academic staffs.		Adversative	
<b>also</b> some of these money are <b>also</b> used in building projects like, hostels, social centres, lecture theatre <b>and</b> many more.		Additive Additive Additive	

**Furthermore** was used here to mean addition to connect this paragraph to the preceding one. Its use reflects the student's ability to use conjunctions appropriately. **and** was used only to join words in this paragraph. **because** tells the reason for the idea expressed in the preceding clause. **but** was used to show the contrast in the ideas expressed in the clauses immediately surrounding it. The inability to punctuate effectively has impeded the achievement of texture syntactically, despite of the appropriate use of conjunctions.

**Table 62: Frequency in the Use of Conjunctions**

No of sentences	Coordinators	Frequency of occurrence(fq)	Percentage of occurrence(%)
14	And	6	42.86
14	Also	2	14.29
14	So	1	7.14
14	furthermore	1	7.14
	Subordinator		
14	Because	4	28.57
Total		14	100

It is interesting to note that in the fourteen-sentence essay **and** was used six times while **however** and **also** each appeared only once. This suggests that the student is able to handle conjunctions satisfactorily especially because he minimized the use of **and**.

### **Analysis of Essay Thirty-two: Appendix 32**

There are five paragraphs in this essay. Part of the second paragraph and the first sentence in it were selected for analysis.

#### **Clause Type:**

Free tertiary institution may experience poor funding ...

This is a declarative clause

#### **Theme/Rheme**

Free                      tertiary institution                      /                      may experience poor funding...

Txt                                      TpT    Rheme

## Analysis of the Use of Conjunctions in Essay Thirty-two

**Table 63: Use of Conjunctions in Paragraph Two**

	Elaborating	Extending	Enhancing
My main point of <i>arguing</i> against tuition free education that changes no tuition fees seems like an idea solution for students.			
<b>however</b> , in my opinion this model has some major disadvantages.			
Free tertiary institution may experience poor funding			
<b>and</b> funding may be unrelated to the quality		Additive	
<b>and</b> range of the programs offered by the institution.		Additive	
With poor funding, higher institutions struggles to attract professors, qualified lecturers <b>and</b> equip laboratory , perfect workshop for engineering <b>and</b> so on		Additive  Additive	

**and** was used to join words except in the first occurrence where it joined clauses. In ‘and funding may be unrelated to the quality’, **and** does not seem to be the best way to join the clauses as the entire sentence could have been better constructed. However, meaning is derived from the writing.

**Table 64: Frequency in the Use of Conjunctions**

No of sentences	Coordinators	Frequency of occurrence(fq)	Percentage of occurrence (%)
11	And	7	77.78
11	Also	1	11.11
11	However	1	11.11
Total		9	100

Only a few conjunctions were used in this short paragraph. The use of **and** more than any other conjunction suggests that the student may not be familiar with other conjunctions similar to **and**.

### Analysis of Essay Thirty-three: Appendix 33

There are seven paragraphs in the essay. The third paragraph and its first sentence were selected for analysis.

#### Clause Type:

Secondly, most of higher institutions found in Nigeria are either Federal or State government owns institution.

This sentence is in the declarative mood.

#### Theme / Rheme

Secondly, / most higher institutions found in Nigeria  
 TxT TpT  
 are either Federal or State government owns institution.  
 Rheme

### Analysis of the Use of Conjunctions in Essay Thirty-three

**Table 65: Use of Conjunctions in Paragraph Three**

	Elaborating	Extending	Enhancing
<b>Secondly</b> , most of higher institutions found in Nigeria are either Federal or State government owns institution.			Spatio-temporal
<b>Therefore</b> it is their duties <b>and</b> responsibility to provide all the necessary needs of the institution such as library, laboratory experienced <b>and</b> dedicated lecturers		Additive Additive	Causal
<b>and</b> staffs to impact positively to students in the institute.		Additive	

**Secondly**, was used to show that there is a series of points being discussed one after the other. **Therefore** was used to connect two clauses by indicating the inference that was drawn from the preceding clause. **and** joined words ‘duties and responsibility’ and

‘lecturers and staffs’. There is semantic cohesion but the students expression hindered the achievement of texture syntactically.

**Table 66: Frequency in the Use of Conjunctions**

No of sentences	Coordinators	Frequency of occurrence(fq)	Percentage of occurrence(%)
13	And	3	60.00
13	in addition	1	20.00
13	Therefore	1	20.00
Total		5	100

The table reflects the variety of conjunctions and the frequency of occurrence that seem to balance out in the thirteen-sentence paragraph. The number of conjunctions used in the essay is few compared to the number used in most of the other essays and the number of sentences in this essay.

#### **Analysis of Essay Thirty-four: Appendix 34**

This student wrote a seven –paragraph essay. The fourth as well as its first sentence was chosen for analysis.

#### **Clause Type:**

Tuition should not be free because it tends to increase the monthly payment of lecturers.

This is a declarative sentence and it consists of two clauses.

## Theme / Rheme

Clause 1:

Tuition / should not be free

Theme Rheme

Clause 2:

because / it /tends to increase the monthly payment of lecturers.

TxT TpT Rheme

## Analysis of the Use of Conjunctions in Essay Thirty-four

**Table 67: Use of Conjunctions in Paragraph Four**

	Elaborating	Extending	Enhancing
Tuition should not be free			
<b>because</b> it tends to increase the monthly payment of lectures.			
The monthly payment of the lecturers from the federal government account might not be enough for the lectures,		Additive	
<b>so</b> the tuition been paid by the student might increase the salary / wage been paid to them			Casual

**because** was used to link the first clause to the second by explaining the reason for the first clause in the second, stating why tuition should not be free. **So** was used to draw a conclusion from the foregoing clause. **And** was used to join words ‘receipt and identity card’. The student has managed to communicate in spite of the poor organization in the essay.

**Table 68: Frequency in the Use of Conjunctions**

Coordinators	No of sentences	Frequency of occurrence(fq)	Percentage of occurrence(%)
11	And	1	12.50
11	So	1	12.50
	Subordinator		
11	Because	6	75.00
Total		8	100

The frequency of **because** reflected in this table is too high for an essay of eleven sentences. This suggests a lack of understanding of conjunctions, their meanings and uses. It is, however, interesting to note the minimal use of **and**.

### **Analysis of Essay Thirty-five: Appendix 35**

There are six paragraphs in this essay. The fourth paragraph and the first sentence in it were selected for analysis.

#### **Clause Type:**

Moreover, the standard of living is very high.

This is a declarative sentence.

#### **Theme /Rheme**

Moreover, / the standard of living / is very high.

TxT

TpT

Rheme

## Analysis of the Use of Conjunctions in Essay Thirty-five

**Table 69: Use of Conjunctions in Paragraph Four**

	Elaborating	Extending	Enhancing
<b>Moreover</b> , the standard of living is very high.		Additive	
<b>So</b> free tuition would be a means of lightening the burden off peoples shoulders,			Causal
<b>therefore</b> encouraging peaceful coexistence			Causal
<b>thus</b> the saying 'A hungry man is an angry man' will hold no substance			
<b>Since</b> <i>their</i> would be extra money left for other needs to be attended to especially food.			Spatio-temporal

**Moreover** was used to mean that an idea is being added to the one mentioned in the previous paragraph. **So** indicates the result of the preceding clause in the one that follows it. **Therefore** was used to draw conclusion based on the previous clauses. Although **thus** may look similar to **therefore**, its meaning is more of result or consequence than mere conclusion. With the obvious punctuation flaws texture was not achieved even though there is cohesion

**Table 70: Frequency in the Use of Conjunctions**

No of sentences	Coordinators	Frequency of occurrence(fq)	Percentage of occurrence(%)
10	and	4	20.00
10	Moreover	1	5.00
10	Hence	3	15.00
10	So	2	10.00
10	Thus	1	5.00
10	Finally	1	5.00
10	Therefore	2	10.00
10	furthermore	1	5.00
	Subordinators		
10	Since	4	20.00
10	While	1	5.00
Total		20	100

The table indicates a good spread in the occurrence of conjunctions in the ten-sentence essay. The indication is that the student may be quite competent in handling conjunctions.

### Analysis of Essay Thirty-six: Appendix 36

There are three paragraphs in this essay. The second paragraph and its first sentence were chosen for analysis.

#### Clause Type:

But the system has now change,

The clause type is declarative.

#### Theme /Rheme

But / the system / has now change,  
TxT TpT Rheme

### Analysis of the Use of Conjunctions in Essay Thirty-six

**Table 71: Use of Conjunctions in Paragraph Two**

	Elaborating	Extending	Enhancing
<b>But</b> the system has now change,		Adversative	
Its the people who are struggling to go to school,			
<b>but</b> the government are not willing to take responsibilities of it citizen		Adversative	
<i>Despit</i> , the country is now known as one of the richest countries of the world,			
because of it mineral resources			
<b>But</b> this same government are claiming that their is no money to fund education sector,		Adversative	
which will brings about libration of it citizens out of <i>eliteracy</i>			
their by having a favourable good numbers of elite who can compete with the rest of the world in productivity			
<b>and</b> wealth creation of an individual		Additive	
<b>and</b> Nation at large		Additive	

**But** was used several times to indicate the contrast of ideas presented in the clauses before and after it. Other conjunctions that are semantically similar to **but** could have been used in the paragraph. **And** was used as additive in the clauses it joined together. There is cohesion, but the sentences were not structured well enough to enhance texture.

**Table 72: Frequency in the Use of Conjunctions**

Coordinators	No of sentences	Frequency of occurrence(fq)	Percentage of occurrence(%)
11	And	3	21.43
11	But	8	57.14
Subordinator			
11	Because	3	21.43
Total		14	100

**But** was used too many times in this essay. This is an indication that the student is not conversant with conjunctions and their semantic functions in writing, especially those that can function like **but** syntactically and semantically.

### **Analysis of Essay Thirty-seven: Appendix 37**

Essay Thirty-seven has seven paragraphs. The fourth paragraph and its first sentence were used for analysis.

#### **Clause Type:**

Money is the major factor in higher education,

This sentence is in the declarative mood.

#### **Theme /Rheme**

Money /is a major factor in higher education,

Theme

Rheme

## Analysis of the Use of Conjunctions in Essay Thirty-seven

**Table 73: Use of Conjunctions in Paragraph Four**

	Elaborating	Extending	Enhancing
Money is a major factor in higher education,			
there are so many brilliant children of the poor that could not further up to higher institution			
<b>because</b> they cannot afford the high tuition fee.			Causal
Nigeria is blessed with everything that take a nation to grow,			
<b>and</b> giving higher education for everyone will not be a bad idea		Additive	
<b>because</b> the resources is there			Causal

The conjunctions used in this paragraph were **because** and **and**. They were effectively used to perform the function of linking the clauses of cause and reason. Although semantic cohesion, however, syntactic cohesion was not achieved mainly because of the poorly punctuated sentences.

**Table 74: Frequency in the Use of Conjunctions**

No of sentences	Coordinators	Frequency of occurrence(fq)	Percentage of occurrence(%)
20	And	5	31.25
20	But	2	12.50
	so that	2	12.50
	in conclusion	1	6.25
	that is	1	6.25
Subordinators			
20	Because	3	18.75
20	When	2	12.50
Total		16	100

The table shows that a number of conjunctions were used in the essay. Though the essay is just twenty sentences long, the number of conjunctions and types used suggest that the student may not have difficulty using conjunctions.

### Analysis of Essay Thirty-eight: Appendix 38

The second paragraph and the seventh sentence were selected for analysis.

#### Clause Type:

But they came out with paper qualification anyway.

This is a declarative sentence.

#### Theme /Rheme

But	they	came out with paper qualification anyway.
TxT	TpT	Rheme

### Analysis of the Use of Conjunctions in Essay Thirty-eight

**Table 75: Use of Conjunctions in Paragraph Two**

	Elaborating	Extending	Enhancing
With the rising tuition fee in government own institutions <b>and</b> twice or more in the privately own ones,		Additive	
It had made education more of a fairy tale to the poor.			
they can about it <b>but</b> cannot be part of it.		Adversative	
<b>As a result</b> many intelligent and hardworking student are left rather frustrated.		Adversative	
Some of them could be better engineers, doctors, teacher, etc.			
What a negative impact on such individuals <b>and</b> the nation as well.		Additive	
On the other hand, the student that are from wealthy homes are pushed to study most of this courses not <b>because</b> they are qualified			Causal
neither do they have the charisma to stand such courses.			
<b>But</b> they come out with paper qualifications anyway.		Adversative	
Imagine the impact of this on our society that is in dare need of people that help her.			

**Because** preceded by **not** indicates a negative reason for the idea in the clause before it.

**But** introduces a clause that contradicts the previous clause. **As a result** draws a conclusion from the forgone information. These conjunctions effectively linked the

clauses they occurred in so meaning could be derived from the paragraph, but syntactically texture was not achieved.

**Table 76: Frequency in the Use of Conjunctions**

No of sentences	Coordinators	Frequency of occurrence(fq)	Percentage of occurrence (%)
31	But	2	25.00
31	Then	1	12.50
31	And	1	12.50
31	on the other hand	1	12.50
	As a result	1	12.50
Subordinators			
31	When	1	12.50
31	Because	1	12.50
Total		8	100

In this table, no conjunction can be said to have been over-used. In the thirty-one-sentence essay, the number of conjunctions used and the frequency of their occurrences indicate that the student was able to communicate his ideas without dependence on any particular conjunction. This means that he has the ability to use conjunctions well.

### **Analysis of Essay Thirty-nine: Appendix 39**

There are six paragraphs in the essay. The fifth and its second sentence were selected for analysis.

#### **Clause Type:**

Without the student paying tuition fee how can those things be acquire...

This is an interrogative sentence although the student did not punctuate it with a question mark. There are two clauses in the sentence.

**Theme /Rheme**

Clause 1:

Without                    the student                    paying tuition fee  
 TxT                            TpT                                    Rheme

Clause 2:

how                        those things                    can be acquire...  
 TxT                        TpT                                    Rheme

**Analysis of the Use of Conjunctions in Essay Thirty-nine**

**Table 77: Use of Conjunctions in Paragraph Five**

	Elaborating	Extending	Enhancing
<b>Moreover</b> the student in tertiary Institution need amenities such as Hostel, library, Medical Services, laboratories <b>and</b> workshop.		Additive Additive	
without the student paying tuition few how can those things be acquired considering the fact that government only support <b>when</b> their attention is needed.			Causal

**Moreover** and **when** were used in this two-sentence paragraph. **Moreover** was used to indicate that a new idea was being added to the one in the preceding paragraph. **and** was used to join two words ‘laboratories **and** workshop’. While **when** indicates time relationship to the idea preceding it. Semantic cohesion was achieved but texture was hindered by the syntactic expression.

**Table 78: Frequency in the Use of Conjunctions**

No of sentences	Coordinators	Frequency of occurrence(fq)	Percentage of occurrence(%)
9	as a result	1	12.50
9	moreover	1	12.50
9	And	3	37.50
9	But	1	12.50
Subordinator			
9	Because	1	12.50
9	When	1	12.5
Total		8	100

This table indicates that a variety of conjunctions were used. This student seems to know how to use conjunctions because none of the ones he used occurred too many times in the essay.

#### **Analysis of Essay Forty: Appendix 40**

There are six paragraphs in Essay Forty. Part of the second paragraph and the second sentence were selected for analysis.

#### **Clause Type:**

If tuition is free, Government will be the sole funding source to the institution,

This clause is declarative.

#### **Theme /Rheme**

If tuition is free,                      / Government                      / will be the sole funding source to the institution,  
TxT    TpT    Rheme

## Analysis of the Use of Conjunctions in Essay Forty

**Table 79: Use of Conjunctions in Paragraph Two**

	Elaborating	Extending	Enhancing
If tuition is free, government will be the sole funding source to the institution,			Causal
The process will be destroyed			
Corruption in the sector is <b>also</b> a negative contribution		Additive	
<b>because</b> all the lecturers <b>and</b> departmental heads will be relenting their duties too,		Additive	Causal
<b>Hence</b> there is no money being paid by the students.			Casual

**Also, because, and** and **hence** were used to connect the clauses. **Because** connected clauses in which the conjunction was used to give reason for the clause preceding it. **also** and **and** were used to express addition where they occurred. **Hence** was used to mean the same thing as ‘because’ or ‘since.’ Meaning can be derived from the writing but the texture was not achieved because of errors of syntax.

**Table 80: Frequency in the Use of Conjunctions**

Coordinators	No of sentences	Frequency of occurrence(fq)	Percentage of occurrence(%)
25	and	4	19.05
25	Hence	5	23.81
25	Also	2	9.52
25	But	1	4.76
25	in addition	1	4.76
25	So	1	4.76
	Subordinators		
25	Because	3	14.29
25	When	1	4.76
25	While	3	14.29
<b>Total</b>		<b>21</b>	<b>100</b>

**Hence** was used too many times in this essay. The frequency of occurrence of the other conjunctions shows that the student is able to use conjunctions to a very appreciable degree.

### Analysis of Essay Forty-one: Appendix 41

The student wrote an essay of four paragraphs. The last paragraph and its first sentence were selected for analysis.

#### Clause Type:

If tuition fee is free in Nigeria today, the effects of its, is falling standard of education,

This sentence is in the declarative mood.

#### Theme/Rheme

If / tuition/ is free in Nigeria today, the effects of its, is falling standard of living.

TxT                  TpT                                  Rheme

### Analysis of the Use of Conjunctions in Essay Forty-one

**Table 81: Use of Conjunctions in Paragraph Four**

	Elaborating	Extended	Enhance
If tuition fee is free in Nigeria today the effects of its, is falling standard of education,			
<b>because</b> the students may not be serious			Causal
<b>since</b> they are not paid for the service.			Spatio-Temporal
Most of the tuition fee has been <i>degleted</i> today			
<b>because</b> parents hardly sent their children there			Causal
<b>and</b> government may abandon the school <b>since</b> revenue is not coming there		Additive	Spatio-temporal

This essay is short. The conjunctions have been used to enhance the coherence that facilitated meaning. Nevertheless, syntactic errors prevented the achievement of texture.

**Table 82: Frequency in the Use of Conjunctions**

Number of sentences	Coordinator	Frequency of occurrence(fq)	Percentage of occurrence(%)
9	And	4	40.00
	Subordinators		
9	Because	4	40.00
	Since	2	20.00
Total		10	100

**because** was used as much as **and** in this essay.

#### **Analysis of Essay Forty-two: Appendix 42**

There are four paragraphs in this essay. Paragraph three as well as its first sentence was selected for analysis.

#### **Clause Type**

Today, the number of people staying out of school is more than the number of people schooling.

The clause is in the declarative mood.

#### **Theme/Rheme**

Today,/ the number of people staying out of school/is more than the number of people schooling.

TxT

TpT

Rheme

## Analysis of the Use of Conjunctions in Essay Forty-two

**Table 83: Use of Conjunctions in Paragraph Three**

	Elaborating	Extended	Enhance
<b>Today</b> , the number of people staying out of school is more than the number of people schooling			Spatio – temporal
They wish to be there			
<b>but</b> it is impossible for them to do so.		Adversative	
Many Nigerians if not all, have known the importance of education			
<b>and</b> not one will hesitate to go for it if it is made free.		Additive	

**but** was used to show the contrast in the two clauses. **And** as used here does not mean simple addition; it suggests a meaning that is similar to consequently-the second clause being the result of the first. The paragraph has coherence and texture was achieved because the syntactic expression is good.

**Table 84: Frequency in the Use of Conjunctions**

Number of sentence	Coordinators	Frequency of occurrence(fq)	Percentage of occurrence(%)
15	But	1	11.11
15	Therefore	1	11.11
15	And	3	33.33
15	and so	1	11.11
15	Furthermore	1	11.11
15	Or	1	11.11
15	in conclusion	1	11.11
Total		9	100

It is remarkable that none of these conjunctions has been over used. The student has a good knowledge of conjunctions and how they can be effectively used in writing.

### Analysis of Essay Forty-three: Appendix 43

There are five paragraphs in the essay. For analysis, the first paragraph and the first sentence in it were selected for analysis.

#### Clause Type:

Tertiary education in the life of any nation can never be over emphasized...

This is a declarative sentence.

#### Theme/Rheme

Tertiary education/                      in the life of any nation/                      can never be over emphasized...

TpT

TxT

Rheme

### Analysis of the Use of Conjunctions in Essay Forty-three

**Table 85: Use of Conjunctions in Paragraph Three**

	Elaborating	Extended	Enhance
Tertiary education in the life of any nation can never be over emphasized			
considering the vital <b>and</b> pivotal role education plays in the political <b>and</b> economic development of a nation		Additive	
since its mostly in the tertiary education level that a nation develops			
<b>and</b> builds its human capacity		Additive	
which by extension is a critical factor among others for the development <b>and</b> growth for any nation.			
It <b>therefore</b> goes without saying that any nation			Causal
who neglect <b>and</b> takes unseriously the funding, development <b>and</b> implementing policies		Additive Additive	
that will encourage the massive enrolment of its citizens into tertiary institutions is on the path of self destruction <b>and</b> underdevelopment.		Additive	

**And** was used mainly in the sense of addition. **Therefore** was used to conclude what was said in the preceding clauses. These conjunctions were used in this paragraph to link

parts of sentences. Meaning can be derived but the structure of the sentences has not enhanced texture.

**Table 86: Frequency in the Use of Conjunctions**

Number of sentences	Coordinator	Frequency of occurrence(fq)	Percentage of occurrence(%)
15	And	21	80.77
15	Also	2	7.69
15	So	1	3.85
15	Therefore	1	3.85
15	Since	1	3.85
Total		26	100

The table reflects the frequency and number of conjunctions used. Considering the number of sentences in the essay this student has really over used **and**. This suggests that the student is unfamiliar with other conjunctions that are semantically similar to **and**.

#### **Analysis of Essay Forty-four: Appendix 44**

This essay consists of one long paragraph, so part of it was extracted for analysis.

#### **Clause Type:**

In fact, it is like the more the government pumps money into these schools both federal and state level the more corrupt the management gets.

The sentence is in the declarative mood

#### **Theme/Rheme**

In fact, / it /is like the more the government pumps money into...

TxT      TpT      Rheme

## Analysis of the Use of Conjunctions in Essay Forty-four

**Table 87: Use of Conjunctions in Paragraph One**

	Elaborating	Extended	Enhance
In fact, it is like the more the government pumps money into these schools both federal <b>and</b> state level the more corrupt the management gets.		Additive	
<b>Until</b> there is a paradigm change of philosophy like we have seen in the banking institution			Spatio-temporal
where people are held responsible <b>and</b> nobody is bigger than the law		Additive	
<b>then</b> we will have to make what we have			Spatio-temporal
<b>and</b> tailor our free education policy in line with what is obtainable		Additive	
<b>and</b> not compare <b>and</b> wait until we		Additive	
have an almost perfectly run system like in China, South Africa, USA.			

**and** was used here to mean addition at different syntactic levels. There is a level of syntactic expression that enhances the texture of the paragraph.

**Table 88: Frequency in the Use of Conjunctions**

Number of sentences	Coordinators	Frequency of occurrence(fq)	Percentage of occurrence(%)
15	And	9	81.82
15	Then	1	9.09
15	But	1	9.09
Total		11	100

The occurrence of **and** here is high. It seems however that it was used mostly to join words rather than clauses. All the conjunctions were used effectively.

## Analysis of Essay Forty-five: Appendix 45

This essay has five paragraphs. The third paragraph and the fourth sentence of that paragraph were selected for analysis.

**Clause Type :**

*parents on their part do not feel the pinch of school fees.*

This sentence is in the declarative mood

**Theme/Rheme**

*parents / on their part/ do not feel the pinch of school fees.*

TpT            TxT                    Rheme

**Analysis of the Use of Conjunctions in Essay Forty-five**

**Table 89: Use of Conjunctions in Paragraph Three**

	Elaborating	Extended	Enhance
The current no-tuition policy is <i>bod</i> , politics driving policy decision of government for the common good,			
this policy has become part of the problem of education In tertiary Institution,			
It is the tuition free nature of university, polytechnic <b>and</b> college of education		Additive	
that is encouraging students not to put serious attention to their studies.			
Parents on their part <b>do</b> not feel the pinch of school fees.			
I cannot see parents spending N250,000 to N500,000 on fees per session			
that will allow their son <b>and</b> daughter to work hard – earned money in frivolous pursuits at the higher institution		Additive	

**and** was the only conjunction used in this paragraph, it was used within the sentence as well as clauses. The use of only **and** as a conjunction is responsible for the lack of texture in the one long complex sentence paragraph.

**Table 90: Frequency in the Use of Conjunctions**

Number of sentences	Coordinators	Frequency	Percentage of occurrence
13	And	5	71.42
13	Therefore	1	14.29
13	Thereby	1	14.29
Total		7	100

**And** was used more than any other conjunction in this essay. The variety and frequency of occurrence does not indicate that the student lacks the ability to use conjunctions appropriately.

#### **Analysis of Essay Forty-six: Appendix 46**

There are four paragraphs in the essay. The first paragraph and its last sentence were selected for analysis.

#### **Clause Type:**

A well education society will have great relevance in the scheme of things in the world stage.

This is a declarative sentence.

#### **Theme/Rheme**

A well education society/ will have great relevance in the scheme of things in the world stage.

Theme

Rheme

## Analysis of the Use of Conjunctions in Essay Forty-six

**Table 91: Use of Conjunctions in Paragraph One**

	Elaborating	Extended	Enhance
Higher Education in the world is seen generally as a viable instrument in the advancement <b>and</b> development of the social, economic <b>and</b> technological improvement of a society.		Additive	
It is an entity that when properly acquired can greatly enhance the wealth, productivity, social <b>and</b> economic stability of a society.		Additive	
A well education society will have great relevance in the scheme of things in the world stage.			

**And** is the only conjunction used in this paragraph mainly to join words. The paragraph has coherence but texture was not achieved.

**Table 92: Frequency in the Use of Conjunctions**

Number of sentences	Coordinators	Frequency of occurrence(fq)	Percentage of occurrence(%)
6	And	8	72.73
6	However	1	9.09
6	Therefore	1	9.09
	Subordinator		
6	Because	1	9.09
Total		11	100

There are only six sentences in this essay. The occurrence of **and** is too many for such a short essay.

## Analysis of Essay Forty-seven: Appendix 47

This essay has only three paragraphs. The second paragraph and the first sentence in it were selected for analysis.

**Clause Type:**

Thus most students today are drop out because of the cost of education in Nigeria,

This clause is in the declarative mood.

**Theme/Rheme**

Thus / most students / today / are drop out because of the cost of education in Nigeria,

TxT TpT TxT Rheme

**Analysis of the Use of Conjunctions in Essay Forty-seven**

**Table 93: Use of Conjunctions in Paragraph Two**

	Elaborating	Extended	Enhance
<b>Thus</b> most students today are drop out			Spatio-temporal
<b>Because</b> of the cost of education in Nigeria,			Causal
you find outthat most student from poor homes wishes to go to school			
<b>but because</b> of tuition fees they can't,		Adversative	Causal
little girls who are supposed to be in school are been forced to marry at a tender age			
<b>because</b> of tuition fees, <b>and</b> most school drop out end upon the street too.		Additive	Causal
Today you see our youth involve in criminal act mostly			
<b>because</b> they are idle <b>and</b> the say an idle man is the devil's workshop.		Additive	Causal
providing free education or making tuition fee free for our youth will encourage them to go to school <b>and</b> learn.		Additive	

**Thus** links this paragraph with the previous one. It shows that the clause it introduces is a consequence of a previous idea or that which was discussed in the preceding paragraph.

**Because, but because** and **and** were all used to enhance texture in addition to **thus**.

**Because** connects clauses, **and** connects words and clauses, **but because** connects the previous clauses to emphasize the reason and contrast in the ideas expressed. The

conjunctions created meaning but texture was not achieved due to the poor syntactic expressions.

**Table 94: Frequency in the Use of Conjunctions**

Number of sentences	Coordinators	Frequency of occurrence(fq)	Percentage of occurrence(%)
10	And	6	46.16
10	But	1	7.69
10	Thus	1	7.69
10	Nevertheless	1	7.69
	Subordinator		
10	Because	4	30.77
Total		13	100

None of the conjunctions occurred too frequently and there is nothing to suggest that the student has the ability to use conjunctions effectively in writing in view of the length of the essay.

**Analysis of Essay Forty-eight: Appendix 48**

There are seven paragraphs in the essay. The fourth paragraph and a clause was taken from it for analysis

**Clause Type:**

Some parent went as far as to collect loan and borrow money so that they can be able to pay tuition fees for their children

This is a declarative sentence made up two clauses

**Theme/Rheme**

Clause 1:

Some / parents/ went as far as to collect loan and borrow money

TxT      TpT                                  Rheme

Clause 2:

so that / they / can be able to pay tuition fees for their children,

TxT TpT Rheme

### Analysis of the Use of Conjunctions in Forty-eight

**Table 95: Use of Conjunctions in Paragraph Four**

	Elaborating	Extended	Enhance
For someone that came from a low income family			
whose family <b>and</b> parents cannot afford to pay tuition fee,		Additive	
some parents went as far as to collect loan or borrow money			
<b>so that</b> they can be able to pay tuition fees for their children,			Causal
<b>and</b> these are family that cannot afford 3 square meals a day going to collect loan or borrow money to pay their children's tuition fees.		Additive	

There is no proper connection between the clauses semantically and syntactically hence texture was not achieved.

**Table 96: Frequency in the Use of Conjunctions**

Number of sentences	Coordinator	Frequency of occurrence(fq)	Percentage of occurrence (%)
19	And	11	91.67
	Subordinator		
19	While	1	8.33
<b>Total</b>		<b>12</b>	<b>100</b>

**And** and **while** were the only conjunctions used in the nineteen-sentence essay. This suggests that the student does not know other conjunctions and that he is not a good writer.

## Analysis of Essay Forty-nine: Appendix 49

There are fifteen paragraphs in this essay. The third paragraph and the last sentence in it were chosen for analysis.

### Clause Type:

then its better tuition is not free

The clause is in the declarative mood.

### Theme/Rheme

Then        its better        /    tuition        /    is not free

TxT        IpT                TpT                Rheme

## Analysis of the Use of Conjunctions in Essay Forty-nine

**Table 97: Use of Conjunctions in Paragraph Three**

	Elaborating	Extended	Enhance
My point is, free education (tuition) concept for higher institution			
I love it			
<b>but</b> if what there is at the primary level is what is obtained at the higher institution level ,		Adversative	
<b>then</b> its better tuition is not free			Causal
<b>because</b> what about upgrading the existing ones to match the standard?			Causal
If the standard existing will improve <b>and</b> that will give the outcome		Additive	

The conjunction **but** was used to express a view contrary to that of the preceding clause.

**Because** expresses the reason for the previous statement. **Then** was used to express the expected result of the preceding statement. **And** was used here to express the idea of result rather than addition. The disconnection of the clause ‘I love it’ from the others affected the level of cohesion and texture that would have been achieved through the use of these conjunctions.

**Table 98: Frequency in the Use of Conjunctions**

Number of sentences	Coordinator	Frequency of occurrence(fq)	Percentage of occurrence(%)
32	And	19	63.33
32	But	5	16.67
32	Then	4	13.33
32	Also	1	3.33
	Subordinator		
32	Because	1	3.33
Total		30	100

There is a good spread of the conjunctions as table 98 indicates although the occurrence of **and** is so high. The reliance on **and** in this thirty-two-sentence essay may be an indication that the student does not know that there are other conjunctions similar in meaning to **and** or how to use such conjunctions appropriately.

### **Analysis of Essay Fifty: Appendix 50**

There are eight paragraphs in this essay. The seventh paragraph and the first clause in it were selected for analysis.

#### **Clause Type:**

The problem of other sectors will be reduced because more professionals will be available in every sector, and there will be a smooth running of all sectors

The clause is in the declarative mood. There are three clauses in the sentence.

#### **Theme/Rheme**

Clause 1:

The /            problem/            of other sectors/            will be reduced

TxT            TpT            TxT            Rheme

Clause 2:

because/ more / professionals/ will be available in every sector

TxT TxT TpT Rheme

Clause 3:

and/ there/ will be a smooth running of all sectors.

TxT TpT Rheme

### Analysis of the Use of Conjunctions in Essay Fifty

**Table 99: Use of Conjunctions in Paragraph Seven**

	Elaborating	Extended	Enhance
The problem of the other sectors will be reduced			
<b>because</b> more professionals will be available in every sector,			Causal
<b>and</b> there will be a smooth running of all sectors.		Additive	
Individual growth will <b>also</b> be readily achieved,		Additive	
<b>because</b> many will be trained educationally to stand on their own and this will be the growth of the society as well			Causal

The conjunction **because** expresses the reason for the idea in the previous clause and connects it to the next one. **And** was used to add another idea to the one in the preceding clause. The idea of addition was expressed by **also** and its reference is to the ideas expressed in the previous clauses. The paragraph is meaningful but texture was not achieved.

**Table 100: Frequency in the Use of Conjunctions**

Number of sentences	Coordinators	Frequency of occurrence(fq)	Percentage of occurrence(%)
27	And	22	70.96
27	Then	1	3.23
27	But	1	3.23
27	Also	1	3.23
27	Therefore	1	3.23
	Subordinator		
27	Because	5	16.13
Total		31	100

The table shows that **and** has a higher frequency of occurrence than the other conjunctions. The student's reliance on **and** as an additive suggests that he does not know other conjunctions that are semantically similar to **and**.

#### **Analysis of Essay Fifty-one: Appendix 51**

There are eight paragraphs in the essay. The fourth paragraph and the second sentence in it were selected for analysis.

#### **Clause Type :**

Not all the students exhibit good and positive behaviour

The clause is in the declarative mood.

#### **Theme/Rheme**

Not all/ the student/ exhibit good and positive behaviour.  
TxT TpT Rheme

## Analysis of the Use of Conjunctions in Essay Fifty-one

**Table 101: Use of Conjunctions in Paragraph Four**

	Elaborating	Extended	Enhance
In the aspect of character found in the students			
Not all the students exhibit good <b>and</b> positive behaviour .		Additive	
Due to the background of the families <b>or</b> relations.			
An institution which has free teaching, will enable <b>and</b> help the students to be focus and mindful at his <b>or</b> her education		Additive	

The main function of **and** in this paragraph was to join words within the clauses. **Or** was used to express the alternative between words as in 'his or her'. The texture of the paragraph was not attained because of the sentences were not well connected.

**Table 102: Frequency in the Use of Conjunctions**

Number of sentences	Coordinators	Frequency of occurrence(fq)	Percentage of occurrence(%)
23	And	8	57.15
23	Also	1	7.14
23	Or	1	7.14
23	Therefore	2	14.29
23	Firstly	1	7.14
	Subordinator		
23	Because	1	7.14
Total		14	100

Although the table reflects a much higher frequency of occurrence for **and**, the selection of other conjunctions is an indication that the student is not unaware of other conjunctions. What is lacking may be the inability to draw from the list of conjunctions those that are similar in meaning to **and** and that could be used appropriately in its place.

## Analysis of Essay Fifty-two: Appendix 52

There are seven paragraphs in the essay. The fourth paragraph and its first sentence were selected for analysis.

### Clause Type:

Intelligent and talent are not the forte of the wealth alone.

This sentence is declarative. It is a sentence in terms of syntax but is meaningless.

### Theme/Rheme

Intelligent and talent/ are not the forte of the wealth alone.

Theme Rheme

## Analysis of the Use of Conjunctions in Essay Fifty-two

**Table 103: Use of Conjunctions in Paragraph Four**

	Elaborating	Extended	Enhance
Intelligent and talent are not forte of the wealth alone.			
There is a lot of untapped <b>and</b> undiscovered talent for intelligence lying uncovered under improvised <b>and</b> destitution		Additive Additive	
Free education opens the doors of opportunity to these talented people through free education			
We can ensure			
that the talented <b>and</b> intelligent can give assurance of better tomorrow through maximizing there academic potentials		Additive	

**and** was used mainly to join words within the clauses. So, it has not contributed in any significant way to the texture of the paragraph. The paragraph is almost incomprehensible so texture was not achieved.

**Table 104: Frequency in the Use of Conjunctions**

Number of sentences	Coordinators	Frequency of occurrence(fq)	Percentage of occurrence(%)
18	or	1	5.88
18	but	2	11.77
18	firstly	1	5.88
18	and	8	47.06
18	therefore	2	11.76
18	because	1	5.88
18	when	2	11.77
<b>Total</b>		<b>17</b>	<b>100</b>

**And** is the most frequently used conjunction in this essay. The frequency of its occurrence suggests that the student does not know other conjunctions semantically similar to it.

### **Analysis of Essay Fifty-three: Appendix 53**

This essay has eight paragraphs. Paragraph three and the third sentence in it were selected for analysis.

#### **Clause Type:**

Hence, they begin their working lives with onerous debts.

This is a declarative sentence.

#### **Theme/Rheme**

Hence, / they / begin their working lives with onerous debts  
TxT TpT Rheme

## Analysis of the Use of Conjunctions in Essay Fifty-three

**Table 105: Use of Conjunctions in Paragraph Three**

	Elaborating	Extended	Enhance
<b>Moreover</b> , young people should not have to bear debt of thousands of naira upon graduation.		Additive	
The majority of graduating students in Nigeria had to borrow money to pay for their study <b>and</b> other things attached to it.		Additive	
<b>Hence</b> they begin their working lives with onerous debt.			Causal
These debts pose a great threat to their survival <b>and</b> meeting up with other financial demands		Additive	
most especially in a country where the number of dependents outweigh the working class <b>as a result</b> of unemployments in the country.			Causal

**Moreover** was used to link the paragraph to the previous one by giving additional information in the clauses that follow. **and** was used to join phrases within the clause. **Hence** was used to say the result of the previous clauses. These connections, particularly the use of **hence** helped to improve the texture.

**Table 106: Frequency in the Use of Conjunctions**

Number of sentence	Coordinator	Frequency of occurrence	Percentage of occurrence (%)
15	And	13	72.22
15	However	1	5.56
15	Moreover	1	5.56
15	Hence	1	5.56
15	Also	1	5.56
15	in summary	1	5.56
Total		18	100

A variety of conjunctions was used as reflected in table 106 although **and** was used more frequently. It appears that the student was able to handle conjunctions in writing despite the frequency in the occurrence of **and**.

## Analysis of Essay Fifty-four: Appendix 54

There are five paragraphs in this essay. Part of the second paragraph and the first sentence in it were selected for analysis.

### Clause Type:

*paying tuition fees have some impact and significant result also for students.*

The clause is in declarative mood.

### Theme/Rheme

*Paying/ tuition fees / have some impact and significant result also for students.*

TxT    TpT    Rheme

## Analysis of the Use of Conjunctions in Essay Fifty-four

**Table 107: Use of Conjunctions in Paragraph Two**

	Elaborating	Extended	Enhance
Paying tuition fees have some impact and significant results <b>also</b> for students.		Additive	
The world is becoming much more competitive place day by day			
<b>and</b> people all over the world gives a special attention to the most meritorious <b>and</b> talented students <b>and</b> their educational performances,		Additive Additive Additive	
only a quality education can makes a student's life brighter <b>and</b> more successful afterwards.		Additive	
<b>But</b> to get a totally free qualitative education would not be reasonable in this expensive and competitive world.		Adversative	

**And** as meaning addition was used to join words and clauses. The same was true of **also**. **But** was used to indicate a view contrary to the one expressed in the preceding clauses. These conjunctions were used to try to communicate. Texture was not effectively achieved both semantically and syntactically.

**Table 108: Frequency in the Use of Conjunctions**

Number of sentences	Coordinators	Frequency of occurrence(fq)	Percentage of occurrence (%)
13	And	13	72.22
13	Also	2	11.11
13	Furthermore	1	5.56
	Subordinators		
13	Because	1	5.56
13	Though	1	5.56
Total		18	100

A few other conjunctions were used in this essay but **and** was used more. The student's use of a conjunction like 'furthermore' indicates that he is not totally unaware of conjunctions that are semantically similar to **and**.

#### **Analysis of Essay Fifty-five: Appendix 55**

The essay consists of three paragraphs, including one that is more than half a page. Part of the second paragraph, which is the longest of the three, was selected for analysis in addition to the first sentence in it.

#### **Clause Type:**

Tuition should be free in higher institution in Nigeria because it will things easier than the payment.

The sentence is declarative and consists of two clauses.

#### **Theme/Rheme**

Clause 1:

Tuition/ should be free in higher institution in Nigeria

Theme

Rheme

Clause 2:

Because / it/ will bring things easier than the payment.

TxT TpT Rheme

### Analysis of the Use of Conjunctions in Essay Fifty-five

**Table 109: Use of Conjunctions in Paragraph Two**

	Elaborating	Extended	Enhance
Tuition should be free in higher institution in Nigeria.			
You discover that there are some people that are brilliant			
<b>because</b> of their poor home background they wouldn't attend higher institution			Causal
<b>and</b> their talent died in the grave			
<b>For example</b> , in Imo State today, you can discover that there are much improvement in the state	Exemplifying		
<b>because</b> their governor gave free Education started from primary school to tertiary institution			Causal
<b>and</b> he even paying them monthly		Additive	

**Because** was used to link the clause before it and after it by giving the reason for the previous clause. **And** connects the two clauses as an additive where additional information was given in the clause following it. **For example** was used to elaborate on the idea preceding it. Meaning can be derived but texture is lacking mainly because of the way the sentences were written.

**Table 110: Frequency in the Use of Conjunctions**

Coordinator	Number of sentence	Frequency of occurrence(fq)	Percentage of occurrence(%)
14	And	8	47.06
14	But	2	11.77
14	Now	1	5.88
14	for example	1	5.88
	Subordinator		
14	Because	5	29.41
<b>Total</b>		<b>17</b>	<b>100</b>

**And** was used more than the other conjunctions that occurred in this essay. The frequency of **because** is worthy of note and may be an indication of the student's weakness as regards the use of conjunctions.

**Analysis of Essay Fifty-six: Appendix 56**

There are ten paragraphs in this essay. The fourth paragraph and its first sentence were selected for analysis.

**Clause Type:**

Tertiary education represent the highest form of education in the education sector...

This is a declarative clause.

**Theme/Rheme**

Tertiary education/ represent the highest form of education in the education sector  
 Theme Rheme

**Analysis of the Use of Conjunctions in Essay Fifty-six**

**Table 111: Use of Conjunctions in Paragraph Four**

	Elaborating	Extended	Enhance
Tertiary education represent the highest form of education in the education sector			
<b>and</b> a nation that has majority of It's adult <b>and</b> young adult population i.e in tertiary education		Additive Additive	
<b>or</b> have acquired tertiary education is on the part to human <b>and</b> economic development, as tertiary institution provide various specialized field of studies.		Additive	

The conjunctions were used to connect words and clauses. The paragraph is meaningful but syntactic expression has impeded the achievement of texture.

**Table 112: Frequency in the Use of Conjunctions**

Coordinators	Number of sentence	Frequency of occurrence(fq)	Percentage of occurrence(%)
22	And	10	71.43
22	Also	3	21.43
	Subordinator		
22	While	1	7.14
Total		14	100

The number of conjunction used in this twenty-two sentence essay is too few. Moreover, **and** was used many more times than the others. This suggests that the student may not be familiar with other conjunctions as well as their uses.

### **Analysis of Essay Fifty-seven: Appendix 57**

There are six paragraphs in this essay. The fifth paragraph and the first sentence were selected for analysis.

#### **Clause Type:**

If tuition is free, various evil vices in the country would stop.

This sentence is in the declarative mood and consists of two clauses.

#### **Theme/Rheme**

Clause 1:

If /          tuition /          is free  
 TxT          TpT                  Rheme

Clause 2:

various evil vices in the country/ would stop.

TxT

TpT

Rheme

### Analysis of the Use of Conjunctions in Essay Fifty-seven

**Table 113: Use of Conjunctions in Paragraph Five**

	Elaborating	Extended	Enhance
If tuition is free, various vices in the country would stop.			
There would be better competition for human resource			
<b>because</b> several qualified persons would be graduated yearly from the higher institutions.			
Education would be for all citizen of the country <b>and</b> not for the rich		Additive	
<b>thus</b> , equating the right of all the citizen of the country.			Spatio-temporal
The creativity <b>and</b> innovations of the country would generally increase		Additive	
<b>thus</b> boosting the economy of the nation <b>and</b> making better live of our youths (the leaders of tomorrow)		Additive	Spatio-temporal

**Because** was used to connect the clause following it by explaining the reason for better competition in the previous clause. **Thus** was used to state the consequence of the previous clause in the one following it. **And** was used both to join clauses and words. Texture was achieved by the syntactic and semantic function of these conjunctions.

**Table 114: Frequency in the Use of Conjunctions**

Number of sentences	Coordinator	Frequency of occurrence(fq)	Percentage of occurrence(%)
16	and	15	71.43
16	But	1	4.76
16	Thus	2	9.52
	Subordinator		
16	Because	3	14.29
Total		21	100

**And** was used was too many times. The student may have relied so heavily on **and** because he did not know that there are other conjunctions semantically similar to **and**.

**Analysis of Essay Fifty-eight: Appendix 58**

There are ten paragraphs in this essay. The third paragraph and the second sentence in it were selected for analysis.

**Clause Type:**

Some of the unprivileged ones are good academically and also have the zeal to go to school

This is a declarative clause and consists of two clauses.

**Theme/Rheme**

Clause 1:

Some/	of the privileged ones /	are good academically
TxT	TpT	Rheme

Clause 2:

and also have the zeal to go to school.

TxT	Rheme	TpT	Rheme
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## Analysis of the Use of Conjunctions in Essay Fifty-eight

**Table 115: Use of Conjunctions in Paragraph Three**

	Elaborating	Extended	Enhance
Privilege opportunity: making tuition fee free or eliminating tuition fee in higher institution will give so many privileges to many, most especially those that come from poor families that cannot afford the expenses involved in going to school.			
Some of the unprivileged ones are good academically			
<b>and also</b> have the zeal to go to school		Additive Additive	
<b>but</b> because the money is not there,		Adversative	
they find it difficult to go to school			
<b>and</b> this give rise to so many atrocities that are happening in our society today.		Additive	

**And** and **also** were both used to express the idea of addition. Some new information was added to the clause preceding them. The use of both (and &also) here, suggests some emphasis of the clause that follows them. **But** expresses an idea contrary to the one in the previous clause while **and** was used to join two clauses. The syntactic expression is poor although meaning can be derived from the paragraph.

**Table 116: Frequency in the Use of Conjunctions**

Number of sentences	Coordinators	Frequency of occurrence(fq)	Percentage of occurrence (%)
22	So	1	3.23
22	And	21	67.74
22	But	1	3.23
22	Meanwhile	1	3.23
22	Also	1	3.23
22	Thereby	1	3.23
22	Then	1	3.23
	Subordinator		
22	Because	4	12.90
Total		31	100

A variety of conjunctions were used in this twenty-two-sentence essay. **And** occurring twenty-one times shows that the student does not know other conjunctions that are similar in meaning to **and**.

### **Analysis of Essay Fifty-nine: Appendix 59**

There are five paragraphs in this essay. The third paragraph is very long so part of it was extracted and the third sentence was selected for analysis.

#### **Clause Type :**

But on the other hand, higher tuition fees increases the resources available to educational institutions.

This clause is in the declarative mood.

#### **Theme/Rheme**

But/ on the other hand,/ higher tuition fees / increases the resources available...

TxT

TxT

TpT

Rheme

## Analysis of the Use of Conjunctions in Essay Fifty-nine

**Table 117: Use of Conjunctions in Paragraph Three**

	Elaborating	Extended	Enhance
The level of tuition fee charged by tertiary institutions			
as well as the level <b>and</b> type of financial assistance some countries provide through their student support systems can have dramatic repercussions for access <b>and</b> equity in tertiary education.		Additive Additive	
Striking the right balance between providing sufficient support to institutions through tuition fees			
<b>and</b> maintaining access <b>and</b> equity is not easy,		Additive Additive	
<b>but on the other hand</b> , higher tuition fees increases the resources available to educational institutions, support their efforts to maintain quality academic programme <b>and</b> develop new ones,		Adversative Adversative Additive	
<b>and</b> can <b>also</b> assist institutions accommodate increase in student enrolment.		Additive Additive	

**And** was used both to join phrases and clauses. **But** was used to express thought that contradicts the one before it. Used together with **on the other hand**, they express emphatically the contrasting ideas in those clauses. **And** and **also** placed close together syntactically are semantically important to the emphasis on addition. These conjunctions together facilitated the achievement of texture.

**Table 118: Frequency in the Use of Conjunctions**

Number of sentences	Coordinators	Frequency of occurrence(fq)	Percentage of occurrence(%)
11	And	14	63.64
11	Moreover	1	4.545
11	in addition	1	4.545
11	Since	1	4.545
11	But	1	4.545
11	on the other hand	1	4.545
11	Furthermore	1	4.545
11	Also	1	4.545
	Subordinator		
11	Because	1	4.545
Total		22	100

Many conjunctions were used in this essay. The use of **and** fourteen times in eleven sentence may cause one to suggest the student's inability to identify and use other similar conjunctions. However, he has used all the conjunctions to arrive at a syntactically and semantically well written essay.

### **Analysis of Essay Sixty: Appendix 60**

The essay consists of five lengthy paragraphs. The first paragraph and the second sentence in it were selected for analysis.

#### **Clause Type:**

There are often proponents of any issue discuss.

This is a declarative sentence.

#### **Theme/Rheme**

There / are often proponents of any issue discuss

Theme / Rheme

## Analysis of the Use of Conjunctions in Essay Sixty

**Table 119 : Use of Conjunctions in Paragraph One**

	Elaborating	Extended	Enhance
Writing to oppose the statement that Tuition should be free in higher institution is tasking.			
This is <b>because</b> to determine whether tuition should be free in higher Institution is not debatable			Causal
<b>or</b> does not require debate		Alternative	
<b>because</b> there is nothing that is free in sense of being free			Causal
<b>but, however,</b> taking the stand does not mean absence of opposition		Adversative Adversative	
There are often proponents of any issue discuss.			

**Because** was used to express the reason for the thought in the previous clause. **Or** was used to express an alternative to the previous idea. **but** and **however** used together here express emphatically an idea contrary to the one in the previous clause. All the conjunctions help to create texture in the paragraph.

**Table 120: Frequency in the Use of Conjunctions**

Number of sentences	Coordinators	Frequency of occurrence(fq)	Percentage of occurrence(%)
22	But	2	10.00
22	However	3	15.00
22	While	4	20.00
22	Furthermore	1	5.00
22	Or	4	20.00
22	And	3	15.00
22	Thus	1	5.00
	Subordinators		
22	Because	2	10.00
Total		20	100

This essay has an interesting variety of conjunctions that really minimized the occurrence of **and**. This student has displayed a good level of competence in writing and in the use of conjunctions.

### 4.3 HIGHLIGHTS OF FINDINGS

The most commonly used coordinator was **and**. All the sixty essays analysed used the coordinator **and**. The frequency in some cases was as high as its being used twice on the average in one sentence. Many students relied so heavily on it enough to suggest that they do not know any other coordinator that is semantically the same and could function syntactically the same way as **and**. The major semantic function of **and** as used in the essays was to signal an addition to a previous clause by acting as a coordinator between the clauses. Sometimes a series of clauses had just **and** as the coordinator for the various ideas that run through the clauses that make up the paragraph. For example:

And another tins is that engineering provides you with the knowledge and skill to open up your own business and become you own boss. Engineering training exposes you to businesses and gets you more familiar with things like finance and marketing which is important for business purpose and transferable skills will help you run your own company. Having technical knowledge will allow you to make product and centre a business around it.(Essay 39)

The connective **but** as a contrastive/adversative ranked second as a coordinator in the students' essays. The highest frequency of occurrence was 72.7%, that is, eight times in eleven sentences while **or** was not used much as it only signals alternative. It was used to connect alternatives at the intra-sentence level wherever it occurred. For example, 'and not chemical engineering **or** computer engineering' (Essay 8).The instances were so few that there is nothing significant to report on its use.

The conjunction **for** never occurred as a coordinator in any of the sixty essays. Although **for** is semantically similar to **because**, it was not used. It may be said that students are not aware that **for** functions as a coordinating conjunction as well as a preposition. Perhaps it was avoided due to the possible confusion it might cause in the students' mind. However, the use of conjunctions, such as **for**, should come naturally to students who are skilled writers.

**Nor** was not used in any of the essays. Perhaps students thought of it as occurring only with **neither** as correlative conjunctions. The reason for its absence in the students writing cannot be deduced accurately since it was essays that provided the data for the study and not a list of conjunctions in a questionnaire.

**Yet** was also conspicuously absent in the students' essays. Perhaps the arguments in the essays were not strong enough to warrant its use but it is difficult to measure such.

**So** occurred 28 times in the 60 essays as a coordinating conjunction to indicate the effect of the cause mentioned in the previous statement or the conclusion drawn from it.

**and so** was used in one or two essays to connect previous clause to the current one. The same is true of **and then**. Circumstantial features were expressed in these conjunction groups. They were properly used in the essays indicating the capacity of the few students who used them to handle conjunctions effectively in their writings.

**But meanwhile** and **but because**, occurred in a few essays. Although these combinations are not completely strange they show that it is possible to have **but** in a compound conjunction. It is, however, interesting to note the combinations and accent to the fact that they have served meaningfully in the intended communication purpose especially because they served to enhance texture in the respective essays. For example,

‘Thus most students today are dropout because of the cost of education in Nigeria you find out that most students from poor homes wishes to go to school **but because** of tuition fees they cant, little girls who are supposed to be in school are being forced to marry at the tender age...’ ( Essay 47)

The words **but because** have not in any way affected the texture of the particular paragraph and have helped to create a meaningful text.

Conjunctive adverbs such as **also, finally, however, furthermore, moreover, therefore, nevertheless, thus** and **then** were used in many of the essays. They were correctly used in most cases. **Then** occurred more frequently than the other conjunctive adverbs. Since the instances of their occurrence were not many it is difficult to indicate any significant problem students might have in using them.

The subordinating conjunction **because** was used at least once in thirty-two out of sixty essays. However, its frequency cannot be compared with that of **and**. The word **because** lends itself to easy usage so students used it correctly in almost all instances of its occurrence. There is nothing significant about its occurrence except that in Essay 34 it was used six times in eleven sentences and that was considered too frequent. A coordinating conjunction **but** and a subordinating conjunction **because** to form a compound conjunction **but because** was used in one out of the sixty essays (Essay 11). This was used meaningfully although it is not a normal compound conjunction.

Other subordinating conjunctions such as **when, while, meanwhile, though, although** and **after** were used in many of the essays as subordinators. The frequency of their occurrence apart from **when** was not generally significant enough to measure the students’ competence in using them and it can be observed that they were correctly used in each case.

**and so** was used in one or two essays to connect the previous clause to the current one. The same is true of **and then**. Circumstantial features were expressed in these conjunction groups. They were properly used in the essays indicating the capacity of the few students who used them to handle conjunctions effectively in their writing.

**but meanwhile, but because, but however** occurred in a few essays. Although these combinations are not completely strange they show that it is possible to have **but** in a compound conjunction. It is, however, interesting to note the combinations and accept the fact that they have served meaningfully the intended communication purpose especially because they served to enhance texture in the respective essays.

The group of students used for providing the data for this study was able to write essays that conveyed their thoughts fairly well. A few years back it would have been difficult to read a good percentage of the essays. These students came into the polytechnic through JAMB and the institutions internal screening exercise so the difference is obvious. However, the long clause complexes where a paragraph consists of only one sentence is still a reflection of linguistic incompetence to a certain degree. The sentences are poorly punctuated but somehow the clauses hang together to create a text that is meaningful though lacking in syntactic expression. The following would help to illustrate the point:

Seized by the determination to become a student of Kaduna polytechnic I waited patiently keeping my ears to ground to know when the forms will be on sale and time finally came, I bought the form last year precisely 2012, filled the informations it request for on line and submitted ( The form was a scratch card and it is filled using the internet). After which I started believing God for a miracle(Essay 23)

The researcher observed that the students wrote matter-of-fact narratives of how they became students in Kaduna Polytechnic. The nature of the topic would suggest such an approach but the essays could have been made more interesting if some episodes that enliven the story were included. It was also observed that in the argumentative essays

students presented mainly their own views on whether or not tuition should be free in higher institutions and did not acknowledge that there may be other contrary opinions on the subject. By doing this they failed to present well reasoned and balanced arguments.

#### **4.3.1 RESEARCH QUESTION 1: What type of connectives do Higher Diploma students use frequently as coordinating, subordinating and correlating devices in their essays?**

The study indicated that the most frequently used conjunction in all the essays was **and**. It occurred as frequently as thirty-five times in one essay. The subordinating conjunction **because** was used at least once in thirty-two out of sixty essays. However, its frequency cannot be compared with that of **and**. The word **because** lends itself to easy usage so students used it correctly in almost all instances of its occurrence. There is nothing significant about its occurrence except that in Essay 34 it was used six times in eleven sentences and that is considered too frequent. The coordinating conjunction **but** and a subordinating conjunction **because** to form a compound conjunction **but because** was used in one out of the sixty essays (Essay 11). This was used meaningfully although it is not a normal compound conjunction.

Other subordinating conjunctions such as **when, while, meanwhile, though, although** and **after** were used in many of the essays as subordinators. The frequency of their occurrence apart from **when** was not generally significant enough to measure the students' competence in using them and it was observed that they were correctly used in each case.

#### **4.3.2 RESEARCH QUESTION 2: To what extent are the students able to use connectives to achieve texture in their essays?**

The researcher observed that students' use of connectives did not enhance texture in most essays since some were over used more in connecting ideas than in making the thoughts of the writers flow smoothly. Although some of them, such as **and**, were used more than all the others hardly any was used incorrectly. Despite the correct uses of conjunctions, texture was not achieved in most essays as a result of the students' inability to handle syntax effectively.

#### **4.3.3 RESEARCH QUESTION 3: Which of the connectives pose more problems to students?**

It was evident in this study that the near absence of correlating conjunctions is an indication that the students have a problem with them. Even the correlating conjunctions, **not only...but also** which is the only one used in one out of the sixty essays was not used appropriately. The reason for the lack of occurrence of correlating conjunctions was not obvious in this study.

#### **4.3.5 RESEARCH QUESTION 4: To what extent does the writing of engineering students, science students and business management students differ in essays on topics that are unrelated to their core content areas?**

The criteria for the comparison were the length of the essay, types and the frequency of the conjunctions used. The researcher found that the students of Engineering and Technology wrote longer narrative essays than the students of Business and Management Studies as in Essay 41 and 47 which were less than one page as against Essay 3 and 29. All the students of Engineering and Technology wrote argumentative essays that were

one page and above while 5 out of 10 of the students of business and management studies wrote one page and below for the same essay. It was not immediately obvious why Business and Management students wrote shorter essays. However, there were no observable differences in the occurrence of connectives in the essays of the three groups of students.

## **CHAPTER FIVE**

### **SUMMARY AND CONCLUSION**

#### **5.0 PREAMBLE**

The Summary, Findings, the Implications of the Study, Major Contributions of the Study and Recommendations are given in this chapter.

#### **5.1 SUMMARY**

This study was prompted by the quest to discover why students' essays continue to be poorly written in most cases. The study reports the findings on the basis of data collected and analysed in order to highlight how connectives – coordinating, subordinating and correlating -were used. There is a fairly wide range of connectives that students can draw from to enhance texture in their essay. The study brings to the fore which specific connectives students used more often in their essay. The types of essays that were administered for the data used for the analysis were typical of the type that these students write in the course of their studies at the higher diploma level. The students are familiar with the narrative and argumentative types of essays because they are on the English language syllabus for the higher diploma course. Students are required to write tests or assignments from these genres.

It is useful to see whether the earlier expectations of the study have been fulfilled through the investigation carried out. Important also is the implication that the study might have for students, lecturers and policy makers in the bid to foster good academic and non-academic writing among students at this level.

Connectives are important in essay writing because of both their syntactic and semantic functions in creating texture in texts. Their importance and relevance in any type of essay

are made obvious in the connection of ideas through coordination, subordination and correlation. The way in which connectives are used reflects to a large extent the students' mastery of the language as a communicative tool. The different types of conjunctions used in each essay were counted, then a paragraph was selected from the essay and analysed to highlight the conjunctions used and the frequency of their occurrence to discover how they contributed to the enhancement of texture in the paragraph.

## 5.2 FINDINGS

The study observed that the most commonly used conjunctions was **and** which lends itself to use for connecting ideas within the sentence and between clauses. It is common to hear people speak for minutes using only the conjunction **and**. Conjunctions like **but** and **because** are also used a lot in speech. These tendencies are carried into writing and students tend to rely heavily on them for creating cohesion and texture in their writing. Conjunctions functioning as discourse markers are useful for that purpose. The words or phrases which function as conjunctions are syntactically independent of the sentence structure but they serve a general function that indicates the relationship between the current message and some part of previous discourse. In this way they serve as sentence connectors so there is an undue dependence on the ones students are most familiar with. This may account for the fact that conjunctions that elaborate as well as correlating conjunctions were not used in the students' essays.

There was no clear instance where the conjunction **and** was used wrongly. So it may be concluded that the students do not really have a problem with **and** or how to use it. Rather the problem is that of resorting to the use of **and** where similar conjunctions could have served the same purpose and made the essay more interesting. According to Halliday and Hassan (1976:227) these conjunctions or conjunctive elements act as devices of cohesion

through establishing semantic ties that specify “the way in which what is to follow is systematically connected to what has gone before”. The four main semantic relations as indicated by them – additive, causal, temporal and adversative – were all reflected in most essays, but at varied frequencies. The most frequently used were the adversative and additive conjunctions which express the conjunctive relationship of extension of ideas in the different parts of the paragraph or essays. The structure of Theme and Rheme indicated the Theme as marked (Theme in 21 out of 32 clauses were marked) in the 20 essays selected for the analysis of the markedness of Theme. The sentences were mainly in the declarative mood as reflected in the 60 sentences analysed for clause type and Theme and Rheme structure.

## 5.2 IMPLICATIONS OF THE STUDY

The students’ essays revealed that students depended on **and** as a coordinating conjunction to the exclusion of other conjunctions that are semantically the same, which implies that students need to be taught and encouraged to use these other conjunctions. In addition, students need to be taught to punctuate their sentences well and to consciously avoid the one sentence paragraphs resulting from the repeated use of conjunctions such as **and** that produces such lengthy sentences. This implies that teachers need to give more time to the actual practice of essay writing and must stop assuming that these students do not need such practice at the higher diploma level. It is the teachers’ duty to refresh the students writing skills by reminding them of the basics and ensuring enough practice rather than just teaching them and letting them write anyhow. Although it is important for the student to have a sound knowledge of the rules of the language the teacher need to deviate from the traditional to a more functional approach, and an interactive rather than a prescriptive approach to teaching. Teachers, therefore, may need refresher courses or retraining.

Students need to pay attention to their writing especially how they can effectively use punctuation and the appropriate conjunctions. By doing these they should ensure that they vary the structure of the sentences they write. Also it is necessary for students to remember that long winding one-sentence paragraphs indicate poor writing and linguistic defects. Sentences and paragraphs can be better written if students pay attention to how thematic patterns can be effectively used to enhance good writing by ensuring that Theme is meaningfully connected to Rheme. It should be emphasized that they must take care to plan and write good essays.

The implication of the findings to policy makers is that they need to come to terms with the fact that writing good essays is an integral part of the students' language competence. They should therefore make policies that allow syllabuses where enough time is devoted to practicing writing within the curriculum and that enough time is allocated to English language teaching. Moreover, the number of students per class must be such that the English language teacher can manage well so that the practice exercises can be done well enough to affect the students' punctuation and general writing. These will facilitate a more interactive classroom and enhance a functional rather than a traditional pedagogic approach.

A further implication of this study is related to language itself. Traditional grammar, as reviewed in chapter two, opines that once grammar rules are followed communication should be successful or meaningful. The students used for this study have learnt the rules of grammar, the opportunity to learn being given at various levels from the primary to the tertiary level. Yet, they are unable to express themselves coherently and meaningfully. The implication is that grammar and the way it has been generally taught over the years does not have any significant and positive effect on students' writing. It is as if grammar is divorced from writing.

### 5.3 MAJOR CONTRIBUTIONS OF THE STUDY

This study has made contribution in three major areas.

1. It has established the fact that the post-UME screening has helped to improve the quality of students that come into the polytechnic. The students, like the group used in this study, coming into the institution now come in with a level of performance in English that though average is better than before.
2. Management Studies, Engineering and Technology students use connectives in almost the same way except for the length of their essays contrary to expectations that students in Social Sciences, Engineering and Technology use different patterns of communication in terms of the structure of their sentences and use of connectives.
3. This study revealed that students overused the conjunction **and**. Most Nigerian languages have a limited number of words that function as conjunctions. For this reason, the students might have failed, as second language learners of English, to draw from the wide variety of conjunctions in a way that might come naturally to the native speakers of English.

### 5.4 RECOMMENDATIONS

On the basis of the findings of this study the researcher recommends that English language teachers should:

1. make a greater effort to draw students' attention to their undue over-use of the conjunction **and** as well as discourage them from the tendency to rely so much on one conjunction when there are others that may be more appropriate.
2. help students acquaint themselves with the wide variety of conjunctions and how they can use them to improve the quality of their writing.

3. help students understand and appreciate the fact that texture is important in essays written in and outside school and also the role that conjunctions and effective punctuation play in achieving it.

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