

Charles University in Prague
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DIPLOMA THESIS

Complex Conjunctives and their Impact on Cohesion and Coherence in Upper-
Secondary Students' Semi-Formal Essays

Prostředky textové návaznosti a jejich dopad na kohezi a koherenci v semi-
formálních pracích studentů vyššího gymnázia

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Declaration

I hereby declare that I have written this diploma thesis titled “*Complex Conjunctives and their Impact on Cohesion and Coherence in Upper-Secondary Students’ Semi-Formal Essays*” by myself and that I did not use any sources other than those listed. I further declare that this thesis was not used to obtain another academic title.

In Prague, 27 November 2023

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ABSTRACT

The thesis aims to explore the usage of complex conjunctives in upper-secondary students' semi-formal essays. It deals with written discourse produced by two groups of students of B1 and B2 (CEFR) levels, uncovers the differences in their use, explores their impact on cohesion and coherence and looks at the students' understanding of these concepts.

In total, 40 essays in two B1 and B2 subcorpora are analysed through a corpus analysis tool inspired by the framework of Halliday and Hasan. Prior to that, analyses of writing sections in three students' books from the perspective of Teachability Hypothesis and Processability Model are conducted to establish the potential frequency and conjunctive type scale.

Both qualitative and quantitative analyses showed that upper-intermediate students employ more complex conjunctives than intermediate students, even though the difference is not substantial. The data also indicate that both groups prefer initial sentence placements to the medial positions, and that additives are used over adversatives. Furthermore, the analyses uncovered surprising results, for example, in the area of paragraph-initially and paragraph-internally used conjunctives.

The research shows that complex conjunctives are essential in semi-formal and formal writings and that especially causal conjunctives should be addressed in conjunctive instruction more. Additionally, based on the analyses, cohesion and coherence in students' books should be accentuated to a greater extent and presented more consistently.

KEY WORDS: cohesion, coherence, additive, adversative, causal, temporal conjunctives, Teachability Hypothesis, Processability Model, semi-formal essays, upper-secondary students.

ABSTRAKT

Hlavním cílem této práce je analýza prostředků textové návaznosti (PTN) a jejich využití v anglicky psaných semi-formálních esejích studentů vyššího gymnázia. Práce se zaměřuje na písemné projevy dvou skupin studentů úrovně B1 a B2 Společného evropského referenčního rámce pro jazyky, zjišťuje rozdíly v používání těchto textových prostředků, zkoumá jejich dopad na kohezi a koherenci a také porozumnění studentů těmto konceptům.

Dohromady je zanalyzováno 40 kompozic na úrovni B1 a B2 za použití korpusového nástroje, jehož vznik byl inspirován soustavou Hallidaye a Hasanové. Za účelem zjištění potenciální frekvence a typů daných PTN proběhnou analýzy kapitol zaměřených na psaný projev tří anglických učebnic z hlediska Hypotéza naučení a Modelu zpracování učení.

Kvalitativní i kvantitativní analýzy prokázaly, že studenti úrovně B2 využívají více PTN než studenti úrovně B1, rozdíl ve využití ale není značný. Data mimo jiné ukázala, že obě skupiny upřednostňují počáteční pozici ve větě před jinými větnými pozicemi. Bylo také poukázáno na to, že aditivní PTN jsou využívány více než adversativní textové prostředky. Mimoto rozborů zjistily zajímavé závěry například v oblasti PTN využívaných na začátku či v rámci odstavců.

Výzkum naznačuje, že PTN jsou ve formálním a semiformálním psaném textu nepostradatelné a že především kategorie příčinná by měla být adresována ve vyučování zaměřeném na textové prostředky více. Na základě analýz se také ukázalo, že koheze a koherence by měly být v učebnicích angličtiny akcentovány a prezentovány důsledněji a systematictěji.

KLÍČOVÁ SLOVA: koheze, koherence, aditivní, adversativní, příčinné a časové prostředky textové návaznosti, Hypotéza naučení, Model zpracování učení, semi-formální kompozice, studenti vyššího gymnázia.

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1 Introduction

In recent years, commentaries regarding the constantly decreasing standard of writing of students of secondary and upper-secondary schools emerged (Doležalová 75), (Nigam 21), (Carter and Harper 285) and I could not leave them unnoticed. That was presumably the triggering point when my desire to analyse students' English writings in terms of employment of complex conjunctives commenced. This inclination culminated with the lecture on cohesion and Hasan's various cohesive devices in Textual Linguistics led by doc. PhDr. Renata Pípalová, CSc. at the Faculty of Education, Charles University.

The thesis strives to present a profound insight into the area of complex conjunctives and their impact on cohesion and coherence in upper-secondary students' semi-formal essays and to realise how the employment of complex conjunctives within B1 and B2-level students differs. In addition, analyses of students' books (*Pre-Intermediate English File*, *Intermediate English File* and *Upper-Intermediate Insight*) used at the Archbishop Grammar School in relation to different didactic axioms (Processability Model, Teachability Hypothesis) were conducted to realise to what extent complex conjunctive theory is addressed in the books and how explicitly explained complex conjunctives might impact the frequency of employment in the students' semi-formal essays.

In the theoretical part, concepts of cohesion and coherence will be explained in the linguistic section. Various frameworks conducive for conjunctive theory will be tackled to help establish the term complex conjunctives and its characteristics. Halliday and Hasan's *Cohesion in English* will then provide a comprehensive outline needed for designing the corpus analysis tool (CAT) for the practical part.

Subsequently, in the didactic section, Processability Model, Sequence of Acquisition and Teachability Hypothesis, lying behind the acquisition and learning of conjunctives, will be referred to. Furthermore, semi-formality and formality within writing instruction will be analysed to reason why semi-formal essays were chosen rather than formal essays, even though it could have potentially lead to some complex conjunctive reduction.

In the practical part, chapters on students' book analyses, tentative analyses, hypotheses, corpus description, CAT and the individual findings from both qualitative and quantitative research will be discussed. Conclusions concerning the results derived from the data and the subsequent discussion and summary can be found in the final section of the thesis.

2 Theoretical Part

2.1 Linguistic Background

The focus of this thesis is on the employment of complex conjunctives by two groups of upper-secondary students in semi-formal essays. Since complex conjunctives are interwoven with the textual linguistic phenomena, such as cohesion and coherence, it is believed that they should be addressed at first in the theoretical section to establish a proper basis for the subsequent chapters and research findings.

2.1.1 Cohesion

Cohesion is an often-used expression denoting several areas, for example, social cohesion, economic cohesion, or psychological cohesion are frequently referred to (Festinger 271). When something is cohesive, it denotes that it is united (Cambridge Dictionary) or well-integrated (Dictionary.com). In the field of linguistics, cohesion is addressed when a linguistic transaction holds together through different grammatical and lexical relations (Textual linguistics lecture, winter semester 2021).

Various linguists and scholars define the concept of cohesion differently. For instance, Cheng and Steffensen understand cohesion as “a reference to the grammatical dependencies within and across sentences” (141). Harmer, for example, describes cohesion in the way that “a text needs to display some kind of internal logic which makes our texts compact and connected” (24).

Nevertheless, the most concise definition of cohesion was provided by Halliday and Hasan in their seminal work titled *Cohesion in English* (1976), where cohesion is introduced followingly:

“Cohesion occurs where the interpretations of some element 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 resource to it...” What happens is that “the presupposing and the presupposed are thereby at least potentially integrated into a text” (4).

What is implied is that cohesion is based on element dependencies that make texts more navigable, logical, and internally united (Grisot viii). It can be viewed as “a potential for relating one element in the text to another, wherever they are” (Halliday and Hasan 27).

In sum, cohesion signals some objectively measurable and mutually dependent relationships among various discourse elements. These dependencies are demonstrated through cohesive ties (2.1.1.1) and cohesive devices (2.1.1.2) (ibid.), the characterisations of which follow:

2.1.1.1 Cohesive Ties

Regarding logical text organisation (cohesion), the concept of cohesive ties is essential. According to Hasan, “the concept itself implies a relation: you cannot have a tie without two members, and the members cannot appear in a tie unless there is a relation between them” (73). A straightforward illustration of such a mutual relationship is, e.g., a definite article used in an anaphoric relation, pointing to a preceding element.

Hasan further states that such a relationship is semantic and that such a relation forms the basis for cohesion between the messages in the text (ibid.). Three categories of these ties are recognised within the area of componential relations: the categories of (i) co-reference, (ii) co-classification, and (iii) co-extension (73-74).

When cohesive ties are established, they enter so called cohesive chains, which is a concept understood as “a chain formed by a set of items, each of which is related to the others by semantic relations” (84). The tokens that are present in a chain are divided between central and peripheral elements, and especially the central tokens help build a cohesive text since they are in interaction with other discourse elements present (Textual linguistics 2021). These elements entering the chains are called cohesive devices.

2.1.1.2 Cohesive Devices

Cohesion and cohesive devices can be studied in terms of two broad categories: structural and non-structural. Structural devices are analysed within a sentence; for non-structural cohesion, the starting point does not necessarily have to be a sentence. Structural cohesion is represented by parallelism, theme-rheme development, and given-new organisation (Halliday and Hasan, *Language, Context* 82). Contrastively, non-structural cohesion is further divided between componential and organic relations horizontally. Vertically, we distinguish *grammatical* as well as *lexical cohesive devices* (ibid.).

Grammatical componential cohesive devices are represented by reference and substitution and ellipsis; both categories are further subcategorised. The former represents subcategories of pronominals, demonstratives, definite articles, and comparatives, whereas the latter is demonstrated through nominal, verbal, or clausal substitution or ellipsis. These all categories

suggest functional, grammatical words, whereas lexical devices (below) suggest content expressions (ibid.).

As Hasan further suggests, *lexical componential devices* are divided between general and instantial; both groups are again further subdivided. General devices can be signalled through repetition, synonymy, antonymy, or meronymy, while equivalence, naming, and semblance are subcategories of instantial devices (ibid.). All these devices mentioned belong to the section of componential relations, which are created through different sentence components.

Conversely, organic relationships function differently: they perceive the message as a whole organism and observe the relationships between these various organisms (messages). Among grammatical organic devices, conjunctives and adjacency pairs are categorised. Continuatives, on the other hand, are representatives of lexical cohesive devices (ibid.).

	COMPONENTIAL RELATIONSHIPS		ORGANIC RELATIONSHIPS
GRAMMATICAL COHESIVE DEVICES	REFERENCE i) pronominals ii) definite articles iii) demonstratives iv) comparatives	CO-REFERENCE	CONJUNCTIVES i) additive (moreover) ii) adversative (however) iii) causal (therefore) iv) temporal (thus)
	SUBSTITUTION AND ELLIPSIS i) nominal ii) verbal iii) clausal	CO-CLASSIFICATION	Adjacency pairs i) question-answer ii) order-compliance
LEXICAL COHESIVE DEVICES	GENERAL i) synonymy ii) antonymy iii) hyponymy iv) meronymy	CO-EXTENSION/CO-CLASSIFICATION	CONTINUATIVES
	INSTANTIAL i) semblance ii) naming iii) equivalence	CO-REFERENCE/CO-CLASSIFICATION	

Table 1: non-structural cohesive devices (the chart was adapted from Halliday and Hasan's *Language, Context and Text in Semiotic Perspective*, p. 83)

To conclude, the area of cohesion comprises various categories of either grammatical or lexical cohesive devices of both componential and organic nature. Even though the category of conjunctives represents only a small part of the concept, it is believed to be an indispensable cohesive device, which contributes to cohesion and subsequently to coherence. Before complex conjunctives are addressed, coherence will be introduced and its mutual relationship with cohesion will be described:

2.1.2 Coherence

“A text is characterised by coherence: it hangs together. At any point after the beginning, what has gone before provides the environment for what is coming next. This sets up internal expectations; and these are matched up with the expectations of the listener or reader which are brought from external sources, from the context of situation and of culture” (Halliday 48).

The quote displayed above and withdrawn from Michael Halliday’s *Language, Context and Text in a Semiotic Perspective* describes coherence as an interwoven matter highly influenced by context, which enables participants to decide the amount of meaning a specific text provides. It can be one of the pivotal aspects that assists the text’s evaluator in deciding if the language transaction in question logically and meaningfully “hangs together” or not.

On the note of meaningfulness, Lautamatti further clarifies that “to form a coherent piece of discourse, a text must be a meaningful whole, or, in other words, it must have properties that enable a dynamic process of meaning creation” (71). Compendiously, coherence is about meaning; therefore, one can understand coherence as a subjective category with almost no objective evaluation indicators (Textual linguistics 2021).

A different attribute that can be used within the subject of coherence is the word understandability, which implies that readers can make sense of the individual messages (ibid.). Hence, by definition, coherence tends to be a graded feature depending on the transaction participants and their previous experience with the given topic and the way it is handled (Douven and Meijs 405).

According to Johns, some linguists perceive coherence from the perspective of unity, i.e., “sticking to the point”, rather than understandability (248). Regarding this point, Lautamatti, for example, highlighted that “sequences making up a piece of discourse are expected to be related, however indirectly, to the main idea discussed”, claiming that the attention should be paid to the structure of the text according to the level of importance of the individual messages that constitute the given text (71).

Regarding unity, logical structuring of a body of text can definitely contribute to its wholeness and navigability. Such structuring can be, for example, performed through paragraphing, which can be then organised through various cohesive devices to ensure integrity and understandability.

Concerning navigability and understandability, Johns questions whether a text can be observed “separately from the reader” and “whether coherence requires successful interaction between the reader and the discourse to be processed” (250):

“Coherence is text-based and consists of the ordering and interlinking of propositions within a text by use of appropriate information structure (including cohesion), simultaneously, coherence is reader based; the audience and the assignment must be consistently considered as the discourse is produced and revised” (215).

The answer to the author’s query is that coherence is undoubtedly related to the reader; it cannot be observed separately. What is emphasised is the concept of information structure, which is pivotal for establishing a meaningful and understandable body of text. More accurately, coherence is bound to readers and their previous experience, it is a graded feature establishing meaningfulness (coherence) subjectively.

In sum, coherence is a phenomenon that is not objectively verifiable, and its interpretation can vary from reader to reader. Although perspectives on the interdependence of cohesion and coherence differ (Dontcheva-Navratilova et al. 10), in this paper, these two linguistic phenomena are understood to be in an interrelated relationship.

2.1.3 Mutual Relation of Cohesion and Coherence:

Both cohesion and coherence are conducive to establishing a text (De Beaugrande and Dressler). Usually, the more cohesive a text is, the more likely it is to be coherent (Textual linguistics 2021); however, this can be only viewed as a tendency, not a rule.

Naturally, cohesion is helpful in establishing and conveying the message of the text since sometimes, according to Halliday, one needs to answer the issue why “we cannot understand what it is we cannot understand” (48). Cohesion provides means that help us establish an interconnected text, coherence then ensures that the text provided is understandable; notwithstanding, cohesion does not guarantee coherence (Textual linguistics 2021).

Hasan and Halliday explain the relationship between cohesion and coherence as follows: “a text is a passage of discourse which is coherent in these two regards: it is coherent with respect to the context of situation, and therefore consistent in register, and it is coherent with respect to itself, and therefore cohesive” (Halliday and Hasan 23). What they implied is that the provided text is meaningful in the given situation and simultaneously, it is meaningful in its own sake, which is ensured by its cohesion.

Indubitably, what can enhance cohesion and coherence is the usage of various cohesive devices, as, for example, Gardenzi and Nesi highlighted that “linking adverbials (conjunctives) are simple concrete items, easily taught and useful in drawing learners’ attention to the importance of logical coherence” (Shaw 216). Therefore, (complex) conjunctives, i.e., grammatical organic cohesive devices, and how they can impact cohesion and coherence is the objective of this thesis.

2.2 Conjunctives: Basic Characteristics

Conjunctives, also called discourse markers, discourse connectives, discourse operators, pragmatic connectives, sentence connectives, linking words, cue phrases, etc. (Fraser 931-938) are relatively frequent in speech and writing. Even though learning how to use them properly is usually challenging, everybody should strive to do so since they strengthen cohesion and comprehension (Yin 6).

From syntactic stance, in the category of conjunctives, one can find conjunctions, adverbial or prepositional phrases (Fraser 950). However, their categorisation is highly dependent on the chosen framework.

Straightforwardly, conjunctives link messages, ideas, and even topics. We distinguish different levels on which conjunctives can be used: from connecting two ideas within one sentence to the stage when a writer interconnects two sentences, two paragraphs, or some larger bodies of text. Blatantly, one can differentiate between **intra-sentential** devices: those devices that connect one part of a sentence to another part of the same sentence – clauses or word groups (Devices for linking 1). Examples of these connective devices are expressions like *although, because, when, as, since* (ibid.).

The second level is called **inter-sentential**: those are links that connect one sentence to another, such as: *therefore, thus, consequently, in addition, however* (ibid.). It should be highlighted that this dichotomy of inter-sentential and intra-sentential devices is not clear-cut and that some connectives such as *and, but, and also* can function in both areas (ibid.). What is also not clear-cut is the employment of semi-colons, which is also on the verge of these two levels. In this paper, we decided to incorporate them in the inter-sentential level and study them accordingly.

Notably, conjunctives help readers and writers navigate from one sentence to another or from one idea to another in the same sentence or different sentences. To encapsulate, conjunctives are a crucial factor that helps link ideas together on the level of cohesion and it usually also contributes to clarity and navigability of the given language transaction in terms of coherence.

2.2.1 Conjunctives: Significant Frameworks

In this section, various studies concerned with conjunctive-like devices will be commented on. The frameworks can be also observed as potential sources of inspiration of designing a corpus analysis tool, an indispensable device for the practical part. The outline of frameworks at first presents textbooks (Carter and McCarthy, Vince), then Fraser's paper published in *Journal of Pragmatics* and finally, it addresses the most essential English grammar or linguistic publications (Quirk et al., Biber et al., Halliday and Hasan) and their conjunctive frameworks.

2.2.1.1 Carter and McCarthy

In Carter and McCarthy's *Cambridge Grammar of English*, conjunctives are titled as linking adjuncts and are understood to "explicitly indicate the semantic relationship between two clauses or sentences or paragraphs" (256). The authors divided them into several categories, e.g., **additive**, **resultative**, **contrastive**, **time**, **concessive**, **inference**, **summative**, etc. (ibid.). The framework is tangible, and one can imagine using it as a material for upper-secondary student classes focused on the introduction and further practice of conjunctives.

2.2.1.2 Vince

An applied textbook that could be also used in classes is Vince's *Language Practice for Advanced*, even though Vince used an even more elusive term "text organizers" for the category of conjunctives. Under this label, the publication offers a comprehensive outline of various connectives including conjunctives, too. According to Vince, "text organisers" encompass "a wide range of words and phrases which make a text easier to understand" (167). To exemplify, he listed ten general categories such as: (i) **adding/developing/explaining a point**, (ii) **contrast**, (iii) **giving new information**, (iv) **giving a personal opinion**, etc. (ibid.).

2.2.1.3 Fraser

Fraser called the conjunctive category discourse markers and suggested that discourse markers should be perceived as a group composed of several parts of speech (conjunctions, adverbs, idiomatic and prepositional phrases) which function on a two-place relation based on "one argument lying in the segment they introduce, the other lying in the prior discourse" in the studied language transaction (938).

The author introduced the following classification where he divided the phenomenon into two major categories:

- i) discourse markers which relate messages, and
- ii) discourse markers which relate the topic (946).

In the conclusion of his study, Fraser stated that discourse markers are a broad category containing multitudinous word classes that convey meaning beyond their lexical or semantic level, contributing to the processing and interpretation of the language transactions in question (ibid.). Moreover, Fraser abandoned the area of semantics and believed that discourse markers should be treated as a pragmatic class. However, compared to other conjunctive frameworks, he was in the minority.

2.2.1.4 Quirk et al.

Quirk et al. in their *Comprehensive Grammar of the English Language* distinguished four types of adverbials: adjuncts, subjuncts, conjuncts and disjuncts (478). These four adverbial categories are divided between central and peripheral. Adjuncts are viewed as sentence-integrated, i.e., central (Quirk and Greenbaum 208); contrastively, disjuncts, subjuncts, and conjuncts are on the periphery of the sentence (ibid., 504), (Quirk et al. 613).

i) Conjuncts

Conjuncts display primarily connective functions (Quirk and Greenbaum 208), and they are mostly formed by an adverb or prepositional phrases (246). In the publication, the authors offered a list of the most common conjuncts:

a) Listing

i) enumerative: *first(ly), second(ly), third(ly), for a start, to begin with, to start with, in the first place, in the second place, next, then, finally, last, lasty, to conclude,*

ii) additive,

x) equative: *correspondingly* (formal), *equally, likewise, similarly, in the same way, by the same token,*

xi) reinforcing: *again* (formal), *also, further* (formal) *furthermore, moreover, then, what is more, in addition, above all,* and the following informal expressions: *on top of it, to top it (all), to cap it (all),*

b) Summative: *altogether, overall, then, therefore, thus (all) in all,* and the following excessively formal expressions: *in conclusion, in sum, to conclude, to sum up, to summarise,*

c) Appositive: *namely, thus in other words, for example, for instance, that is, that is to say, specifically,*

d) Resultive: *accordingly, consequently, hence* (formal), *now, so* (informal), *therefore, thus* (formal), *as a result, of course,* etc.

e) Inferential: *else, otherwise, then, in other words, in that case,*

f) Contrastive:

- i) reformulatory: *better, rather, more accurately, more precisely, alternatively, in other words,*
- ii) replacive: *again, alternative, rather, better, worse, on the other hand,*
- iii) antithetic: *contrariwise* (formal), *oppositely* (rare) *instead, then, on the contrary, in contrast, by comparison* (on the one hand...), *on the other hand,*
- iv) concessive: *anyhow* (informal), *anyway* (informal), *besides, else, however, nevertheless, nonetheless, notwithstanding* (formal), *still, though, yet, in any case, at any rate, in spite of that, after all, on the other hand, all the same, admittedly, of course, still and all* (informal AmE), *that said,*

g) Transitional,

- i) discoursal: *identically, now* (informal), *by the way, by the by(e)* (not commonly used)
- ii) temporal: *meantime, meanwhile, in the meantime, originally, subsequently, eventually* (Quirk et al., 634-636).

One can notice that the authors established their approach on semanticity, presenting readers with neat categories of conjuncts (i.e., listing, summation, apposition, contrast or transition) similar in meanings and their functions. Furthermore, the authors highlighted the importance of sentence positions of conjuncts, described followingly:

“The normal position for most conjuncts is initial. In that position they are usually separated from what follows by a tone unit boundary in speech or a comma in writing. In other positions, they may be in an independent tone unit or enclosed in commas to prevent confusion with homonyms or contribute towards indicating information focus. Some conjuncts are restricted to initial position: *again, also, altogether, besides, ..., further, hence, likewise, ..., overall, similarly, ..., yet*. Some conjuncts, however, can be found in medial or final positions, which are rather rare. Those that readily occur finally include *anyhow, anyway, otherwise*, and (commonly) *though*. The last two frequently appear medially” (Quirk and Greenbaum 248).

In other words, the most frequent position for a conjunct is the initial one, usually with an indication of separation from the rest of the sentence. Nevertheless, the medial and final positions are not an exception to the rule, although they are much less frequent.

ii) Disjuncts

Apart from conjuncts, what is also peripheral to a sentence are disjuncts. Disjuncts are divided into style and attitudinal disjuncts. Style disjuncts convey the speakers' commentary on the form of what they are saying, simultaneously defining in some way under what conditions they are speaking (Quirk et al. 615). To phrase it differently, "style disjuncts also defy under what conditions the speaker is speaking as the "authority" for the utterance" (ibid.).

Conversely, attitudinal disjuncts comment on the content of the communication (Quirk and Greenbaum 242). Through attitudinal disjuncts, speakers demonstrate their approaches, stances, and attitudes; they observe the actual content of the individual utterance and its truth conditions through them (Quirk et al. 615). If these are displayed, then the style and attitudinal disjuncts might also connect ideas between individual sentences on the inter-sentential level, contributing to the text structure and overall cohesion.

To reiterate, Quirk et al. concluded that conjuncts and both types of disjuncts could perform the cohesive function of interlinking two sentences or larger units of the text, which could lead to an assumption that conjuncts and disjuncts constitute complex conjunctives. Conjuncts can be definitely seen synonymously with complex conjunctives; however, disjuncts, owing to their evaluative character, must be excluded.

To summarise, Quirk et al. offered an exhaustive list of various conjuncts and a comprehensive explanation of both types of disjuncts. Even though it would be instrumental to employ this conjunct framework, due to its breadth and depth, a different approach offering more subtle categorisation should be employed instead. The definition of conjuncts (expressions bearing mainly connective function, usually formed by prepositional or adverbial phrases), however, is indubitably pivotal.

2.2.1.5 Biber et al.

Another framework that is essential is *Longman's Student Grammar of Spoken and Written English*. The authors used the term linking adverbials, and they characterised these devices as follows:

"The main function of linking adverbials is to clarify the connection between two units of discourse. Because they explicitly signal the link between passages of text, they are important devices for cohesion, because they serve a connective function. The six major semantic categories are **enumeration and additions, summation, apposition, result/interference, contrast/concession, and transition**" (389), (Yin 12).

The authors did not view linking adverbials according to what level they were connecting the messages (as, for example, Fraser did), but they tackled linking adverbials from semantic perspective (as in Quirk et al.), and they categorised them respectively (Biber et al. 389). Regarding the form of the individual expressions, Shaw emphasises that “eighty percent of the linking adverbials found in Biber et al. were single-word adverbs, and most of the rest were short stereotyped prepositional phrases” (216).

What the authors accentuated is how frequent linking adverbials are across various registers. They stated that the genre of academic prose displayed the most common use of conjunctives and the most diversity in their meaning (392). Furthermore, they highlighted that presenting and supporting explanations and arguments in academic writing is vital; therefore, ideas need to be overtly connected (ibid.).

The authors mentioned one more significant feature: sentence positioning. According to them, the most recurrent position of linking adverbials is the initial one (394), which is an observation shared with Quirk et al.

In the publication *Longman Grammar of Spoken and Written English*, Biber et al. discussed linking adverbials to an even greater depth. This work described the most fundamental function of linking adverbials as “to state the speaker/ writer’s perception of the relationship between two units of discourse.” Furthermore, linking adverbials “explicitly signal the connections between passages of text; therefore, they are important devices for creating textual cohesion, alongside coordinators and subordinators” (875).

According to the authors, the first category of **enumeration and addition** can take, for instance, ordinal numbers such as *first* and *second* or adverbs such as *lastly* or *finally*, *to begin with*, *next*, etc. for enumeration (875) and for addition, “linking adverbials that mark the next unit of discourse as being added to the previous one can be used” (876). Some examples of additive linking adverbials can be *also*, *by the same token*, *further(more)*, *likewise*, *in addition* and *moreover* (ibid.).

The second area of **summation** is used for summarising, comprising, and concluding the information in the given text. Some summative adverbials are *in sum*, *to conclude*, *all in all*, *in conclusion*, *overall*, *to conclude*, *to summarise*, etc. (ibid.).

Thirdly, the category of **apposition** is discussed which shows that “the second unit of text is to be treated either as equivalent to or included in the preceding unit” (876). These linking

adverbials can be used as a restatement or reformulation. Some appositive devices are *which is to say, in other words, for example* or *for instance*.

The category of **result** or **inference** serves the purpose of “showing that the second unit of discourse states the result or consequence – either logical or practical – of the preceding discourse”. Some instances of this category are *consequently, thus*, etc. (877).

The penultimate area is presented through **contrast** or **concession**. As the authors emphasised, this category is more extensive than the other categories of linking adverbials and this might result in “containing items that in some way mark incompatibility between information in different discourse units, or that signal concessive relationships. Some adverbials clearly mark contrasts, alternatives, or differences”. Such adverbials are *on the other hand, in contrast, alternatively, however, yet*, etc. (ibid.).

Transition is the last linking adverbial category which is characterised in the following way:

“Transition linking adverbials mark the insertion of an item that does not follow directly from the previous discourse. The new information is not compatible with what it is linked to, but rather it is signalled as only loosely connected, or unconnected” (879).

Some instances of transition adverbials can be *now, by the way* or *meanwhile* (ibid.). This category encompasses such expressions and phrases that enable writers/speakers transition from one part of a language transaction to another while they link their ideas usually in a “loosely connected way”.

In sum, Biber et al. introduced six categories of linking adverbials divided according to their semanticity and discourse function, which is a disparate approach compared to Halliday and Hasan.

2.2.1.6 Halliday and Hasan

In *Cohesion in English*, cohesive devices are grouped into four respective categories: **reference**, **substitution**, **ellipsis**, and **conjunction** (vii). The phenomenon of conjunction (conjunctives) is described as follows:

“Conjunctives represent general relations that may be associated with different threads of meaning at different places in the fabric of language; it follows that when they are expressed on their own, unaccompanied by other explicit connecting factors, they have a highly cohesive effect” (227).

To rephrase, conjunctives are, among others, a phenomenon that cohesively relates two mutually dependent thoughts in two mutually dependent statements, indicating how the ideas are related together.

In this publication, conjunctives are grouped into four areas:

- i) additive,
- ii) adversative,
- iii) causal, and
- iv) temporal (238).

All the categories encompass both simple and complex conjunctives presented in subtle subcategorisation, which can be observed below. The groups in bold signal adverbial or a prepositional phrases, i.e., **complex conjunctives**, the bracketed groups signal simple conjunctives (conjunctions):

Additive conjunctives are subcategorised between:

- (Simple additive relations),
- **Complex additive relations,**
- **Comparative relations,** and,
- **Appositive relations** (249-250)

Adversative conjunctives are divided into:

- **Adversative relations proper**
 - i) (simple),
 - ii) **emphatic,**
- **Contrastive relations**
 - i) **emphatic,**
 - ii) **avowal,**
- **Corrective relations**
 - i) **correction of meaning,**
 - ii) **correction of wording** (255)

Causal conjunctives and their classification:

- **Causal relations general**

- i) simple,¹
- ii) emphatic,
 - Causal relations, specific
 - i) reason,
 - ii) result,
 - iii) purpose,
 - (Reversed causal relations),
 - Conditional relations
 - i) (simple)
 - ii) emphatic
 - iii) generalised
 - iv) reversed polarity
 - Respective relations
 - i) direct
 - ii) reversed polarity (260-261)

Temporal conjunctives and their subclassification:

- Simple temporal relations
 - i) sequential,
 - ii) simultaneous,
 - iii) preceding,
- Complex temporal Relations
 - i) immediate,
 - ii) interrupted,
 - iii) repetitive,
 - iv) specific,
 - v) durative,
 - vi) terminal,
 - vii) punctiliar,
 - (Conclusive relations)
 - i) (Simple),

¹ Even though this category is called “general simple”, it falls under the category of complex conjunctives. The overall taxonomy would be: *complex causal general simple*; and it should not be confused with simple conjunctives (conjunctions).

- **Sequential and conclusive relations: correlative forms**
 - i) sequential,
 - ii) conclusive,
- **Temporal relations**
 - i) sequential,
 - ii) conclusive,
- **Temporal relations: correlative forms**
 - i) sequential,
 - ii) conclusive,
- **Summary relations**
 - i) culminative,
 - ii) resumptive (264).

One can notice that the bracketed groups of simple conjunctives (conjunctions) represent only a minority compared to the groups in bold standing for complex conjunctives. Since such a feature was observed, Halliday and Hasan's framework is beneficial for the definition of the phenomenon of complex conjunctives which can be found in the practical part.

2.2.1.7 Conjunctive Framework Overview: A Summation

Even though all authors used different labels, e.g., linking adverbials (Biber et al.), discourse markers (Fraser), text organisers (Vince), conjuncts (Quirk et al.), or simple and complex conjunctives (Halliday and Hasan), all agree on the usage of the connectives, and they also agree that conjunctives enhance cohesion significantly. As one can see, the outlined frameworks demonstrated some shared elements as well as some disparities:

Firstly, the frameworks of Quirk et al., Biber et al., Carter and McCarthy, or Halliday and Hasan presented cohesive devices on textual-linguistic level, in comparison with Fraser, who stated that discourse markers (conjunctives) should be tackled as a pragmatic class.

Secondly, the majority of linguists agreed on similar categorisations of enumeration, concession and temporal conjunctives (Quirk et al., Biber et al., Halliday and Hasan), some categories varied across frameworks, i.e., equative and antithetic (Quirk et al.), giving a personal opinion (Vince).

Thirdly, some grammarians included exemplificatory and reformulation markers such as *for example* and *in other words* in their frameworks. The linguists who did so were Quirk et al., Biber et al., and Halliday and Hasan. They all listed these under the category of apposition.

Quirk et al. distinguished the apposition category among the class of conjuncts; Halliday and Hasan introduced the category of additional complex conjunctives. Only Biber et al. formed an independent apposition group within their linking adverbial distinction. Contrarily, for example, Fraser did not include exemplificatory and reformulation devices at all.

Fourthly, some of the linguists listed also commented on the sentence position and the frequency of conjunctives; for instance, Quirk et al. and Biber et al. emphasised that the most recurring sentence position of conjunctives is the initial one; even though the medial and final positioning are also likely, depending on the semanticity of the particular conjunctive.

Although all the frameworks and approaches overwied are valuable, Halliday and Hasan's framework is regarded the most appropriate for studying cohesion and coherence in student's semi-formal essays. Even though the approach of Biber et al. is more recent and informed more by corpus findings, Halliday and Hasan's framework is still believed to be closer to the concepts of cohesion and coherence and it is assumed that it will bring even a more profound insight regarding these matters.

In sum, the overview of various approaches to cohesive device signals that they were researched many times and that all the authors regard them as an important matter. Moreover, its usage indicates that writers are aware of the reader on the linguistic (cohesion) and coherence level as well. One should acknowledge that no mutually agreed on terminology is used across all the frameworks, which might make the study of complex conjunctives more complicated than anticipated. Since for the research, didactic insights into conjunctive acquisition are also needed, the didactic part follows.

2.3 Didactic Background

In this chapter, three vital teaching concepts, i.e., Processability Model, Miller's Number and Teachability Hypothesis, alongside prerequisites for conjunctive instruction will be addressed. Moreover, it will be explained why semi-formal text types are more conducive for complex conjunctive acquisition than formal types, even though complex conjunctives are likely to be observed more in formal than semi-formal writings. Additionally, the chapter will also provide commentaries on the most effective methods and approaches regarding teaching complex conjunctives.

2.3.1 English as a Second Language; L1 and L2 Specifics and Transfers

Concerning teaching and studying English, one needs to bear in mind that even though English nowadays surrounds students in its multifarious variants, it is still taught as a second language.

Therefore, one can expect some interlanguage and intralanguage negative as well as positive transfers to occur.

In Prator's interlanguage Hierarchy of Difficulty model, there are six levels of interlanguage transfers. The hierarchy includes (i) transfer, (ii) coalescence, (iii) underdifferentiation, (iv) reinterpretation, (v) overdifferentiation and (vi) split (Tsovinar 113-114). Each level contains, as Tsovinar puts it, "a different amount of interference" (*ibid.*). Complex conjunctives belong to the category of overdifferentiation, which means that "a new item bearing little or if any similarity to the native language item must be learnt" (115). Even though Czech-English transfers are not of primary focus, one should be mindful of Czech and English being representatives of two disparate language groups: synthetic and analytical, respectively. In connection with this distinction, some findings from the research Doležalová conducted should be alluded to.

The author analysed the development of Czech syntax in written works of secondary school students. In the introduction, she stated that literacy has decreased over the years, and it is, unfortunately, reflected in student writings (9). One of the results Doležalová presented was that only seven conjunctions are used frequently among the sixth to ninth-grade students. She stated that the conjunctions that are the most popular are "a", "že", "ale" (123) and that they are used more frequently with the students getting older and more mature in terms of writing proficiency.

Although conjunctions are not within the scope of our study, a parallel from the research findings can be drawn. It can be anticipated that younger upper-secondary students will use conjunctives less frequently compared to their older upper-secondary colleagues. This assumption is based on the limited usage of conjunctions they performed in their native language, which can be considered a more approachable and understandable matter compared to complex conjunctive usage in L2.

From the research, there is definitely one more central message that should be emphasised: In language classes, irrespective of the language taught, teachers should employ both writing and creative writing tasks with relevant instructions, practice, and applicable schemes (160). In this way, students are exposed to various kinds of written texts that they would not find on different social media they indubitably use. Unfortunately, on these social media, the literacy level might differ immensely, hampering the students' fragile understanding of texts of higher and lower quality (*ibid.*).

Another finding Doležalová's study transmits is that with getting older, the students get more consistent, creative, and produce correct and welcomed structures in their native language, which is a beneficial finding that can be transferred to some extent into English as well.

Pertaining to conjunctives and their use within native and non-native communities, extensive research was conducted as well. For example, Shaw concluded that:

“Writers of learner genres, and particularly non-natives, are often encouraged to use linking adverbials (conjunctives) to articulate the structure of their argument. Some justification for this pedagogical practice comes from evidence that non-native writers use fewer linkers and are more likely to place them initially. Other studies show overall frequencies for L1 and L2 users that are similar to one another, but under-use of adversative connectors and over-use of additive and appositive ones by L2 writers” (216).

Shaw also concluded that “longitudinal studies of L2 learners show increases in linking adverbial (conjunctive) density and that these results indicate that learners of English as an L2 need to be taught, are taught and can learn this class of words, thus justifying the practice of teaching linking adverbials” (ibid.) To reiterate, conjunctives are essential; however, at times, they can be overused or underused.

As suggested, conjunctives are a significant part of teaching writing in semi-formal and formal text types. However, it might bring some doubts when it is best to start teaching this matter. What might be helpful regarding these insecurities is the Model of Processability, as well as the concept of Teachability Hypothesis. Both frameworks are profoundly concerned with what should be taught in which stage and why:

2.3.1.1 Processability Model

The Processability Model is, for instance, tackled in Cook's *Second Language Learning and Language Teaching*, an essential teacher guide. Cook suggests that firstly, students operate with simple words and phrases, subsequently clauses and then with more complex structures. These operations take place through “bottom-up” processing, where the students need to work out the rules and meaning without using any preconcepts or previous knowledge (29).

PROCESSABILITY MODEL DIAGRAM

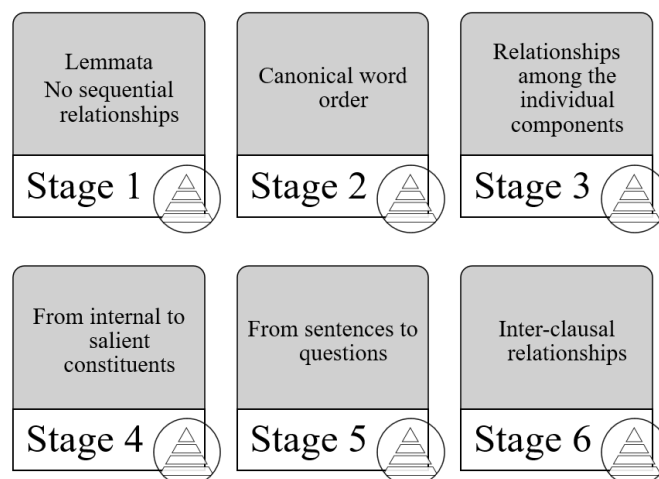


Diagram 1: Stages of Processability Model

The framework consists of six interdependent levels. At first, there is no sequence of constituents; students can only work with lemmata, i.e., individual words. In the next level, students can produce canonical word order. In the third stage, they are already capable of exchanging information between two words, and they display awareness of phrasal morphemes. In the fourth level, there is an exchange of information from internal to salient constituents; in the penultimate stage, an exchange of word order can be detected, and the students already transition from sentences to questions. Grammar requiring inter-clausal relationships can be taught in the final stage (Cook 29-31), (Didactis I, winter semester 2021, Mgr. Martin Mikuláš, Ph.D.).

One can see that acquisition of conjunctives (= Sequence of Acquisition), particularly those that function on higher levels than the inter-sentence level, occurs in the last stage of this model, not earlier. One might be even dubious whether there does not exist a seventh stage where this and other grammatical complexities would be understood and acquired appropriately. The last stage is indubitably broad; thus, a plethora of grammatical issues can be listed in this area.

Not only should teachers decide when to teach what, but they should be also aware of the learners' aptitudes and the general factors that contribute to learning and processing. Undoubtedly, with Processability Model, Miller's Number concept is interconnected (Miller 81) which dictates how many entries can be presented at one moment to be effectively processed and understood (7+-2). Moreover, there is one more factor that teachers should take into account; the Teachability Hypothesis.

2.3.1.2 Teachability Hypothesis

Teachability Hypothesis stands for the approach that teachers should teach according to the stage that their students currently are at (Cook 31). In addition, this framework states that teachers should not tackle more complex structures than those the students are ready for.

That might be reminiscent of Vygotsky's Zone of Proximal Development or Krashen's Input Hypothesis, frameworks that dictate that one should offer language that is $i+1$ above their students, and more intricate structures than the students are prepared for should not be presented. The complexity would otherwise hamper or limit the acquisition process.

Regarding the time and level when conjunctives should be introduced, Milton and Tsang claim that:

“Producing textual cohesive ties when writing in a foreign language is more demanding than is generally accounted for in either instruction or testing in EFL. To use logical connectors appropriately, a student must possess, beyond semantic and syntactic knowledge of the language, a sensitivity to register as well.” (215)

Blatantly, conjunctives can be taught when enough semantic, syntactic knowledge and register sensitivity are developed. The authors further add that “one characteristic that marks speakers as non-native is their production of logical connectors in inappropriate registers” (216), which could be an indicator of wrongly estimated Teachability Hypothesis level, potentially Processability Model stage.

As aforementioned, conjunctive acquisition and teachability are restricted to higher cognitive and knowledge levels. That is also the reason why conjunctives are introduced step by step (see 3.3) and why the number of conjunctives is always rather limited and always introduced in context. And even though this approach is secured, Hagen still advises that the level of textbook materials perhaps needs to be adjusted to coincide more closely with the level of native acquisition of the individual parts of speech (198). To reiterate, even though Processability Model and Teachability Hypothesis are well-known concepts, according to Hagen, sometimes student's books do not follow the stages proposed well enough and they pose barriers to acquisition and learning (ibid.). Hagen also recommends that “the chronological age at which transitional devices enter the linguistic structure should be investigated ... because it would help in the construction of remedial teaching devices and methods” (ibid.).

The following section does not investigate chronological age, but rather abilities, skill levels and essential competencies which learners need to develop to use complex conjunctives properly.

2.3.2 Prerequisites for Conjunctive Instruction

To use conjunctives accordingly, L2 students need to demonstrate their capability of constructing clauses, sentences, and complex structures. In other words, it is essential for the students:

“To develop an ever-improving capability to use English:

- To communicate with others,
- To acquire, develop and apply knowledge,
- To think and solve problems,
- To respond and give expression to experience,

And within these contexts, to develop and apply an ever-increasing understanding of how English is organized, used, and learned” (Clark et al. 37).

Another aspect that should be highlighted is the various competencies students are supposed to display over time. For example, in the section titled “thematic development”, CEFR descriptors for B1 students expect learners to “develop an argument well enough to be followed without difficulty most of the time” or “show awareness of the conventional structure of the text type concerned when communicating ideas” (140). For B2 level, CEFR describes the competencies as follows: “learners can develop an argument systematically with appropriate highlighting of significant points, and relevant supporting details”, or “students can develop a clear argument, expanding and supporting their points of view at some length with subsidiary points and relevant examples”, etc. (ibid.).

Significant competencies that should be also taught and learnt are individual components of Bachman’s framework called *Communicate Language Ability*. The individual components are:

- Linguistic competence,
- Pragmatic competence,
- Discourse competence,
- Strategic competence,
- Fluency (Hedge 46-54).

Even though all the competencies are vital, only the linguistic and discourse competencies will be accentuated, since these competencies relate to complex conjunctives the most.

Linguistic competence seems to be the most significant concerning complex conjunctives since it is concerned with language knowledge. Learners know and apply the particular rules, and as Dell Hymes already highlighted: “It is impossible to conceive of a person being communicatively competent without being linguistically competent” (48).

As Hedge further points out, linguistic competence encompasses “a knowledge of spelling, pronunciation, vocabulary, word formation, grammatical structure, sentence structure, and linguistic semantics” (47). Indubitably, the category of sentence structure is the most important area. However, seemingly, the areas are mutually related in a pyramid order, resulting in that the students must already be highly linguistically competent not only within sentence construction but also within the conjunctive usage.

Discourse (textual) competence is closely related; it can be defined as the ability to produce a meaningful and connected social interaction. Discourse competence in relation with conjunctives is characterised as follows: “Learners of English will need to become aware of how discourse works in terms of the common cohesive devices used in English” (51). Subsequently, the author explains that discourse (textual) competence is understood through acquiring and demonstrating particular abilities that result in coherently written texts or conversations (52).

Although Hedge introduces discourse competence mainly through spoken language, her claims are undoubtedly applicable even to the written area. The author states that there are at least three aspects of competence for conversational language use, which are “(i) how to perform turns in discourse; (ii) how to maintain the conversation, and (iii) how to develop the topic” (51). As one can see, these points can be easily employed in the writing area as well, where they can be replaced by (i) how to structure and organise a text, (ii) how to keep the boundaries of a particular topic, and (iii) how to evolve it further within these topic boundaries.

One might feel that the other competencies are also critical. Indisputably, they interact, and a firm language basis needs to be constructed from all of them. However, pragmatic competence and its subcategories of illocutionary and sociolinguistic competence, (48-49), the strategic competence (52), and the area of fluency (54) tend to be observed more in spoken than in written language (48); hence, they are not explained any further since only written production is the objective to our research.

When all prerequisites for teaching conjunctives in writing in accordance with Processability Model and Teachability Hypothesis are secured, then the decision regarding the particular text type and a connected level of formality should be made. Although conjunctives tend to be observed the most in formal academic prose (Biber et al. 392), one needs to bear in mind that formal writings (except for formal letter/email templates) are not the most recurring within EFL writing instructions. Therefore, some compromise connected with the formality level of the particular writing for learning purposes should be reached.

2.3.3 Formality and Semi-formality in Classroom Writings

Formal and semi-formal essays are an indispensable part in teaching writing. Among teaching structure and organisation, the areas of respective grammatical and lexical devices should be accentuated since in the realm of formal and semi-formal essays, complex conjunctives are essential. In this part, the level to which formal and semi-formal writings are covered in classes is briefly discussed:

One would be surprised when finishing Harmer's *How to Teach Writing*; formal writings are not tackled much; semi-formal works are already addressed more frequently. The reason for the absence of formal templates and activities presumably is that the author wanted to highlight that the primary purpose of writing is to interconnect all our teaching with reality and that, in his opinion, people usually produce different genres than formal essays (39). To use Harmer's original words, "teachers should choose writing activities which have a chance of appealing to their students – and which have, if possible, some relevance for them" (ibid.). Scrivener elaborates that: "the need for longer, formal written works seems to have lessened over the years, and this is reflected in many classrooms where writing activities are perhaps less often found than those for other skills" (235).

Harmer and Scrivener pointed out that formal types of writings are not covered in classes to such an extent as semi-formal and informal text types. A case in point can be the *English Files* by Oxford textbooks (see 3.3.1, 3.3.2) where the number of informal writings prevails over the formal ones. Regarding the usage of complex conjunctives, it would be meritorious if formal writings were analysed; however, as different methodologists emphasise, formal writings are encountered on higher CEFR levels and with regards to the age of the participants of the research and the Processability Model and Teachability Hypothesis, the task of writing a formal text was neglected. Instead of it, a semi-formal essay was chosen as the subject for analysis, even though one is aware of a potential decrease in complex conjunctive usage.

2.3.3.1 Features of Formal and Semi-formal Essays

Although the difference between formal and semi-formal essay writings seems clear-cut, in this section, the most predominant features are addressed:

After scrutinising various sources concerned with formal text types, one comes to a realisation that all the guides suggest the same: full forms over contractions, avoidance of informal phrases, and language as such, which is generally known and accepted (Dallas University 3-4). For instance, “filler” words should be avoided and some level of specificity should be retained (ibid.).

The Oxford University English Language Teaching Global Blog deals with the features of formal writings differently: the authors presented a chart with disparities between formal and informal writings. To outline their approach, some of their ideas are covered in the following paragraph:

Formal writings tend to be planned, and therefore they are also prone to be edited and revisited more often compared to informal text types that are usually spontaneous and conversational with shorter sentences. In contrast, the tone of formal writings is highly official and academic, with longer sentences. In formal essays or letters, longer and less common words are used, which is connected with the factor of time and the opportunity to edit the text more due to its formal nature. Conversely, ubiquitous words present in our daily lives can naturally be found in informal styles (Teaching formal writing).

In semi-formal genre, the criteria are on the verge of the formal and informal types of writing, which means that semi-formal writing can be, for example, planned. However, the authors sometimes do not have to spend so much time on editing and revisiting their texts compared to formal writings. Concerning language, the language used is not expected to be academic; still, polite language is presupposed, and it is anticipated that various synonyms or antonyms will be employed to make the texts attractive for the reader. Not only is it predicted the usage of expressions on the same or opposite sides of one scale, but semi-formal texts are also prone to be well-organised and structured, i.e., cohesive and coherent, to which complex conjunctives highly contribute (ibid.).

To conclude, even though semi-formal writing styles do not demand such extensive reliance on conjunctives, some conjunctives are undoubtedly required. Moreover, according to the Teachability Hypothesis, in classes, it seems optimal to start with semi-formal writings for

complex conjunctive introduction and then, when sufficiently practised, formal genres can be presented and explored with an even greater emphasis on cohesion and coherence.

To reiterate, this chapter tackled different didactic axioms that elucidate acquisition and processing of complex conjunctives. The conjunctive instruction should follow the Processability Model and Teachability Hypothesis to ensure that the acquisition of complex conjunctives is as meritorious as possible. Moreover, linguistic and discourse (textual) competence should be evolved enough before complex conjunctive instruction commences.

Since formal writings (except for letters and emails) are not addressed in students' books much until upper-intermediate level (B2), on pre-intermediate (A2/B1), and intermediate levels (B1), it is recommended to start with employing conjunctives in semiformal essay/article writings than formal essay/article writings, as the Model and Hypothesis both imply. Moreover, according to Harmer, semi-formal text types are more likely to occur since they are perceived as more relevant for the students than formal writings. As presenting and teaching complex conjunctives is a topic that is not accentuated so much, two approaches how complex conjunctives can be taught and learnt are commented on below:

2.3.4 Effective Methods to Teach Complex Conjunctives

2.3.4.1 Data-Driven learning

There are many pitfalls in teaching complex conjunctives, Garner, for example, emphasised the importance of the Data-Driven learning approach, which can highly increase awareness of even subtle differences between meanings of particular conjunctive representatives (410). The approach is convenient especially for advanced and proficient university students. Still, some parts can be a source of inspiration even for upper-secondary students:

Garner points out that with the increase of technology, language pedagogy thrived alongside; it improved textbooks by offering more realistic examples of language used in everyday life and authentic context. Moreover, "they also triggered changes in how language is taught" (ibid). Garner, in his article in *CALICO* journal, introduced a so-called "data-driven learning". The approach is based on the student encompassing the role of a language researcher while examining excessive bodies of texts. Teachers are not knowledgeable lecturers anymore in this particularly didactic scenario; notwithstanding, they become coordinators and guides in the students' research (414). Garner explains the reasons for the teachers' role followingly:

"This approach gives the learner control, allowing him or her to form his or her own hypotheses of language usage. It also moves language learning from a deductive

approach to an inductive one, helping learners improve their ability to make individual generalizations from their encounters with the target language” (ibid.).

Garner further draws attention to the fact that Data-Driven Learning was shown to be more effective in acquiring academic vocabulary and linking adverbials (411). According to him, “traditional language instruction in the usage of linking adverbials has been of little help as it has ignored slight differences in meaning and register appropriateness” (ibid.).

After his research comprising a test and a control group, Garner concluded that direct corpus consultation is rather efficient and can help more with conjunctive acquisition than more traditional approaches (419). Although this approach is not entirely suitable for secondary or upper-secondary students, one could argue that some features or aspects of Data-Driven learning with some modifications could be applicable to standard English classes or project days and can definitely enhance students’ understanding of cohesion and coherence.

2.3.4.2 Problem-Based Learning

Another approach interconnected with Data-Driven Learning is “an instructional (and curricular) learner-centred approach of PBL”. (Savery 9) According to Savery, “this approach empowers learners to conduct research, integrate theory and practice, and apply knowledge and skills to develop a viable solution to a defined problem” (ibid.). Moreover, according to Hmelo-Silver, “students learn by solving problems and reflecting on their experiences” (236). Liu adds that “the underlying theory of this approach is that learning is most effectively initiated and facilitated by posing and solving real-life problems that interest the learner because working on such problems makes learning meaningful and motivating” (358).

Straightforwardly, such an approach can be used in all subjects and levels from primary to tertiary (Liu 358). As Liu further states, PBL is ideal to use in Data-Driven Learning as “corpora can provide students with many active discovery learning opportunities to explore lexicogrammatical issues” (359). Therefore, to some extent, it can certainly be used while teaching or practising conjunctives during a potential didactic scenario when students work in small groups to solve a problem given by their teacher (Hmelo-Silver 236).

3 Practical Part

The theoretical part introduced some important linguistic and didactic frameworks. In order to outline the objective of the research, a definition of complex conjunctives is indispensable. Subsequently, chapters on students' book analyses, research methodology, relevant hypotheses and findings will follow.

3.1 Definition of Complex Conjunctives for the Purpose of the Thesis:

Firstly, complex conjunctives can be simple words, e.g., *however*, or complex expressions, e.g., *on the other hand*; their morphological form in the research part will not be essential; both simple and complex expressions will be assessed. To elucidate, if Halliday and Hasan's perspective was adopted, then several labels would be used to encompass the complex conjunctive category as compound adverbs, e.g., *furthermore*, or *nevertheless*; prepositional phrases like *on the contrary*, *in addition*, and prepositional expressions as *in addition to that* or *as a result* (231).

Secondly, according to Shaw, "textual linking function like those of *therefore*, *firstly* or *for example* can be performed by members of several grammatical classes, including, among others, coordinating conjunctions (*and*, *but*) and subordinators (*because*, *since*, *although*)" (221). Although several grammatical classes can be utilised, the types of word classes will not be paid attention to; any word class can enter the research as far as it operates on the inter-sentential level. As highlighted before, conjunctions are an exception which will not be considered in the data processing.

Thirdly, complex conjunctives can be placed initially, medially, or finally. If a conjunctive is found in a sentence-initial position, then it should be separated by a comma (Alamo College District 2). However, when a conjunctive is placed medially, then the tendency is to separate it by a semicolon before the expression and a comma after (ibid. 3). Straightforwardly, when positioned finally, then the same tendency as in the first case is applied, a comma tends to be placed before the expression (ibid.).

To encapsulate, complex conjunctives, are simple or complex expressions performing inter-sentential linking functions through which they enhance cohesion and coherence. Simultaneously, they belong into one of Halliday and Hasan's categories of **additive**, **adversative**, **causal** or **temporal** complex conjunctives. The categories are further subcategorised (see Table 2), which is indispensable for the corpus analysis tool design.

COMPLEX CONJUNCTIVE DEVICES			
CATEGORIES	SUBCATEGORIES		TYPES: examples
ADDITIVE	complex		furthermore, besides, additionally, in addition, another thing
	comparative	similar	likewise, similarly, in the same way
		dissimilar	on the other hand, by contrast, conversely
	appositive	expository	that is, in other words, to put it another way
		exemplificatory	for instance, for example, thus
ADVERSATIVE	proper emphatic		however, nevertheless, despite this
	contrastive	emphatic	however, on the other hand, at the same time
		avowal	in fact, as a matter of fact, to tell the truth, actually, in point of fact
	correctives	of meaning	instead, rather, on the contrary
		of wording	at least, rather, I mean
CAUSAL	general	simple	so, thus, hence, therefore
		emphatic	consequently, accordingly, because of this
	specific	reason	for this reason, on account of this
		result	as a result, as a consequence
		purpose	for this purpose, with this intention
	conditional	emphatic	in that case, under those circumstances
		generalised	under the circumstances
		reversed polarity	otherwise, under the circumstances
	respective	direct	in this respect, with regard to this
		reversed polarity	otherwise, in other respects, apart from this
TEMPORAL	simple	sequential	afterwards, subsequently
		simultaneous	simultaneously
		preceding	previously
	complex		presently, formerly, meanwhile
	conclusive		finally, at last, in the end, eventually
	sequential/temporal		first, firstly, second, secondly
	summary	culminative	to sum up, in short, briefly
		resumptive	to resume, to get back to the point

Table 2: complex conjunctives with examples inspired by Halliday and Hasan's *Cohesion in English* (249-264)

In the following chapters, complex conjunctives will be referred to rather frequently. At times, readers can encounter only the expression “conjunctives”. This expression is used to shorten the text; however, both labels are interchangeable for the purpose of this thesis, referring to the same grammatical concept.

3.2 Introduction to the Case Study

The research aiming at complex conjunctive analysis studies one single genre: semi-formal essays, for the reasons explained in the theoretical section (see 2.3.3). The case study was based on testing two groups of L2 students of disparate age (16 and 19 year-olds) and English proficiency levels (B1 and B2), native speakers were not included.

Both groups received identical instructions, and the conditions for the essay writing were standardised. The students worked on school computers, and they were not familiarised with the topic before the beginning of the experiment. Furthermore, both groups were allocated an equal amount of time to complete the task. To provide more background information pertaining to the students' levels and prior English learning experience, the following paragraphs will suit the purpose.

Arcibiskupké gymnázium: the case study base

Arcibiskupské gymnázium is a comprehensive school for students from the age of eleven to the age of nineteen. The requirement for the students to enter the school from the fifth grade is to pass the entrance exam in the Czech language, Mathematics and a test aiming at general knowledge acquired at primary schools the applicants attended.

The English language is taught from the first year the students enter the school. From *prima* to *kvinta*, i.e., the first five years, English is taught four times a week, one of these lessons is English conversation. From *sexta* to *oktáva* (the last three years at the school), the students learn English three times a week; however, they can enrol in different elective English seminars. According to the school's website, the majority of students should reach the level of C1 in the final grade, *oktáva*, before they leave the school ([arcig.aj](#)).

The students in *kvinta* (16-year-olds) are of level B1. The basis for this claim is the mock exam the students undergo in May or June in *kvarta*, i.e., the ninth grade. All students passed and a majority passed with rather favourable results (information extracted from the school's private Cambridge mock exam source). The students in *oktáva* (entering the final year) should be B2 level, this is secured by the FCE mock exam the students undergo in March in their penultimate study year.

At Archbishop grammar school, English is taught in accordance with the textbooks the school currently uses (see 3.3), but also authentic materials (such as YouTube videos, BBC articles, BBC broadcasting, parts of books and poems, etc.) are used, and together “they create an engaging compilation and an attractive environment for learning English” (ibid.).

Students’ books are a central reference system in the English classes at the school; therefore, a comprehensive overview aiming at how writing in relation to complex conjunctives is presented in the students’ books is addressed in the following chapter since we believe that the students’ book conjunctive instruction might influence the students’ usage of complex conjunctives in the essays.

3.3 Students’ Book Analyses

This chapter presents analyses of three English language students’ books: **Pre-Intermediate English File Student’s Book, 3rd edition** (designed by Ch. Latham-Koenig, C. Oxeden, P. Seligson), **Intermediate English File Student’s Book, 3rd edition** (written by Ch. Latham-Koenig, C. Oxenden) and **Insight Upper-Intermediate Student’s Book, 1st edition** (designed by J. Wildman, F. Beddall), all published by Oxford University Press. The analyses display how writing templates presenting various text types are addressed and how complex conjunctives are tackled in the publications.

Although it would be conducive to analyse all the texts in the students’ books, it would be an arduous task. Thus, only writing templates in the respective writing sections were analysed since we believe that cohesion and coherence are phenomena that are paid more attention in writing sections compared to the texts in traditional units. We are of the opinion that in these chapters usually new vocabulary or grammar devices require students’ attention and the students are not able to observe cohesion and coherence to the desired level.

3.3.1 Pre-Intermediate English File Student’s Book, 3rd edition

Pre-Intermediate English File Student’s Book contains 12 units which are divided into three subunits each. To cite the blurb from the back of the textbook, the book contains a balanced amount of grammar, vocabulary, pronunciation, and other areas concerned with the remaining language skills (back cover page). Although the book offers various writing tasks throughout the units (“write a “how to...” article” (53), “write a short scene” (65), “write a questionnaire” (97), the writing guide is presented towards the end of the textbook (111) in an extra section.

This extra writing section offers seven graded writings with an exemplification of the given text type, accompanied by various activities, usually of exploring nature. For instance, one of the assets of this textbook is that it instructs students to compare and contrast formal and informal emails (115), or complete (112) or correct given texts (111).

The section contains 7 different text types: *describing a person*, *my favourite photo*, *describing where you live*, *an informal email*, *a formal email*, *a biography*, and *an opinion essay*, among which there are 4 informal text types: *describing a person*, *my favourite photo*, *an informal email*, *describing where you live* (containing a high amount of personal pronouns, contracted forms, repetition of common words as in “..., but I don’t *think* so. I *think* it’s a Roman nose!” (111), 2 semi-formal text types: *a biography*, and *an opinion essay* (the text type itself requires a different section of vocabulary and grammar, which is displayed in the texts and therefore they cannot be labelled as informal) and one formal text type: *a formal email*. Out of these 7 text types, only one writing template is explicitly concerned with complex conjunctive usage. The writing template in question in *an opinion essay* (117).

Even though complex conjunctives are explained in this template, some instances are presented in the book even earlier. The first conjunctive one can encounter is an additive appositional *for example* inserted in the text labelled *describing where you live* (114); however, it is introduced only implicitly, there is no explanation or a practice activity concerning its usage. Surprisingly, *for example* is used medially: “It is a university town, and there are also many modern buildings, *for example* Kayseri Castle, ..., Hunat Hatun Mosque, and the Grand Bazaar around Cumhuriyet Square with its famous statue of Ataturk” (114), which might be contrastive to the expectations Processability Model and Sequence of Acquisition dictate. Another conjunctive that is employed but not explained in the templates is the additive complex *also* (113, 114, 115, 117).

The template of the *opinion essay* was designed to present complex conjunctives explicitly. Students are asked to complete the individual paragraphs with temporal sequentials *finally*, *firstly*, *thirdly* and *to conclude*, an adversative corrective of meaning *instead*, and with an additive appositional *for example*. The students are also guided to produce their own writing by introducing their claims using the aforementioned temporal sequential conjunctives, and to conclude their essays accordingly.

One can see that complex conjunctives are addressed in the student’s book; nevertheless, their coverage is rather limited. The authors decided to accentuate complex temporal sequential

conjunctives and the additive appositional conjunctive *for example*. One can argue that maybe a more concise approach could have been adopted and perhaps some additional complex conjunctives (adversative or causal conjunctives) could have been also incorporated.

On the other hand, the authors indubitably showed their familiarity with important didactic axioms. They introduced a limited amount of conjunctives and they chose rather approachable instances of the additive appositional category (*for example*), sequential temporals (*firstly, secondly, thirdly*) and a temporal culminative (*to conclude*).

With regards to the levels to which cohesion and coherence are discussed in the book, apparently, cohesion is highlighted more than coherence. For text structure, the only guidance the student's book offers is through paragraphing. Paragraphing is explicitly mentioned only in the *opinion essay* template, otherwise it is displayed only through individual text types and clear text sectioning. However, no further commentaries targetting straightforward organisation were detected. Apart from the email templates, the texts were composed of four or five paragraphs of roughly the same length; nevertheless, text organisation and structure were not explained in the book explicitly.

Pre-Intermediate English File Student's Book 3rd edition			
CATEGORIES OF COMPLEX CONJUNCTIVES	TYPES	TOKENS	PAGE REFERENCES
ADDITIVE	<i>for example</i>	2	114 117
ADVERSATIVE	<i>instead</i>	1	117
CAUSAL	<i>xxx</i>	xxx	xxx
TEMPORAL	<i>firstly, secondly, thirdly, finally, to conclude</i>	1,1,1,1	117
Cohesion and coherence			
COHESION ☐ highly involved ☒ involved ☐ not involved		COHERENCE ☐ addressed explicitly ☒ addressed implicitly ☐ not addressed	

Table 3: summation of complex conjunctives and the amount of cohesion and coherence addressed in *Pre-Intermediate English File Student's Book, 3rd edition*

3.3.2 Intermediate English File Student's Book 3rd edition

This student's book comprises 12 units as well; however, the units are divided only into two subunits each. The book also offers various writing tasks throughout the individual units and there is also an extra writing guide section (113).

This textbook offers three more writing templates (10) than its pre-intermediate counterpart. The templates are presented as follows: *a biography, a description of a person, an informal email, an article for a magazine, telling a story, a film review, describing a house or flat, a letter of complaint, a covering email to a CV, a magazine article: advantages and disadvantages*. The text types can be again categorised between informal, semi-formal and formal. The templates that can be labelled as semi-formal are *a film review*, and *a magazine article: advantages and disadvantages*, which results in the same number of semi-formal text types as in the pre-intermediate student's book.

In two of the writing guides, conjunctives are referred to. In the writing template *telling a story* (116), simple conjunctive forms like *because, but* and *so* are practised. Complex conjunctives are dealt with explicitly in the ninth writing template called *a magazine article: advantages and disadvantages* (120). Some individual instances are also tackled in *a telling a story* and *a letter of complaint* (a complex adversative conjunctive *however* (116, 119)).

The guide for *a magazine article: advantages and disadvantages* presents complex conjunctives through listing advantages and disadvantages and concluding phrases. The types that are addressed are: *first, firstly, secondly, thirdly, on the other hand, for instance, for example, in conclusion, to sum up*. The majority of them is used in the attached text, which means that students can observe them in context. Then, they are instructed to write an essay of a similar structure while using the same conjunctives in their writings. The exercise seems beneficial; still, one can argue that maybe more practice would have been coveted for the students in the stage after reading the enclosed article and analysing the individual complex conjunctives and their use before employing them in their own texts.

Concerning cohesion expressed through complex conjunctives, one can see that only one out of ten writing templates was devoted to the introduction and subsequent practice. What might be considered an asset is that the intermediate book revised the majority of complex conjunctives from the pre-intermediate book (*firstly, secondly, thirdly, to conclude, for example*) and offered an alternative for the additive appositional conjunctive *for example* through the phrase *for instance* and two synonymous phrases for the temporal summary

culminative *to conclude* represented by the conjunctives *in conclusion* and *to sum up*. Among the newly presented conjunctives, there should be also listed the adversative contrastive emphatic *on the other hand*. A conjunctive that was not explained, only instructed to be used was an adversative contrastive emphatic *however*, which was presented in two different writing guides.

With regards to coherence, meaningful structure and organisation through paragraphing is addressed more. Text organisation is tackled already in the first writing template concerned with *a description of a person* (113), continues in *telling a story* (116), *a film review* (117), *describing a house or a flat* (118), *magazine article* (121) and *a biography* (ibid.). One can see that what was only introduced in the pre-intermediate student's book, in the intermediate student's book, it is referred to and practised to consolidate the given forms in more context. A remarkable feature is that cohesion simultaneously with coherence is addressed only in one writing template towards the end of the book.

Intermediate English File Student's Book 3rd edition			
CATEGORIES OF COMPLEX CONJUNCTIVES	TYPES	TOKENS	PAGE REFERENCES
ADDITIVE	<i>for instance, for example</i>	1, 1	120-121
ADVERSATIVE	<i>on the other hand</i> <i>however</i>	1 2	120-121 116, 119
CAUSAL	xxx	xxx	xxx
TEMPORAL	<i>first, firstly, secondly, thirdly, in conclusion, to sum up</i>	1, 1, 1, 1, 1, 1	120-121
ACCENTUATION OF COHESION AND COHERENCE	COHESION	COHERENCE	
	☐ highly involved ☒ involved ☐ not involved	☒ addressed explicitly ☐ addressed implicitly ☐ not addressed	

Table 4: summation of complex conjunctives and the amount of cohesion and coherence addressed in *Intermediate English File Student's Book, 3rd edition*

3.3.3 Insight Upper-Intermediate Student's Book, 1st edition

The first striking difference between the *File* and *Insight* student' books is that in the *Insight Upper-Intermediate Student's book* the writing templates are a part of the respective chapters, which makes them more integrated into the individual units and interconnected with the rest of the skills taught. With the ten units the *Insight* presents, eight text types are introduced. The text

types are: *an article, describing a place, a story, a letter to a newspaper, a book review, an opinion essay, a for and against essay, and a report.*

All the writings are accompanied by various activities of exploration, analysis, observation, completion, rephrasing, and modification, which follows the PPP stage of presentation, practice and production, a highly beneficial approach especially within the writing skill area (Didactics I, 2021).

In this student's book, the genre of an essay is introduced in the second half of the publication (90). According to the Processability Model and Teachability Hypothesis, this seems like a logical decision. Another logical tendency that was noticed was that the individual text types were presented from informal across semi-formal, to formal levels gradually.

Complex conjunctives are explicitly addressed in section E of unit 4, called "*A letter to a newspaper,*" (51). The conjunctives that are presented are: *furthermore, besides, however, what is more, in addition, moreover, to conclude, in conclusion, firstly, secondly, first of all.* One can notice that all additive, adversative, causal, and temporal categories are covered. Strikingly enough, temporal summary culminative conjunctives are, for instance, not even highlighted as are the conjunctives from the other categories. The given types are presented in meaningful context, through two semi-formal letters. Additionally, coherence is emphasised through presenting a plan of paragraphing. Furthermore, in the preparation stage, an exercise aiming at the usage of the respective types is included. This writing guide can be an exemplification of how complex conjunctives should be taught and learnt. The only disadvantage seems to be that if the students had not been familiarised with at least some of the types before, they would have a hard time to acquire all of them at once, since the amount exceeds highly Miller's number and would presumably hamper their processing.

Individual instances of complex conjunctives can be traced throughout the writing chapters on page 13 (*as a consequence*), on pages 24 and 25, we can find a causal conjunctive *as a result* and a temporal culminative *all in all*. More conjunctives can be traced throughout the book, for example, causal types *so*, and *as a result* (77), sequential temporals *firstly, secondly*, adversative types *on the other hand, however*, a temporal culminative *all things considered* (91), or causal conjunctives *consequently, on account of this*, and *due to* (103). Additionally, a temporal culminative *in conclusion* (117), the additives *on the one hand, furthermore*, an appositive exemplificatory *as an illustration*, an adversative *on the other hand*, and a temporal culminative *in conclusion* (129) can be also encountered.

One can notice that even in the upper-intermediate student's book, where the students are already, according to the Processability Model, thought to be perceptive to all the areas of complex conjunctives, it is unit 4, not earlier when the phenomenon is first explicitly addressed.

Since the oktáva students underwent the research in September 2022, they did not cover the last two units from the student's book yet. That is the reason why the conjunctives included in U9 and U10 (from page 108 onwards) were not included in the following table.

Insight Upper-Intermediate Student's Book, first edition			
CATEGORIES OF COMPLEX CONJUNCTIVES	TYPES	TOKENS	PAGE REFERENCES
ADDITIVE	<i>furthermore, besides, what is more, in addition, moreover,</i>	1, 1, 1, 1, 1	51
ADVERSATIVE	<i>however, on the other hand</i>	2, 1	51, 91
CAUSAL	<i>as a result, consequently, on account of this, due to, as a consequence, so</i>	2, 1, 1, 1, 1, 1	103, 13
TEMPORAL	<i>firstly, secondly, first of all, to conclude, in conclusion, to sum up, all in all, all things considered</i>	2, 2, 1, 1, 2, 1, 1, 1	25, 51, 103, 91
ACCENTUATION OF COHESION AND COHERENCE	COHESION	COHERENCE	
	☐ highly involved ☒ involved ☐ not involved	☒ addressed explicitly ☐ addressed implicitly ☐ not addressed	

Table 5: summation of complex conjunctives and the amount of cohesion and coherence tackled in *Insight Upper-Intermediate Student's Book, 1st edition*

Overall, the *Insight Upper-Intermediate* offers rather a balanced number of possibilities to become familiarised with complex conjunctives. The authors opted for such an approach that even though the writing templates are often focused on different topics than cohesion and coherence, i.e., making comparisons, avoiding repetition or modifying adverbs, usually some complex conjunctives are present in the texts to demonstrate cohesion and support coherence.

In sum, in this textbook, writing tasks seem to be more accentuated, students are motivated to produce various text types as both school and home assignments, the templates are also an integral part of the book, which makes writing skill on par with the others. The authors' approach towards complex conjunctive acquisition seems more consistent and the grammar devices are presented in a more comprehensible manner than in the *File* textbook series.

3.3.4 Students' Book Analyses: A Summation

To sum, the students' books present a fresh and modern approach towards teaching and learning complex conjunctives. Straightforwardly, conjunctives are not learnt through rigidly designed charts which do not allow deviation from the individual categories and require a strict usage of a particular conjunctive in particular context (Johns 249). As Johns or Garner (411) warned, it is not the best approach at all to "cluster cohesive items in semantic groups, such as teaching all additives together, disregarding register or semantic variation" either (Johns 249). In contrast, what can be seen as a helpful way of presenting complex conjunctives is providing enough context for the words to be used, as many ELT approaches and methods have proven its benefits, e.g., Lexical Approach, Communicative Language Teaching, Total Physical Response, etc. (Richards and Rogers iv) and as all three students' books demonstrated.

In the *English File* student's books, the number of complex conjunctives presented in one writing template was in accordance with Miller's number. Supposedly, this feature made complex conjunctive processing more effective. Moreover, the authors displayed their awareness of preconcepts: when presenting conjunctives for the second time, they listed those they assumed the students were already familiar with and added more items.

It is surprising that the authors decided to omit the category of causal complex conjunctives entirely in both pre-intermediate and intermediate books. In terms of cohesion, it was involved in both students' books, regarding coherence, in the pre-intermediate book, it was addressed only implicitly through paragraphing (with no further comments); in the intermediate and upper-intermediate books, the writer's perception of the readers was already addressed explicitly. Furthermore, the *Insight* did not follow the concept of Miller's number entirely; the number of conjunctives that were meant to be processed was presumably too high. Still, the authors at least highlighted the new items and did not draw so much attention to those of listing and concluding, assumed already familiar to the students.

The area of complex conjunctives was addressed through such text types considered approachable for the students. Additionally, the authors chose topics which were close to the learners, believing that a familiar topic and text type would enhance conjunctive employment. This approach served as a source of inspiration for the design of research instructions (3.4.3).

Interestingly, *English File* textbooks were not primarily designed for secondary and upper-secondary schools but rather for intensive language courses in language schools (this information was provided in a lecture (May 2022) by Kateřina Valdmanová, an Oxford

University textbook promoter) in comparison with the *Insight*. This variable presents a number of questions. It can be pondered whether such students' books tend to be oriented on writing tasks as much as on other skills. There is also a question whether publishing houses design textbooks for courses and schools differently and to what extent they differ in that approach. When compared with the *Insight*, one can see that the disparities could be found in the (non)-integration of writing sections in the units and the number of activities accompanying the given writing template. One can argue that the *Insight* student's book, which was designed primarily for teaching English at school, offered a more concise approach to conjunctives.

Overall, complex conjunctive presentation in the books presumably lacks some general categorisation of conjunctives even though Johns highlighted that this is not the approach to use. Nevertheless, one could argue that maybe some visualisation of what the students are expected to know already and what they will learn in the given writing section would be beneficial. Moreover, teachers can definitely use some supplementary materials and provide their students with exercises from different sources to balance this shortage and make their students more aware of complex conjunctives, their categories, usage and meanings. This awareness can be, without doubt, nourished with years to come especially in relation to the areas of cohesion and coherence.

In the students' books, cohesion and coherence tend to be taught separately and when taught simultaneously, then balance is usually not achieved but one of them is accentuated more than the other one. The categories that were addressed in *Pre-Intermediate* and *Intermediate Files* were temporal complex conjunctives with the highest frequency, additive appositionals and then adversative complex types of even a lesser number. Contrarily, the *Insight* presented all the categories in question and ensured that they were given a similar amount of attention. Compendiously, the students' books provided some limited space where complex conjunctives are discussed. Nevertheless, the approach could be even more consistent and complex conjunctives could be practised more in the writing templates.

So far, it has been established that in the students' books, complex conjunctives are tackled. Logically, in the pre-intermediate *English File*, only a limited number of conjunctives is presented. In the intermediate student's book, more conjunctives are addressed, still within the limitations given by the different didactic axioms. Contrastively, the upper-intermediate *Insight* presents broadening of the categories of additives and temporals. In terms of the category of adversatives, the same adversatives as in the intermediate *English File* were present. However, in the category of causal conjunctives, one notices almost an illogical broadening.

COMPLEX CONJUNCTIVES USED IN THE ANALYSED STUDENT'S BOOKS			
	Pre-Intermediate English File Student's Book 3rd edition	Intermediate English File Student's Book 3rd edition	Insight Upper-Intermediate Student's Book, first edition
CATEGORIES OF COMPLEX CONJUNCTIVES	TYPES		
ADDITIVE	<i>for example</i>	<i>for instance, for example</i>	<i>furthermore, besides, what is more, in addition, moreover;</i>
ADVERSATIVE	<i>instead</i>	<i>on the other hand however</i>	<i>however; on the other hand</i>
CAUSAL	<i>xxx</i>	<i>xxx</i>	<i>as a result, consequently, on account of this, due to, as a consequence, so</i>
TEMPORAL	<i>firstly, secondly, thirdly, finally, to conclude</i>	<i>first, firstly, secondly, thirdly, in conclusion, to sum up</i>	<i>firstly, secondly, first of all, to conclude, in conclusion, to sum up, all in all, all things considered</i>

Table 6: summation of complex conjunctives in the analysed students' books.

3.4 Methodology

The research was conducted in the context of traditional English classes and aimed at investigating specific aspects of complex conjunctive usage at different age and proficiency levels.

3.4.1 Grouping of Participants

The students were grouped into two distinct categories:

- 1) GROUP 1: Kvinta students (16-year-olds). This subset comprised students from 5.A and students from 5.B. Compared to Group 2, in Group 1 not all students from the respective classes participated. The decision for not including all students was affected by administrative reasons and a high-frequency engagement of the ICT rooms. The experiment was held during two consecutive lessons to minimise chances of information exchange. The students were EFL students, reportedly of B1 level.
- 2) GROUP 2: Oktáva students (19-year-olds): A subset comprising students from 8.A and 8.B classes. The students participated in the experiment throughout four consecutive English classes to minimise potential information leaking. The students were all EFL students, and they were reportedly of a B2 level or higher.

To maintain research consistency, students were instructed not to share any research-related information with their classmates. This safety measure was significant since the research not only served as a diploma project but also as practice for matura exam for the older students and as a FCE practice for the younger students.

All participants were anonymised, to ensure impartiality, G1 students were labelled as 1-A-X, where 1-A refers to G1 and X stands for a specific number from 1 to 20 referring to the number of the essay in the provided subcorpus. In G2, an analogical approach was adopted, i.e., 2-A-X.

3.4.2 Research Environment

The research took place in the school's computer classrooms in person. For the research, a Google Classroom platform was created and each group had a specific Google course to submit their essays into. The most significant advantage of the platform was that it was already used at the school, so the students were acquainted with it. Another plus was that the researcher could plan posting the experiment instructions in advance, which secured equal experiment conditions.

3.4.3 Research Instructions

The experiment consisted of a written assignment. The students were supposed to write a semi-formal essay aiming at advantages and disadvantages of the length between 140 to 190 words. The instructions were provided both in English and Czech since the understanding of the instructions was not tested. As one can see, a paragraph sample was included containing some complex conjunctives (*however, in other words, in sum*). The reason for providing the paragraph was that we expected to harvest some complex conjunctive means and, subsequently, our goal was to analyse how they are used and to what extent they are ingrained in the students' interlanguage.

KOMPOZICE: VÝHODY A NEVÝHODY

INSTRUKCE

Byli jste požádáni místním novinářem napsat kompozici/slohovou práci na téma **Výhody a nevýhody domácího vzdělávání**. Vaše práce bude otištěna v dalším vydání časopisu.

Váš text by měl obsahovat tyto náležitosti: **úvod**, následně **dva odstavce**, kde v jednom z odstavců uvedete alespoň jednu (nebo více) výhod a v druhém odstavci uvedete alespoň jednu (či více) nevýhod, ukončete **závěrem**.

- ☐ TÉMA: **Výhody a nevýhody domácího vzdělávání**
- ☐ ÚROVEŇ FORMÁLNOSTI: SEMI-FORMÁLNÍ
- ☐ DÉLKA TEXTU: 140 – 190 SLOV
- ☐ ČASOVÝ LIMIT: 45 MINUT
- ☐ SLOVNÍKY: **NE**
- ☐ FORMÁLNÍ NÁLEŽITOSTI:
 - ☐ A) struktura
 - **ÚVOD**
 - **ODSTAVEC 1** (výhoda)
 - **ODSTAVEC 2** (nevýhoda)
 - **ZÁVĚR**
 - ☐ B) cílová skupina: čtenáři místního věstníku/časopisu

A PARAGRAPH SAMPLE (= EXAMPLE):

.....

*A disadvantage of home-schooling might be that the home-schooled children.....
 However, some of them could perceive this as a benefit.
 In other words, this might be regarded as
 two sides of the same coin.*

In sum, ...

Table 8: essay instructions (Czech)

ESSAY WRITING: ADVANTAGES AND DISADVANTAGES

INSTRUCTIONS:

A local newspaper journalist asked you to address the problematics of the **Advantages and Disadvantages of Home-schooling**, your **essay** will be published in the next journal issue.

The text should consist of an **introduction**, **two** subsequent **paragraphs** where one will introduce at least one (or more) advantage(s) and the second will introduce one (or more) disadvantage(s), and a **conclusion**.

- ☐ TOPIC: **The Advantages and Disadvantages of Home-schooling**
- ☐ FORMALITY: SEMI-FORMAL LEVEL
- ☐ LENGTH: 140 – 190 words
- ☐ TIME LIMIT: 45 minutes
- ☐ DICTIONARIES: **NO**
- ☐ FORMAL REQUIREMENTS:
 - ☐ A) structure
 - **INTRODUCTION**
 - **PARAGRAPH 1** (an advantage)
 - **PARAGRAPH 2** (a disadvantage)
 - **CONCLUSION**
 - ☐ B) Target audience: The local journal readers

A PARAGRAPH SAMPLE (= EXAMPLE):

.....

*A disadvantage of home-schooling might be that the home-schooled children.....
 However, some of them could perceive this as a benefit.
 In other words, this might be regarded as
 two sides of the same coin.*

In sum, ...

Table 9: essay instructions (Czech)

Since it was crucial to design the instructions in the way the students were used to, many writing templates were perused to choose a familiar text type and a user-friendly topic. The basis for the written assignment were various texts that are presented throughout the *English File* books as it was necessary to design such a format that would be navigable for both experiment groups.

Regarding the paragraph sample, the idea of including it in the instructions was drawn from Chaplen's publication on *Paragraph Writing*, where Chaplen advised that:

“Each writing assignment for increasing a writer's awareness of writing paragraphs should consist of three parts:

1. “A model paragraph,
2. Notes on grammar and special uses of prepositions, articles, vocabulary items, and punctuation,
3. Instructions for writing the paragraph” (28).

In this publication, Chaplen is interested in writing only paragraphs, not larger parts of texts; nevertheless, it was still a helpful tool which provided some theoretical background for the instruction design. After scrutinising all the criteria, it was chosen to design the instructions in accordance with the first and last point of the recommendation.

Another source that supported the presence of complex conjunctives in the paragraph sample was the chapter discussing students' book analyses, which indicated that complex conjunctives were used in various texts although a different topic was addressed (see 3.3.4). Therefore, one can state that students are used to the presence of complex conjunctives in texts, and they do not perceive them unfamiliar. Even though the paragraph sample might be considered as pushing the students to the usage of complex conjunctives compared to the absence of such a sample, it is still believed that the advantages of its presence in the instructions outbalanced its disadvantages. The conjunctives used in the model paragraph were not explicitly referred to, and the paragraph was just an exemplification of one of the thousand variants the students could produce. Compendiously, from the didactic perspective, examples matter, and it is advisable to provide them.

Apart from Chaplen and the students' book analyses, there were also other meritorious factors connected with the instructional design. The formats of Cambridge exams PET and FCE were taken into account and their writing parts were also a source of inspiration:

3.4.3.1 Cambridge Exam Format

i) PET exam

In the Cambridge PET exam, there are three writing tasks. Firstly, the examinees should rewrite sentences. In the second task, there are instructions to write a shorter text between 35-45 words. Usually, this text is in a nature of a letter, email, short notice, etc. (Levinhgiang 22). Then, a task requiring a longer text follows. This longer text should be of an average length of one hundred words. The writing section is joined together with the reading section, and in total, the students have ninety minutes for both parts, and they are asked to produce 145 words at the maximum (5).

ii) FCE exam

The FCE exam consists only of two writing tasks. Both tasks take together eighty minutes, and the examinees are asked to produce between 140 and 190 in total for each task. Regarding the FCE format, only the first task was used as a source of inspiration.

In this task, students are provided with an essay title and two ideas (Cambridge English). As the official Cambridge website further clarifies: “students write an essay giving their opinion about the title, using the ideas given and adding an idea of their own” (ibid.)

The time limit and the number of words were the main areas of inspiration. As many Archbishop grammar school students often take the exam, the word limit (140-190 words) remained unchanged.

3.4.3.2 Topic

The topic aimed at an overview of the advantages and disadvantages of home-schooling. The reason for choosing such a topic was that it was believed that a relatable area would leave more space for the mental processes needed to fulfil the requirements and demonstrate conjunctive knowledge. To reiterate, the topic itself and the structure of the essay were designed to anticipate some use of conjunctive categories (mainly adversatives and summative temporals).

To conclude, the students were instructed to write a semi-formal essay of the length of 140 – 190 words in 45 minutes on the topic of “Advantages and Disadvantages of Home-schooling”. Instructions were provided in English and Czech and a sample paragraph as well as instructions regarding paragraphing were present.

3.4.4 Sample Selection

In total, seventy-one essays were collected; however, for various reasons only a part of them was used to create the research corpus. The reasons that contributed to the text elimination were:

- i) Over-exceeding the given word limit more than 15 %,
- ii) Extreme deviation from the required text type,
- iii) Not displaying any complex conjunctives.

3.4.4.1 Surpassing the Word Limit

As the instructions clearly stated the word limit between 140 and 190 words, texts containing more than 218 words (15 % = 28 words) were automatically excluded from the corpus, since a need arose to create two subcorpora of a similar length.

It might be questioned why the threshold of 15 % was chosen instead of the standardised 10 %. The reason is that the Archbishop Grammar School students seem accustomed to writing usually longer texts surpassing 180 and more words. Additionally, especially younger students might not be experienced enough to adhering to strict word limitations. Still, some top limit was agreed on since then disproportionately long texts would unnecessarily impact the results. In sum, the length ratio of the texts that entered the corpus spans from 142 words to 217 words.

3.4.4.2 Deviation from the Given Text Type

Since cohesion and coherence were objects to the analysis, the overall communicative achievement, as well as observing the given text type and the level of formality, were of significance when selecting the data for the corpus. When an essay displayed too many familiarity expressions or informal tendencies (contracted forms, a high amount of personal pronouns), such an essay was excluded from the corpus.

Regarding the topic itself, a looser and less rigid approach was adopted. The corpus includes some texts that tackle distance learning more than the original topic of home-schooling for the reasons explained above (see 3.4.3.2). Understandably, such texts were more frequent in Group 1, whose representatives were not able to draw a thick line between these two concepts and wrote about their first-hand Covid-19 experience instead.

At first, it was decided to eliminate these texts but after some pondering, the texts, if not violating the remaining factors, were eventually included in the corpus. The reason for committing to such a decision was that the texts just partially deviated from the given topic and for the analysis itself, such a topic broadening did not cause any significant analysis alterations. Moreover, it can be argued that the students who discussed a topic so familiar to them could have been left with more cognitive space for interconnecting their ideas and using complex conjunctives more accordingly.

3.4.4.3 Absence of Complex Conjunctives

Since some of the texts produced by the participants (4.22%) did not display any conjunctives, the texts were, after some considerations, not incorporated. The reasons for such a decision were that analyses of texts of such nature would not bring any merits as they would not display any conjunctive usage; hence, for this research, these texts were regarded as not helpful.

Indubitably, it would be interesting to realise why those students failed to use complex conjunctives. The first reason that crosses one's mind is due to the non-observance of Processability Model and Teachability Hypothesis. Contrastively, one could contradict this statement claiming that all the students were of the reportedly same level, secured by the mock PET, potentially FCE exams. Still, the mock exams presumably do not secure that the students' written performance in the same groups would be comparable to the extent that they would use complex conjunctives on the same level.

Thus, the final number of texts explored is 40 for all the aforementioned reasons. To analyse the corpus, it was necessary to design a corpus analysis tool (CAT). For some of the CAT modifications, the students' book analyses were used; however, more insight regarding the modification was needed. Further, tentative analyses of five essays were conducted to help with the final trimming of CAT.

3.5 Tentative Analyses

For the modification of CAT some alterations of the originally proposed framework by Halliday and Hasan (see 2.2.1.6) were in question. Some of the tentatively examined essays exceeded the given word limit; however, for the purpose of this type of analysis, this feature was dismissed. All the essays were of semi-formal genre to ensure standardisation.

Three essays were taken from Group 2 (B2 students), the remaining two were produced by Group 1 participants. A larger sample from G2 was analysed since it was believed that the tendencies would vary more, providing clear insights into which complex conjunctives would be in the focus of the students. These findings will then be reflected in the modified CAT. The tentatively analysed complex conjunctives were categorised according to the original framework.

TA_1

When we mention education, many of us default to a regular lecture in a classroom, where the teacher provides us with a monologue, which puts the students asleep. **However**, there are alternatives to the conventional education system, one of which is being home-schooled.

By home-schooling you don't have to listen to your lecturer going on and on about something, **instead** the subject matter can often times be taught more hands-on and interactively. Thanks to there being only one student, the teacher and the student can have a one on one conversation, where they can freely delve into what the student has higher difficulty with understanding, **so** the pace can be greatly adjusted.

Although it might seem at first thought as all sunshine and roses, there are some severe detriments to home-schooling. The child won't end up interacting with its peers on a daily basis as it normally would, **thus** the development of certain social skills comes into question. **Furthermore**, thanks to the more personalized lessons, it's certainly a possibility that there might occur some holes in one's education, as some subjects or topics might be slightly more neglected than others.

All in all home-schooling could be very beneficial, when done thoroughly and with care, especially when the child is certain that it wants to pursue a specific career and more attention could be placed on the pertaining subjects, but it definitely carries some drawbacks such as the potential risk of becoming somewhat socially inept or lacking knowledge in some areas.

TA_1								
CATEGORIES	SUBCATEGORIES		TYPES IN THE ESSAYS	TOKENS	POSITION	PUNCTUATION	SPELLING	STYLISTIC CHOICE
ADDITIVE	complex		furthermore	1	initial	ok	ok	ok
	comparative	similar						
		dissimilar						
	appositive	expository						
		exemplificatory						
ADVERSATIVE	proper emphatic							
	contrastive	emphatic	however	1	initial	ok	ok	ok
		avowal						
	correctives	of meaning	instead	1	medial	ok	ok	ok
of wording								
CAUSAL	general	simple	so thus	1 1	medial medial	ok ok	ok ok	ok ok
		emphatic						
	specific	reason						
		result						
		purpose						
	conditional	emphatic						
		generalised						
		reversed polarity						
	respective	direct						
		reversed polarity						
TEMPORAL	simple	sequential						
		simultaneous						
		preceding						
	complex							
	conclusive							
	Sequential/temporal							
	summary	culminative	all in all	1	initial	No: a comma missing	ok	ok
		resumptive						

TA_2

The Advantages and Disadvantages of Home-schooling

As everybody knows, education is one of the most important qualities in life that can play a big role in our future. **Therefore** there are schools that provide information and preparation for adult life and the possibility of educating is not only a school building, but **also** home-schooling, which is going to be a topic of this essay.

On the one hand home-schooling is a very sympathetic way of education. Children stay the whole day at home, have more time to have a better sleep, they do not have to travel through the city or village to get to the school and have more time for daily activities and hobbies. This all seems very acceptable and a lot of children learning at school would love to exchange this form of education.

However, home-schooling must have quality and that is why it is so expensive to find the right people to educate children. **In addition,** there is no contact with children of the same age, which is really important for communication, interaction and getting used to the outside world.

In summary, home-schooling is an interesting concept of education and many children welcome it for different reasons such as mental health, long distance traveling to school or just preferring the way. I think going to school as an institution is a better way of preparing children for future life.

TA_2								
CATEGORIES	SUBCATEGORIES		TYPES IN THE ESSAYS	TOKENS	POSITION	PUNCTUATION	SPELLING	STYLISTIC CHOICE
ADDITIVE	complex		in addition	1	initial	ok	ok	ok
			also	1	medial	ok	ok	ok
	comparative	similar						
		dissimilar						
	appositive	expository						
		exemplificator y						
ADVERSATIVE	proper emphatic							
	contrastive	emphatic	however	1	initial	ok	ok	ok
		avowal	on the one hand	1	initial	ok	ok	ok
	correctives	of meaning						
		of wording						
CAUSAL	general	simple	therefore	1	initial	No: a comma missing	ok	ok
		emphatic						
	specific	reason						
		result						
		purpose						
	conditional	emphatic						
		generalised						
		reversed polarity						
	respective	direct						
		reversed polarity						
TEMPORAL	simple	sequential						
		simultaneous						
		preceding						
	complex							
	conclusive							
	Sequential/temporal							
	summary	culminative	in summary	1	initial	ok	ok	ok
resumptive								

TA_3

The Advantages and Disadvantages of Home-schooling

Home-schooling is a form of education that has become very popular in the past couple of years. In the following two paragraphs, I would like to write about the advantages and disadvantages of this trend.

One advantage of home-schooling is that the student is more focused on the topics because he/she is not distracted by other people in his class. Another advantage is that the student gets more attention from the teacher because here the teacher can focus solely on him/her, whereas in normal classes the teacher would have to focus on a group of people.

The disadvantages of home-schooling are that there is a lack of competition and that the student does not learn how to work in groups of people.

In sum, there are many advantages and disadvantages of home-schooling, many of which I did not write about here. I think that every parent should take them into consideration when deciding which one to choose.

TA_3								
CATEGORIES	SUBCATEGORIES		TYPES IN THE ESSAYS	TOKENS	POSITION	PUNCTUATION	SPELLING	STYLISTIC CHOICE
ADDITIVE	complex							
	comparative	similar						
		dissimilar						
	appositive	expository						
		exemplificatory						
ADVERSATIVE	proper emphatic							
	contrastive	emphatic						
		avowal						
	correctives	of meaning						
		of wording						
CAUSAL	general	simple						
		emphatic						
	specific	reason						
		result						
		purpose						
	conditional	emphatic						
		generalised						
		reversed polarity						
	respective	direct						
		reversed polarity						
TEMPORAL	simple	sequential						
		simultaneous						
		preceding						
	complex							
	conclusive							
	Sequential/temporal							
	summary	culminative	in sum	1	initial	ok	ok	ok
		resumptive						

TA_4

The Advantages and Disadvantages of home-schooling

I have never been home-schooled but I think that an advantage of home-schooling is that you can learn more things that you are interested in. You **also** have little to no attention from the teacher.

When you are home-schooled (not if you are home-schooled online), it is usually just you and your teacher so you get all of the attention you need. You can use the time you would be spending getting ready and going to school for extra time to sleep. **Also** when you are home-schooled but online (so you study on your computer) you can get your work done any time you want and you can hang out with people more or you can work while being in school.

However there are some disadvantages. You can struggle with talking in front of other people or you can have problems talking to new people. If you do not have any motivation or you are just lazy or you have a bad teacher it can cause that you will not learn anything.

In my opinion I think that it depends on what kind of person you are. When you are not that social it can cause that you will never learn how to talk or bond with people, but when you are more of a social person you can enjoy studying at home without losing social skills. **In conclusion** home-schooling is great if you know what to do with your time and if you have motivation.

TA_4							
CATEGORIES	SUBCATEGORIES		TYPES IN THE ESSAYS	TOKENS	POSITION	PUNCTUATION	STYLISTIC CHOICE
ADDITIVE	complex		also	1	initial	No: a comma missing	ok
				1	medial	ok	ok
	comparative	similar					
		dissimilar					
	appositive	expository					
		exemplificatory					
ADVERSATIVE	proper emphatic						
	contrastive	emphatic	however	1	initial	No: a comma missing	ok
		avowal					
	correctives	of meaning					
		of wording					
CAUSAL	general	simple					
		emphatic					
	specific	reason					
		result					
		purpose					
	conditional	emphatic					
		generalised					
		reversed polarity					
	respective	direct					
		reversed polarity					
TEMPORAL	simple	sequential					
		simultaneous					
		preceding					
	complex						
	conclusive						
	Sequential/temporal						
	summary	culminative	In conclusion	1	initial	No: a comma missing	ok
		resumptive					

TA_5

Why offline-school isn't always better than online-school

Home-schooling has always concerned only a fraction of people. But with the recent pandemic it's become a big topic for the schooling system. There are a lot of different views on online education. Some say that it's a great and innovative way of learning, others prefer the traditional in-class lessons.

I and many students worldwide can compare these two systems. We have lived both in the pre-quarantine and quarantine time. **So** we all know home-schooling has both its advantages and disadvantages. As an advantage I would state the fact that it's very flexible. And that's great news for "night-time owls" (meaning people who are productive in the night). It's practical, that you can divide and organize your studying and homework as you want. I, **for example**, used to do most schoolwork on Monday and Tuesday, that way on Thursday I was finished and could enjoy my three-day weekend. Home-school is **also** more comfortable for people struggling with social-anxiety.

However, the need to specifically organize your time can also be a disadvantage. Because for many people holding onto a schedule can be difficult and energy-draining.

To conclude I'd like to say that the quality of home-schooling is dependent on many factors. Ranging from the teacher to the basic fact that we're all different and prefer different ways of learning. The quarantine helped us all learn something about ourselves and how we retain information in different environments.

TA_5							
CATEGORIES	SUBCATEGORIES		TYPES IN THE ESSAYS	TOKENS	POSITION	PUNCTUATION	STYLISTIC CHOICE
ADDITIVE	complex		also	1	medial	ok	ok
	comparative	similar					
		dissimilar					
	appositive	expository					
		exemplificatory	for example	1	medial	ok	ok
ADVERSATIVE	proper emphatic						
	contrastive	emphatic	however	1	initial	ok	ok
		avowal					
	correctives	of meaning					
		of wording					
CAUSAL	general	simple	so	1	initial	No: a comma missing	ok
		emphatic					
	specific	reason					
		result					
		purpose					
	conditional	emphatic					
		generalised					
		reversed polarity					
	respective	direct					
		reversed polarity					
TEMPORAL	simple	sequential					
		simultaneous					
		preceding					
	complex						
	conclusive						
	Sequential/temporal						
	summary	culminative	to conclude	1	initial	No: a comma missing	ok
		resumptive					

From the tentative analyses, some tendencies are apparent:

1) In the category of additives, only **additive complex** and **additive appositive expository** conjunctives were used among the participants. Representatives of additive comparatives were not encountered and in the students' books, they were not addressed either; thus, it was decided to eliminate this subcategory.

2) Regarding adversatives, various representatives of contrastives were detected. The corrective of meaning *instead* was observed only once; however, since it was presented already in *Pre-Intermediate English File*, it was thought advisable to retain the category of **adversative correctives** in CAT.

The subcategory that was represented the most was **adversative contrastives**, namely emphatic conjunctives, which also remained in the newly designed tool. The subcategory of adversative proper emphatic conjunctives was eliminated since it is believed that between this subcategory and the subcategory of contrastives, there is rather an overlap and the students' level would not be high enough to distinguish between the semantic disparities of these two different subcategories.

3) A substantial elimination was performed in the category of causal conjunctives due to their minimal representation. The subcategory of **causal general** conjunctives was retained. With respect to the students' book analyses, also the category of **causal specific** conjunctives should remain.

4) In the temporal category, the most prominent subcategory was **summary culminative** conjunctives. Again, with respects to the students' book analyses, **sequential/temporal** conjunctives were also retained since it is believed that they will be rather frequent in the essays.

Table 9 summarises the subcategories that remained with respect to the performed tentative analyses and with respect to the students' book analyses addressed previously. All these findings assisted with the modification of CAT.

A MODIFIED COMPLEX CONJUNCTIVE FRAMEWORK		
CATEGORIES	SUBCATEGORIES	
ADDITIVE	complex	
	appositive	expository
		exemplificatory
ADVERSATIVE	contrastive	emphatic
		avowal
	correctives	of meaning
		of wording
CAUSAL	general	simple
		emphatic
TEMPORAL	sequential/temporal	
	summary	culminative
		resumptive

Table 9: a modified complex conjunctive framework inspired by Halliday and Hasan

3.6 Corpus Analysis Tool: Description

The CAT comprises parameters of position, punctuation, spelling and stylistic choice. The first two columns of the tool are labelled as “types in the essays” and “tokens”. In the first column, “types”, the individual conjunctive types will be inscribed into the respective subcategories, whereas in the second column “tokens”, the number of occurrences of the individual type will be in focus. The remaining parameters are described below.

LABEL:			NUMBER OF WORDS:			TYPES/TOKENS RATIO:		
CATEGORIES	SUBCATEGORIES		TYPES IN THE ESSAYS	TOKENS	POSITION	PUNCTUATION	SPELLING	STYLISTIC CHOICE
ADDITIVE	complex							
	appositive	expository						
		exemplificatory						
ADVERSATIVE	contrastive	emphatic						
		avowal						
	correctives	of meaning						
		of wording						
CAUSAL	general	simple						
		emphatic						
TEMPORAL	sequential/temporal							
	summary	culminative						
		resumptive						

Table 10: a modified corpus analysis tool inspired by Halliday and Hasan’s conjunctive framework

3.6.1 Parameter 1: Position

A factor crucial to the analysis is the position of the observed conjunctive. In this column, the sentence placement of the conjunctive used will be referred to. As Zihan, or Quirk et al. suggest, conjunctives can occur in three placements: initial, medial, and final (see 2.2.1.4). Zihan explains that “**initial** position means the first word (e.g., *however*) or set of words (e.g., *to summarise*) in a sentence or an intonation unit. **Medial** position refers to any word or set of words between the first and final word or set of words in a sentence. The **final** position means the final word or set of words in a sentence” (129).

3.6.2 Parameter 2: Punctuation

With placement, punctuation is connected (already introduced in chapter 3.1). Even though the placement of commas and semi-colons is not rule-based, there are observed some tendencies based on the conjunctive sentence position.

If a conjunctive occurs sentence-initially, a comma tends to be used to provide more clarity and consistency. This tendency is apparent in all the analysed students’ books, and it can be viewed as an indispensable part of using complex conjunctives.

If placed medially, a comma after the word or phrase is usually required; a semicolon should be used before the complex conjunctive. This tendency is apparent, for example, in the upper-intermediate *Insight* (51). However, this approach was not displayed in the two *English File* student’s books (with the exception of presenting the additive appositional conjunctive *for example*, which requires different punctuation rules). If the conjunctive placement is sentence-final, a convention is to place a comma before the conjunctive (Alamo College District 2).

3.6.3 Parameter 3: Spelling

Alongside punctuation, spelling is another external parameter. Spelling errors can range from those that do not significantly impede understanding to those that entirely hinder comprehension (Didactics I, 2021). If a word is misspelled in an informal body of text, it might be tackled differently than a spelling error in a formal or semi-formal genre. Even though spelling errors might be considered as indicators of recklessness or absence of concentration, they can be also viewed as signs indicating that the participants are not acquainted with the given complex conjunctive to the desirable extent yet.

The reason why spelling is reflected among the other parameters is that if a conjunctive is misspelled and used in an inappropriate position, or it is accompanied with the presence of incorrect or complete absence of punctuation, then this can be considered as an indication of

where in the student's interlanguage the given conjunctive can be found. It means that the student already knows the conjunctive and is aware of its position in the English word order, but there are still some deficiencies that should be addressed before the ultimate learning stage is achieved. Even though the factors of punctuation and spelling are not entirely divorced aspects, in CAT, they are treated separately to provide more information.

3.6.4 Parameter 4: Stylistic Choice

The category of stylistic choice is interconnected with the factors of the selected genre or text type and the level of formality. A definition of this parameter can be "the selection of stylistic features to achieve a particular effect" (Australian Glossary). In other words, the conjunctive in question will be observed in stylistic context and whether it is in accordance with the rest of the essay. For example, the understanding of this parameter could be broadened by Crystal and Davy's definition of "suitability of form to subject matter" (75) or Biber et al. and their register specific viewpoint (887). To put it differently, the parameter of stylistic choice secures that the analysed conjunctives fit into the rest of the text.

3.6.5 Parameters and Their Indication

To demonstrate how individual parameters will be indicated, Table 11 provides a concise summary. If some problems in the categories of the individual parameters are encountered, a label "no" will be used and an explanation in brackets regarding the issue will be supplied.

A REVISED COMPLEX CONJUNCTIVE TOOL								
CATEGORIES	SUBCATEGORIES		TYPES IN THE ESSAYS	TOKENS	POSITION	PUNCTUATION	SPELLING	STYLISTIC CHOICE
ADDITIVE	complex				initial medial final	ok or no: explanation	ok or no: explanation	ok or not ok + explanation
	appositive	expository						
		exemplificat ory						
ADVERSATIVE	contrastive	avowal						
	correctives	of meaning						
		of wording						
CAUSAL	general	simple						
		emphatic						
TEMPORAL	sequential/temporal							
	summary	culminative						
		resumptive						

Table 11: parameters and their indication

3.7 Hypotheses Overview

In this section, various hypotheses are listed. The hypotheses arose from the students' book analyses (H1, H4) and from the tentative analyses (H3, H5). Some hypotheses were also inspired by research conducted in other countries focused on a similar research objective (H1, H2, H4):

3.7.1 H1: Initial Placement

According to Shaw, "non-native writers tend to use fewer linkers and are more likely to place them initially" (216). The initial placement tendency was displayed in the students' books and in the tentatively analysed essays. Theoretically speaking, this hypothesis can be supported by the framework introduced by Quirk et al., which stated too that complex conjunctives tend to be used initially the most (2.2.1.4, 2.2.1.5). Moreover, only a small number of complex conjunctives was theoretically introduced in the books designed for pre-intermediate and intermediate students and the majority of complex conjunctives were presented in initial positions (with the exception of *however*, which was used in *Insight* (51) medially and *also* and *for example*, which were in *Pre-Intermediate English File* used medially as well (113, 114)). Therefore, it can be expected that if a complex conjunctive is used medially, then punctuation problems will arise.

Both Quirk's statement and the student's book tendency lead us to the hypothesis that the most of complex conjunctives found in the corpora will be used initially. Undoubtedly, other placements will be studied as well and findings regarding these placements and corresponding punctuation will be addressed.

3.7.2 H2: Higher Frequency In Higher-Grade Students' Essays

This hypothesis focuses on conjunctive frequency. As Surjowati claimed in his research, "higher-grade students use more linking features than lower-grade students"; moreover, "lower-grade students have difficulties using the markers and creating a cohesive and coherent text" (248). H2 is based on the notion that the frequency of conjunctives will be higher in the older students' writings and that, at times, the writings of the lower-grade students will display deficiencies in using conjunctives.

H2 is also based on the students' book analyses which concluded that pre-intermediate and intermediate *English Files* focused on the area of conjunctives only marginally compared to the upper-intermediate *Insight*, where they were already encountered more frequently and practised accordingly.

3.7.3 H3: Additive vs. Adversative

With H2, H3 is connected since there is also expected a higher ratio in terms of different conjunctive categories. H3 is based on the findings from tentative analyses, where additives were employed slightly more than adversatives (Table 12). The collected data will show whether additive complex conjunctives are used less, more, or on the same level as the adversative category. Indisputably, the frequency of other complex conjunctives will be observed as well.

	ADDITIVES	ADVERSATIVES	CAUSAL CONJUNCTIVES	TEMPORALS
TA_1	1	2	2	1
TA_2	2	2	1	1
TA_3	0	0	0	1
TA_4	2	1	0	1
TA_5	2	1	1	1
IN TOTAL	7	6	4	5

Table 12: frequency of conjunctive categories extracted from tentative analyses

According to the data presented in chapter 3.3, temporal complex conjunctives should dominate the frequency list. This was, however, not confirmed by the tentative analyses. Undoubtedly, the data will show whether a general tendency to use additives over adversatives is followed, or whether the student's book complex conjunctive presentation has a more profound impact on the students.

3.7.4 H4: Presence of Complex Conjunctives: Effects on Cohesion and Coherence

H4 targets the cohesion and coherence area: it is assumed that the more frequently complex conjunctives are used, the better they will contribute to the text unification. For example, Jalilifar stated that "there was a direct and positive relationship between the quality of the compositions and the number of well-functioned discourse markers" (114). As was already established, cohesion does not guarantee coherence, still, there is a mutual relationship observed, and it is assumed that if complex conjunctives are used, then their presence would mirror positively in cohesion and indirectly in coherence.

To encapsulate, it is supposed that the texts featuring complex conjunctives will be observed as more organised, structured, and therefore cohesive, compared to the texts displaying only a small number of conjunctives. Moreover, if used and used accordingly, then coherence is expected to be influenced.

3.7.5 H5: Higher Frequency of Explicitly Explained Conjunctives

It is also predicted that the students will use such conjunctives that were presented throughout their students' books. Compendiously, there is a higher probability that the conjunctives detected in the corpus will be those that have already been studied and their ratio will exceed those that have not been explicitly presented in the students' books.

The complex conjunctives targeted in the students' books were listed in the previous section; however, what follows is a concise summary of those types that are believed to be used more frequently than others:

EXPECTED FREQUENCY OF COMPLEX CONJUNCTIVES	
CATEGORIES OF COMPLEX CONJUNCTIVES	TYPES
ADDITIVE	<i>for example, for instance, furthermore, besides, what is more, in addition, moreover</i>
ADVERSATIVE	<i>instead, on the other hand, however</i>
CAUSAL	<i>as a result, consequently, on account of this, due to, as a consequence, so</i>
TEMPORAL	<i>firstly, secondly, thirdly, finally, to conclude, in conclusion, to sum up, all in all, first of all, all things considered</i>

Table 13: EF of complex conjunctives

3.8 Corpus Description

The corpus embraced 40 essays in total, and it was created by two subcorpora comprising 20 essay samples.

In Group 1, the average length of one essay was 6.25 words longer (194 words X 187.85 words). The participants in G1 tended to produce longer texts than in G2 (3880 X 3757 words). A possible explanation for this phenomenon is that students in G2 were more trained in adhering to a certain word limit than their younger colleagues.

In G1, 21 types of all four conjunctive categories were observed, whereas in G2, 12 types more were detected. In terms of tokens, G1 displayed 106 tokens, the participants in the second group employed only 10 tokens more (116 tokens analysed in total).

At first, both groups will be treated separately in terms of qualitative and quantitative findings. Then, the findings will be contrasted with hypotheses and conclusions will be drawn.

	GROUP 1	GROUP 2
Total number of texts analysed	40	
Number of texts analysed	20	20
Number of words in total	3,880	3,757
An average length of one text	194	187.85
Total number of types detected	21	33
Total number of tokens analysed	106	116
An average number of tokens per one text	0.83018	1.69139
Type/token ratio	0.19811	0.28458

Table 14: general corpus information

ADDITIVES			
G1		G2	
TYPES	IN TOTAL	TYPES	IN TOTAL
also	35	also	15
for example	5	besides	1
plus	1	for example	8
that means	1	furthermore	3
		in addition	2
		moreover	2
		on the one hand	1
		on top of that	1
		what is more	1
		that means	4
		to avoid misunderstanding	1
		to give you an example	1
		such as	1

ADVERSATIVES			
G1		G2	
TYPES	IN TOTAL	TYPES	IN TOTAL
however	10	however	15
on the other hand	16	in contrast	1
		nevertheless	1
		on the contrary	1
		on the other hand	15

CAUSAL CONJUNCTIVES			
G1		G2	
TYPES	IN TOTAL	TYPES	IN TOTAL
ergo	1	consequently	1
so	9	due to	4
		so	2
		therefore	5
		thus	1

TEMPORAL CONJUNCTIVES			
G1		G2	
TYPES	IN TOTAL	TYPES	IN TOTAL
first	1	first	3
after all	1	first of all	1
at the end	1	firstly	2
finally	3	for starters	1
first of all	2	from one perspective	2
firstly	9	in conclusion	12
in conclusion	3	in summary	1
in summary	2	secondly	1
in the end	2	to begin with	2
secondly	4	to sum up	3
thirdly	3		
to conclude	4		
to summarise	3		

Table 15: G1 and G2: inventory of conjunctives

3.9 Group 1: Findings

3.9.1 Qualitative Analysis

For the qualitative analysis section, four essays displaying rare as well typical features were chosen. The choice of samples strived to demonstrate a broad variety in terms of various conjunctive type/token employment and related issues.

3.9.1.1 Essay 1-A-2

1-A-2

In my oppinion there are many advantages and disadvantages of home-schooling, but let's go look at some important of them.

For example, people who studies at home are at much lower stress, that is because there are not any tests or they don't need to present something in front of class. Ergo they can be more concentrated on what are they doing. On the other hand people who experienced only home-schooling might not react in high presure situations as the ones who studied at normal school. Another advantage is that you can plan your time. You can skip what you find easy and spend some more time on something hard.

But home-schooling have also some disadvantages. Firstly some students tend to procrastinate and that can be huge mistake. They chose to do nothing, due to they won't pass exams on the end of the year, which decide if they are able to home-study. Also some students after their home-studying can have lack of social skills.

In my oppinion home-studying can be usefull, but not for everyone. You need to be patient and hardworking to get something from this learning method.

LABEL: 1-A-2			NUMBER OF WORDS: 190			TYPES/TOKENS RATIO: 5/6		
CATEGORIES	SUBCATEGORIES		TYPES IN THE ESSAYS	TOKENS	POSITION	PUNCTUATION	SPELLING	STYLISTIC CHOICE
ADDITIVE	complex		also	1	initial	No: a comma missing (after)	ok	ok
				1	medial	ok	ok	ok
	appositive	expository						
		exemplificat ory	for example	1	initial	ok	ok	ok
ADVERSATIVE	contrastive	emphatic	on the other hand	1	initial	No: a comma missing (after)	ok	ok
		avowal						
	correctives	of meaning						
		of wording						
CAUSAL	general	simple	ergo	1	initial	No: a comma missing (after)	ok	ok
		emphatic						
TEMPORAL	Sequential/temporal		firstly	1	initial	No: a comma missing (after)	ok	ok
	summary	culminative						
		resumptive						

Essay 1-A-2 displayed five conjunctive types in total, specifically, there were detected three additives, one contrastive adversative, one causal general simple and one sequential temporal conjunctive. The majority of conjunctives were employed sentence-initially. In terms of the parameters of spelling and stylistic choice, there were not noticed any issues. In the parameter of punctuation, a vast inconsistency was observed.

The first additive appositive *for example* was employed initially with adequate comma usage. Strikingly, the rest of the initial conjunctives was not. For example, the complex additive *also* was not used correctly either. It is questionable whether the comma employment was a coincidence or whether the participant regarded the appositional additive as a different word class/type than the rest of the conjunctives. Essay 1-A-2 showed that incorrectly used punctuation is firmly related to the CEFR level of the student as well as the state of the participant's interlanguage. In the essay, several spelling, grammar and lexical problems were demonstrated.

It is notable that the majority of conjunctives (*for example*, *on the other hand* and *firstly*) were conjunctives that were explained in the students' books. Conjunctives *also* and *ergo* were the only exceptions (*also* was included but not explained); however, it can be argued that the former was employed rather frequently in the textbooks. The latter, however, was an anomaly. The Latin etymology of *ergo* clearly signals some transfer from the Latin classes that are obligatory for the students. Notwithstanding, even with this transferred conjunctive, a comma was not used. What is also interesting is that the occurrence of additives surpassed the frequency of

adversatives (2:1). Moreover, one can notice that only sequential *firstly* was employed, potential subsequent conjunctives (*secondly*, *thirdly*) were not employed at all.

To reiterate, this intermediate participant displayed the awareness of all categories of conjunctives; however, there were some deficiencies (connected with the punctuation area) detected in the majority of them. In addition, the frequency of the employed conjunctives corresponded with the previously assumed frequency extracted from the students' book analyses.

3.9.1.2 Essay 1-A-3

1-A-3

Home-schooling we tried when COVID-19 was rising. We were closed at home, because we could not go out, so we had home-schooling. Some people did not like it, some people loved it. What is the reason that someone hated it and someone liked it?

The advantages. **Firstly** home-schooling is running at home, so you do not waste time by going to school, so you can chill yourself, sleep more, etc. **Secondly**, an advantage might be that if the internet does not work you have free time. **Thirdly**, you speak less (advantage for introverts, disadvantage for extroverts). **Finally** you can make your study plan.

The disadvantages. **Firstly**, home-schooling is perfect for scammers. **For example** if you write a test, scammers can find the answers on the internet. The second disadvantage is that scammers can turn off the internet and they have free time. **Thirdly** if you have brothers or sisters you must listen to their high-frequency voices. **Finally** you might miss your friends.

To conclude, there are more advantages than disadvantages. Personally I prefer home-schooling. You are less tired, you can sleep more... **However**, what you prefer depends only on you...

LABEL: 1-A-3			NUMBER OF WORDS: 190			TYPES/TOKENS RATIO: 7/10		
CATEGORIES	SUBCATEGORIES		TYPES IN THE ESSAYS	TOKENS	POSITION	PUNCTUATION	SPELLING	STYLISTIC CHOICE
ADDITIVE	complex							
	appositive	expository						
		exemplificatory	for example	1	initial	No: a comma missing (after)	ok	ok
ADVERSATIVE	contrastive	emphatic	however	1	initial	No: a comma missing (after)	ok	ok
		avowal						
	correctives	of meaning						
		of wording						
CAUSAL	general	simple						
		emphatic						
TEMPORAL	Sequential/temporal		firstly	2	initial	No: a comma missing (after)	ok	ok
						ok	ok	ok
			secondly	1	initial	ok	ok	ok
						ok	ok	ok
			thirdly	2	initial	No: a comma missing (after)	ok	ok
						No: a comma missing (after)	ok	ok
			finally	2	initial	No: a comma missing (after)	ok	ok
	summary	culminative	to conclude	1	initial	ok	ok	ok
		resumptive						

This essay is an example of the *Pre-Intermediate* and *Intermediate English File* conjunctive presentation. Seemingly, the participant followed the instructions aiming at conjunctive placement almost too rigidly. Interestingly, the employed conjunctives created some parallelism throughout the text (second and third paragraph).

Regarding types, there were observed 7 in total, all used in sentence-initial positions. The ratio of type/token of the representatives of additive appositives and adversatives contrastives was equal (1:1). What is surprising is the high number of temporal sequentials, which exceeded both additives and adversatives.

In the essay, different types of listing conjunctives were employed. Conjunctives *firstly*, *secondly*, *thirdly* and *finally* occupied a significant amount of space. With conjunctives *firstly*, *thirdly* and *finally*, punctuation inconsistency was observed. Surprisingly, with *secondly*, summative conjunctive *to conclude* and adversative contrastive *however*, no such predicaments were detected: commas were employed adequately. Contrastively, the additive appositive *for example* did not bear a comma.

What is noticeable is the ratio of paragraph-initial and paragraph-internal conjunctives (1:9). The conjunctive which was used for initiating a paragraph was the summary culminative *to conclude*, otherwise all other subtypes could be observed paragraph-internally. In comparison, essay 1-A-2 (above) displayed also only one conjunctive (the additive appositive *for example*) paragraph-initially. We can also notice that additives, adversatives and temporals were represented as opposed to causal types, which were not discussed in the students' books either.

To conclude, in essay 1-A-3, various conjunctives were observed, especially the representatives of sequential temporal category. Punctuation was used inconsistently, perhaps due to concentration problems, or inadequate interlanguage stage. Regarding the area of expected frequency, the participant showed that again types like *for example*, *however*, *firstly*, *secondly*, *thirdly* and *to conclude* were of a higher ratio than the types that were presented in the books but not that frequently.

3.9.1.3 Essay 1-A-6

1-A-6

The Advantages and Disadvantages of Home-schooling

Students spent over two years on home-schooling and for many of them it was a new experience. Someone really likes this type of schooling, but there are also some problems.

Firstly, when you are home and studying there you haven't to wake up early. In my opinion this is an advantage for students who live far from school. Home-schooling **also** gives you more time to prepare before school and you can often study when you want.

Secondly, the problem of studying at home might be that it takes a long time of day. Students sit many hours in front of their computer and they don't have time to do sports and other activities and their hobbies. **However** some of them due to home-school have more time for doing their homeworks and projects.

Thirdly, studying and home is more costly than "normal" schooling. Why? Because of eating and electricity. Home-schooled students have to prepare their own meals and their computers work all day.

To conclude, in my view home-schooling was a new and interesting experience for me. **However** I think Schooling at the school is better, because of friends. When I was at home I really missed them.

LABEL: 1-A-6			NUMBER OF WORDS: 198			TYPES/TOKENS RATIO: 6/7		
CATEGORIES	SUBCATEGORIES		TYPES IN THE ESSAYS	TOKENS	POSITION	PUNCTUATION	SPELLING	STYLISTIC CHOICE
ADDITIVE	complex		also	1	medial	ok	ok	ok
	appositive	expository						
		exemplificat ory						
ADVERSATIVE	contrastive	emphatic	however	2	initial	No: a comma missing (after)	ok	ok
		avowal						
	correctives	of meaning						
		of wording						
CAUSAL	general	simple						
		emphatic						
TEMPORAL	Sequential/temporal		firstly	1	initial	ok	ok	ok
			secondly	1	initial	ok	ok	ok
			thirdly	1	initial	ok	ok	ok
	summary	culminative	to conclude	1	initial	ok	ok	ok
		resumptive						

Essay 1-A-6, in contrast to essay 1-A-3, shows correctly used complex conjunctives of the temporal category. All types were employed initially, and the only predicaments detected were with the adversative contrastive *however*.

However appeared twice in the essay, both times it was analysed in an initial position. Also, with both tokens, an absence of a comma was detected. In contrast with the sequential and summary temporals, where all the tokens were used with adequate comma placement, it appears, that the temporal category was already processed by the participant whereas the adversative category was not processed entirely.

In terms of type/token ration, it can be concluded that 6 types and 7 tokens per a 198-word long essay is definitely a more bearable conjunctive density than 10 tokens in a 190-word essay, and that temporal conjunctives were employed more logically than in essay 1-A-2. Moreover, the tendency observable from essay 1-A-6 is that all temporal conjunctives (4) were employed to signal a beginning of a paragraph, which can be considered as exemplary schematic use. Additionally, two tokens were employed paragraph-internally, both were adversatives *however*.

3.9.1.4 Essay 1-A-13

1-A-13

Homeschooling

For today's parents this might be a big question. Should I or shouldn't I let my kid be homeschooled? **So** in Today's issue we will look into the advantages and disadvantages of homeschooling.

One of the biggest advantages of homeschooling might be the parents have control of how and what their kids are learning. It might **also** help the kids because the person who's teaching them, either it's the parent or a private teacher, can fully focus on the kid. In my opinion this might be good for kids with some disabilities because they don't get distracted that much.

A disadvantage might be that the kids don't have social contact with other kids their age. In my opinion they should play and make friends when they still can and have even a little fun there. Homeschooling can **also** take a lot of time if it's the parent teaching them, so they might not have time to do other things. **On the other hand,** having a private teacher can get expensive.

To conclude, I think it's better for you and for your kid to let them go to normal school. This way learning might get a little more exciting for them. **However** I would consider homeschooling for kids with disabilities to make it more comfortable for them.

LABEL: 1-A-13			NUMBER OF WORDS: 217			TYPES/TOKENS RATIO: 5/6		
CATEGORIES	SUBCATEGORIES		TYPES IN THE ESSAYS	TOKENS	POSITION	PUNCTUATION	SPELLING	STYLISTIC CHOICE
ADDITIVE	complex		also	2	medial	ok	ok	ok
	appositive	expository						
		exemplificatory						
ADVERSATIVE	contrastive	emphatic	however	1	initial	No: a comma missing (after)	ok	ok
			on the other hand	1	initial	ok	ok	ok
	correctives	avowal						
		of meaning						
		of wording						
CAUSAL	general	simple	so	1	initial	No: a comma missing (after)	ok	ok
		emphatic						
TEMPORAL	sequential/temporal							
	summary	culminative	to conclude	1	initial	ok	ok	ok
		resumptive						

Essay 1-A-13 displayed 5 types of conjunctives representing additive complex, adversative contrastives, causal general and temporal summary conjunctives. The additive complex *also*, the culminative temporal *to conclude* and the adversative contrastive *on the other hand* were used correctly; however, in the case of general simple *so* and the adversative contrastive *however*, the punctuation placement was considered incorrect. Interestingly, in the textbooks, the conjunctive *however* was referred to more frequently than *on the other hand* and still, it was *on the other hand*, which was used correctly.

Presumably, the correct comma placing could be connected with the actual form of the conjunctive. Participant 1-A-13 showed that with multi-word phrases, punctuation was correct; whereas with one-word long expressions, commas were missing. It appears that quantitative findings need to be consulted to realise if this is a followable assumption and to what extent it was observed among the intermediate participants.

This essay again showed that the conjunctives that were expected to occur more frequently really did so (*however*, *on the other hand*, *to conclude*); the conjunctives that were also addressed in the books appeared as well (*also*, *so*). No other conjunctives coming from different sources were noticed. Moreover, only summative temporal *to conclude* was used paragraph-internally, the rest of conjunctives represented paragraph-internal use.

3.9.1.5 Qualitative Analysis Findings

The G1 qualitative analysis indicated that two participants displayed knowledge of all conjunctive categories (1-A-2, 1-A-13). Some preferred to employ temporals and adversatives (1-A-3, 1-A-6). The employment of causal category was only sporadic (detected only 2 types in 2 different essays). In other words, the most employed will presumably be temporal category, then adversatives and additives will probably follow. Another tendency observable from the qualitative analysis is that conjunctives tend to be employed initially more. We assume that the sample paragraph in the instructions might have influenced this tendency.

In terms of punctuation, there were no straightforward tendencies that can be labelled. Some one-word conjunctives were not followed by a comma, whereas multi-word expressions were. So far, we can conclude that punctuation deficiencies were detected in all the categories; the category of temporals can be now considered the least problematic, which might point out to an assumption that they can be processed on an intermediate level better than other conjunctive categories. However, this also depends on the current state of the particular student's interlanguage level and other parameters as concentration, physical environment, etc.

The qualitative analysis showed that the conjunctives that were introduced in the pre-intermediate and intermediate students' books were of a higher ratio. There were only individual instances that were not tackled in the students' books at all, i.e., *ergo* (1-A-2). Conspicuously, we can also assume that the temporal conjunctive *to conclude* will be employed more than other conjunctives (detected in three out of four essays)

Last, but not least, it was also found out that intermediate students occasionally use conjunctives to signal a new logical unit; however, they employ a considerable number of paragraph-internal conjunctives more often (1-A-3, 1-A-13).

3.9.2 Quantitative Analysis

In total, 20 essays composing Group 1 were scrutinised with the total length of 3,880 words. There were detected 21 complex conjunctive types, represented by 106 tokens. The category that was utilised the most was temporal conjunctives, then adversatives, additives and causal conjunctives were employed.

GROUP 1: GENERAL INFORMATION	
Size of sub corpora (in words)	3,880
An average length of one essay	194
Number of types	21
Number of tokens	106
Type/token ratio	0.19811
Mean frequency per essay (types)	0.02123
Mean frequency per essay (tokens)	0.02757
Frequency of major categories	Additives: 4 types Adversatives: 2 types Causal: 2 types Temporals: 13 types

Table 15: G1 subcorpus: General information

Essays	1-A-1	1-A-2	1-A-3	1-A-4	1-A-5	1-A-6	1-A-7	1-A-8	1-A-9	1-A-10
Length	188	190	190	187	162	197	207	211	192	162
Types	4	5	7	4	3	6	5	2	5	3
Tokens	6	6	10	4	5	8	5	3	6	5
Type ratio	0,021277	0,026316	0,036842	0,02139	0,018519	0,030457	0,024155	0,009479	0,026042	0,018519
Token ratio	0,031915	0,031579	0,052632	0,02139	0,030864	0,040609	0,024155	0,014218	0,03125	0,030864

1-A-11	1-A-12	1-A-13	1-A-14	1-A-15	1-A-16	1-A-17	1-A-18	1-A-19	1-A-20	total/average
193	217	216	186	216	198	183	194	182	209	3880
4	3	5	3	3	4	4	4	4	4	xxx
6	6	6	5	3	4	6	4	4	4	106
0,020725	0,013825	0,023148	0,016129	0,013889	0,020202	0,021858	0,020619	0,021978	0,019139	0,021225265
0,031088	0,02765	0,027778	0,026882	0,013889	0,020202	0,032787	0,020619	0,021978	0,019139	0,02757432

Table 16: G1: collected data

ADDITIVES		
TYPES	TOKENS: S-INITIAL	TOKENS: S-MEDIAL
also	5	30
plus	1	0
that means	1	0
for example	4	1
	11	31

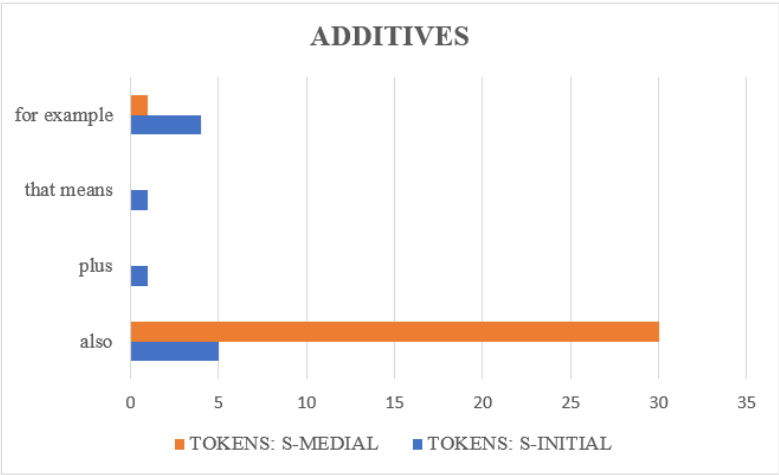


Diagram 2: G1: inventory of sentence-initial and sentence-medial additive conjunctives (in bold used twice and more)

ADVERSATIVES		
TYPES	TOKENS:S-INITIAL	TOKENS: S-MEDIAL
on the other hand	5	0
on the other side	1	0
however	10	0
	16	0

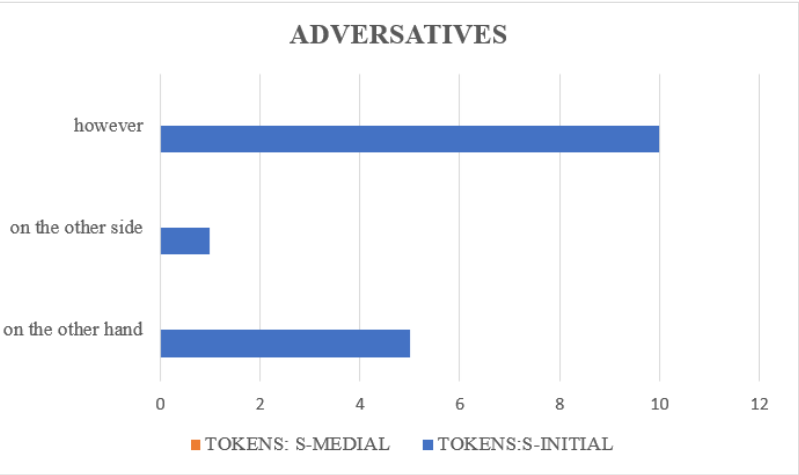


Diagram 3: G1: inventory of s-initial and s-medial adversative conjunctives (in bold used twice and more)

CAUSALS		
TYPES	TOKENS: S-INITIAL	TOKENS: S-MEDIAL
ergo	1	0
so	9	0
	10	0

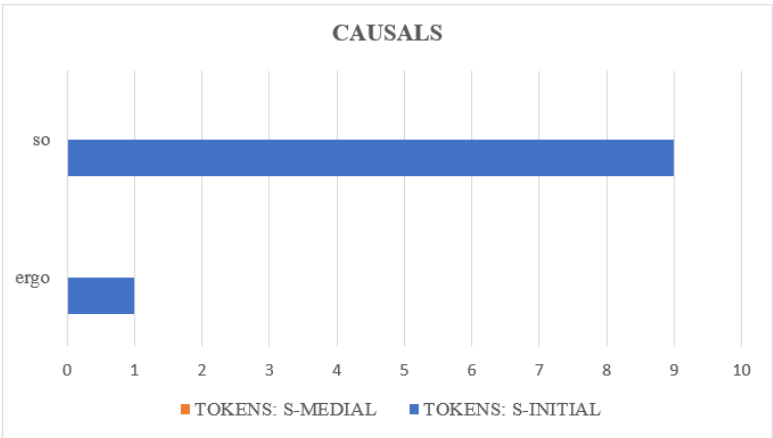


Diagram 4: G1: inventory of s-initial and s-medial causal conjunctives (in bold used twice and more)

TEMPORALS		
TYPES	TOKENS: S-INITIAL	TOKENS: S-MEDIAL
first	1	0
firstly	9	0
first of all	2	0
secondly	4	0
thirdly	3	0
finally	3	0
to conclude	4	0
in conclusion	3	0
to summarise	3	0
in summary	2	0
in the end	2	0
after all	1	0
at the end	1	0
13	38	0

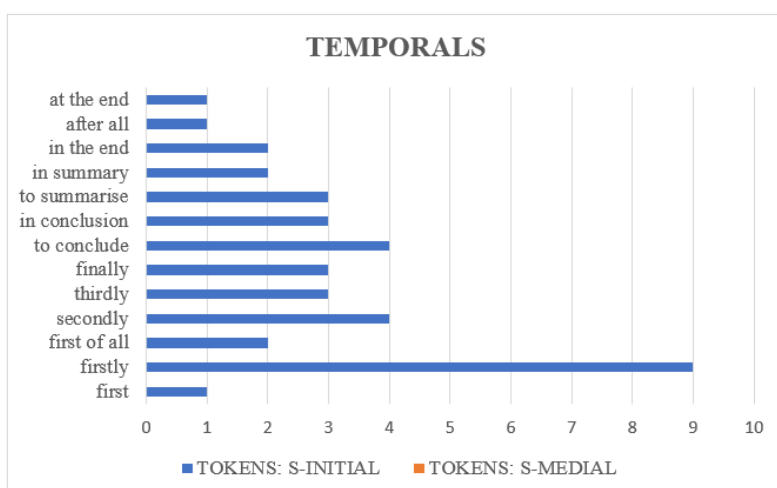


Diagram 5: G1: inventory of s-initial and s-medial temporal conjunctives (in bold used twice and more)

Quantitative analysis of the first subcorpus showed some surprising tendencies, some of which were not revealed by the qualitative findings. For more information, see Table 35 in Appendix.

Additives were represented only 4 types in the subcorpus. It can be concluded that the type ratio of additive complex and additive appositives was disproportionate. The participants employed the conjunctive *also* frequently, sometimes more than once in their essays (e.g., 1-A-10, 1-A-12, 1-A-14, 1-A-17). Other conjunctives that were employed were *plus*, *that means*, and *for example*. The additive *plus* is one of the cases which was considered to be too informal for the essay. Additives were the only conjunctive category where one of its representatives was used medially (*also*), otherwise all the other conjunctives analysed were employed initially, which proves what the qualitative analysis has already foreshadowed. Regarding the type frequency, the results from the qualitative analysis led to an assumption that complex additives would be employed the most (detected 36 tokens). This was confirmed since in the subcorpus, only 6 tokens representing the appositive group were found. In total, 4 types and 42 tokens were observed, all the categories were used, even if with different density.

CATEGORY	ADDITIVES			ADVERSATIVE				CAUSAL		TEMPORAL		
SUBCATEGORY	complex	appositive		contrastives		correctives		general		sequential/ temporal	summary	
		exp.	exempl.	E	A	M	W	simple	emphatic		C	Con.
TYPES	2	1	1	2	0	0	0	2	0	6	4	3
TOKENS	36	1	5	16	0	0	0	10	0	22	12	4

Table 17: G1: additives in contrast with other categories

In the category of **adversatives**, even fewer types were detected (2 types represented by 16 tokens). Interestingly, even though only conjunctives *on the other hand* and *however* were found, their employment was rather frequent. Both conjunctives were presented in the *Pre-intermediate* and *Intermediate English Files*, and as already the quantitative analysis accentuated, they were used more than other conjunctives of similar/same meaning. This finding correlates with the findings of Biber et al., whose conclusion was that “academic prose has several moderately common items ... five in contrast/concession (*however, rather, yet, nevertheless, on the other hand*)” (Biber et al. 886). We can also see that from the perspective of the Processability Model, conjunctives *on the other hand* and *however* appear to be more user-friendly for intermediate students than other common adversatives.

With respect to punctuation, it seems that some of the participants already knew the tendency of placing commas after the initial conjunctives and some still did not reach that level of knowledge, as it is nicely exemplified by *however*, where 5 different participants did not employ a comma, whereas 5 participants did.

One can also notice that with the conjunctive *on the other hand*, punctuation was used adequately more frequently. There were only two minor issues detected; one participant (1-A-2) displayed punctuation deficiencies and in one case (1-A-1), the conjunctive **on the other side*, which we think was meant to be used in the meaning of *on the other hand* was used. What is attention-grasping is that even though the conjunctive was employed in a different form, punctuation was used accordingly.

It can be concluded that compared to additives, the number of types analysed in the category of adversatives was lower (2:4), which was also displayed by token frequency (16:42). Moreover, **correctives of meaning** and **wording** were not observed in Group 1 at all, which is in accordance with the results from the quantitative analysis.

CATEGORY	ADDITIVES			ADVERSATIVE				CAUSAL		TEMPORAL		
SUBCATEGORY	complex	appositive		contrastives		correctives		general		sequential/ temporal	summary	
		exp.	exem p.	E	A	M	W	simple	emphatic		C	Con.
TYPES	2	1	1	2	0	0	0	2	0	6	4	3
TOKENS	36	1	5	16	0	0	0	10	0	22	12	4

Table 18: G1: frequency of adversatives

The category of **causal** conjunctives was represented only by 2 types (*ergo* and *so*) and in both cases, the parameter of punctuation was not followed by the participants. The conjunctive *so* was detected nine times altogether in eight essays; however, a comma after the conjunctive was missing in all the samples, which is regarded as common practice. Interestingly, this causal conjunctive was popular among the participants, maybe due to its similarity to conjunction *so*. Another explanation might be that the semi-formality of the text swayed towards more informal conjunctives. It is disputable whether the participants in Group 1 also knew other causal conjunctives (the occurrence of *ergo* makes it seem so), or whether this conjunctive was the only causal type the participants knew. To test this, another layer of research would be needed.

To offer an explanation from another research, Biber et al. concluded that conjunctive *so* is “one of the four adverbials especially common in conversation” (886). This leads to an assumption that the participants’ writing performance might have been influenced by their L2 speech. The category of **general emphatic** conjunctives remained empty.

CATEGORY	ADDITIVES			ADVERSATIVE				CAUSAL		TEMPORAL		
SUBCATEGORY	complex	appositive		contrastives		correctives		general		sequential/ temporal	summary	
		exp.	exem p.	E	A	M	W	simple	emphatic		C	Con.
TYPES	2	1	1	2	0	0	0	2	0	6	4	3
TOKENS	36	1	5	16	0	0	0	10	0	22	12	4

Table 19: G1: frequency of causal conjunctives

Concerning temporal conjunctives, this category displayed the broadest variety (13 types and 37 tokens), employed almost in all samples (with the exception of 1-A-4, 1-A-8 and 1-A-12). **Sequential temporals** included six different types, all used initially. The greatest variety was noticed within the sequentials denoting the first item on a list: *firstly*, *first of all*, *first*. However, other listing conjunctives, i.e., *secondly*, *thirdly* or *finally* were used as well, only not in such density. In general, in the area of punctuation, great inconsistency was detected, other parameters were issueless.

As for **summary temporals**, the categories of culminatives and conclusives were employed by the participants. For **summary culminatives**, they used 4 different types in total (the type *to summarise* displayed even subvariants of *to summarise what’s been said* and *to summarise my essay*, which can be attributed to learner creativity). What is unusual in the whole category is that only one punctuation deficiency altogether was observed (1-A-15 did not employ a comma

after *in summary*), otherwise, all the summary culminatives were used adequately and accordingly, which signals that summary culminatives are on the most accessible level in the Processability Model.

The category of **resumptives** was not represented at all; however, three different participants (1-A-7, 1-A-11 and 1-A-19) employed types from the category of **conclusives** (*in the end*, *after all*, and *at the end*). This finding revealed that probably for intermediate participants, temporal conclusives are more approachable than temporal resumptives but still less approachable than summary culminatives or sequential temporals. Another interpretation can be that the learners needed such conjunctives that would serve their communicative needs.

In reference to the assumptions based on the findings from the quantitative analysis, one can notice that the conjunctive *to conclude* was employed; however, other culminative conjunctives were used as well; therefore, the assumption that *to conclude* would be used the most was not correct. Nevertheless, infinitival and prepositional phrases were the most recurrent in the category.

CATEGORY	ADDITIVES			ADVERSATIVE				CAUSAL		TEMPORAL		
SUBCATEGORY	complex	appositive		contrastives		correctives		general		sequential/ temporal	summary	
		exp.	exem p.	E	A	M	W	simple	emphatic		C	Con.
TYPES	2	1	1	2	0	0	0	2	0	6	4	3
TOKENS	36	1	5	16	0	0	0	10	0	22	12	4

Table 20: G1: temporal conjunctive frequency

3.9.3 Qualitative and Quantitative Analyses Conclusion: Group 1

The qualitative analysis anticipated that the most recurrent conjunctives that would be observed in the subcorpus would be the category of temporals. This was not confirmed. The type/token ratio showed that additives (13/42) were the most employed, then the participants used temporals (13/38), adversatives (2/16) and causal conjunctives (2/10). To put it succinctly, the quantitative analysis showed that on the intermediate level temporals and additives are the categories used almost with the same density, but the former still exceeds the latter.

It was also confirmed that conjunctives on B1 level are employed initially more than medially. We can notice that apart from medially used *also* (30 times) and *for example* (once), all other conjunctives were placed initially, which is in accordance with the Processability Model.

The quantitative analysis also uncovered some considerable punctuation inconsistencies which seem to be more of a haphazard nature than revealing some logical explanation behind their unsystematic usage. In the qualitative section, an assumption based on the conjunctive one-word or multi-word form in relation to punctuation was addressed. The quantitative data showed that with morphologically complex conjunctives as *for example*, *on the other hand* and *in summary*, only 5 punctuation predicaments were observed. In contrast, with simple expressions, more punctuation issues were detected. With the conjunctives *also*, *however*, *so*, *first*, *firstly*, *thirdly* and *finally*, 23 issues were related in total. Thus, it can be concluded that the tendency with intermediate students is that multi-word conjunctives present a smaller punctuation challenge than one-word forms (both initially used).

The qualitative analysis anticipated that intermediate students would use conjunctives to signal a new logical unit and they would also employ them within these units. Quantitatively speaking, 30 tokens initiating a new paragraph were found compared to 76 tokens which were used paragraph-internally. Apparently, for intermediate students, it is more natural to present a continuation of a thought through a conjunctive than presenting an idea with a conjunctive.

We can also look into the matter of conjunctive types that were used paragraph-initially. The least employed were additives (1 token) and causal conjunctives (2 tokens). Adversatives were already used more frequently (6 tokens). The most employed were temporals (21 tokens) (see Table 22). To translate this finding, intermediate learners seem to find temporals the most natural to start a paragraph with presumably due to their high occurrence in pre-intermediate and intermediate *English Files*.

Conversely, the conjunctives located paragraph-internally presented a different ratio. Intermediate participants placed additives almost exclusively paragraph-internally (41 tokens). Additionally, they used adversatives and causal conjunctives more in paragraphs than at paragraph beginnings (10:6 x 8:2). Temporal conjunctives were placed almost with the same frequency paragraph-internally (17 tokens) as well as paragraph-initially (21 tokens) (see Table 23). Seemingly, the participants perceived additives as the most approachable paragraph-internal structuring means.

It can be also concluded that the students seem to be aware of the reader's perception of coherence. They anticipated the reader and attempted to present a cohesive and coherent text on advantages and disadvantages of homeschooling.

CATEGORY	ADDITIVES	ADVERSATIVES	CAUSAL	TEMPORAL
TYPES	for example	on the other hand (3x) however (3x)	so (2x)	to conclude(4x) first firstly (4x) secondly thirdly first of all in the end in conclusion (3x) to summarise (3x) in summary (2x)
TOKENS	1	6	2	21

Table 21: G1: frequency of paragraph-initial conjunctives

CATEGORY	ADDITIVES	ADVERSATIVES	CAUSAL	TEMPORAL
TYPES	also (35x) plus that means for example (4x)	on the other hand/side (3x) however (7x)	so (7x) ergo	firstly (5x) first of all secondly (3x) thirdly (2x) finally (3x) in the end after all at the end
TOKENS	41	10	8	17

Table 22: G1: frequency of paragraph-internal

3.10 Group 2: Findings

3.10.1 Qualitative Analysis

3.10.1.1 Essay 2-A-6

2-A-6

These times, especially after the Covid-19 pandemic, is home-schooling a topic that reappears quite often in conversations about education. It has been a necessity for many schools, **therefore** it is more considerable nowadays. There are not only advantages but **also** some disadvantages that I would like to mention.

On one hand, each student has their own tempo and sometimes they may not manage in class, **however**, this ceases to be the problem with homeschooled students, because the teacher can accommodate the teaching tempo to the individual and personalize their teaching style. Another advantage could be that the student can ask whatever question comes to their mind and does not disturb their classmates.

On the other hand, the student at home has little to no contact with the outside world and their peers and that could cause difficulties with socialization later in life. The home-schooled **also** cannot discuss the taught topic with someone else and **therefore** misses different views of the problem.

In conclusion, there are both advantages and disadvantages to home-schooling and they should be considered before deciding whether to home-school or not. The decision, **however**, belongs to the individual.

LABEL: 2-A-6			NUMBER OF WORDS: 190			TYPES/TOKENS RATIO: 6/9		
CATEGORIES	SUBCATEGORIES		TYPES IN THE ESSAYS	TOKENS	POSITION	PUNCTUATION	SPELLING	STYLISTIC CHOICE
ADDITIVE	complex		also	2	medial	ok	ok	ok
			on the one hand	1	initial	ok	No: "the" missing in the phrase	ok
	appositive	expository						
		exemplificat ory						
ADVERSATIVE	contrastive	emphatic	however (used as proper emphatic)	2	medial	ok	ok	ok
			on the other hand	1	initial	ok	ok	ok
	correctives	avowal						
		of meaning						
CAUSAL	general	simple	therefore	2	medial	No: a comma used instead of a semi- colon, no comma after	ok	ok
						No: a semi-colon missing (before), a comma missing (after)	ok	ok
		emphatic						
TEMPORAL	sequential/temporal							
	summary	culminative	in conclusion	1	initial	ok	ok	ok
		resumptive						

In essay 2-A-6, the balance of additives and adversatives is traceable, causal conjunctives outbalanced temporals (2:1). In total, 6 types and 9 tokens were found in essay 2-A-6. In terms of positions, three conjunctives were used initially, six were employed medially. No final conjunctives were traced. We can see that the participant employed conjunctives more frequently in developing than introducing a point (3 conjunctives employed at the beginning of a logical unit X 6 paragraph-internally used conjunctives).

In the essay, there were no spelling or stylistic choice issues; however, what caused some predicaments was the parameter of punctuation. As one can see, with initially placed conjunctives, commas were used adequately and decisively. Nevertheless, with medial conjunctives, some deficiencies were found. The adversative emphatic proper *however* was used immaculately, but causal general *therefore* was used with inappropriate punctuation tendency.

The question that is arising is whether 2-A-6 struggled with the employment of causal conjunctives since they were not discussed to such an extent in the students' books or whether there was some lack of concentration. From the text, it cannot be decided which reasoning is more probable. Nevertheless, it shows that additive, temporal, and adversative conjunctives were used effortlessly, compared to causal conjunctives, where the participant struggled.

In terms of coherence, one can notice that the employed conjunctives definitely merited to structuring the essay accordingly, contributing to presenting advantages, disadvantages and a conclusion. The participant also employed conjunctives of cause to broaden his/her claims.

What one might also notice is that the number of conjunctives that were presented in the students' books surpassed the number of conjunctives that were not. Blatantly, types *also*, *however*, *in conclusion* and *on the other hand* outnumbered types *therefore* and *on the one hand*. That brings us to another point: when scrutinised, types that students practised in the students' books were used properly; however, those the participant supposedly acquired elsewhere contained mistakes. The conjunctive *on the one hand* was written as **on one hand*, which is considered incorrect; and with the conjunctive *therefore* unconventional punctuation tendencies were observed.

3.10.1.2 Essay 2-A-8

2-A-8

There are many advantages but **also** many disadvantages of home-schooling.

Firstly, home-schooling saves a lot of time. It is not necessary to go anywhere, for example by bus, train or tram. **That means** you have more time for other activities and hobbies. **Moreover**, everyone can choose what to study. One day it could be English and Math and another day it could be Science.

Unfortunately, home-schooling has one big disadvantage. **For example**, some children do not go to primary school, so they study at home with their parents. **That means**, they are not used to other classmates so it is hard for them to communicate in society. **Moreover**, when they start going to secondary school, everything is new for them and it takes a lot of time to get used to it.

In conclusion, home-schooling has many advantages. One of them is that you can make your studying plan by yourself and nobody tells you what to do. **On the other hand**, home-schooling **also** has disadvantages, **for example**, it is hard to get used to other people and communicate with them.

LABEL: 2-A-8			NUMBER OF WORDS: 181			TYPES/TOKENS RATIO: 7/11		
CATEGORIES	SUBCATEGORIES		TYPES IN THE ESSAYS	TOKENS	POSITION	PUNCTUATION	SPELLING	STYLISTIC CHOICE
ADDITIVE	complex		also	2	medial	ok	ok	ok
			moreover	2	initial	ok	ok	ok
	appositive	expository	that means	2	initial	ok	ok	ok
					initial	No: an extra comma	ok	ok
		exemplificat ory	for example	2	initial	ok	ok	ok
					medial	ok	ok	ok
ADVERSATIVE	contrastive	emphatic	on the other hand	1	initial	ok	ok	ok
		avowal						
	correctives	of meaning						
		of wording						
CAUSAL	general	simple						
		emphatic						
TEMPORAL	sequential/temporal		firstly	1	initial	ok	ok	ok
		culminative	in conclusion	1	initial	ok	ok	ok
	summary	resumptive						

In essay 2-A-8, 7 types represented by 11 tokens were encountered. The sentences that were introduced by the conjunctives in question were usually simple clauses compared, for example, to the previous essay (2-A-6), where complex clauses of coordinating and also subordinating nature were detected. One can also notice that temporal conjunctives were employed for initiating a new logical unit whereas the other conjunctives served to develop previously stated points.

Regarding the individual categories, one can see that both additive complex and additive appositive conjunctives were employed. In terms of expository appositives, the same referential phrase *that means* was used twice; however, punctuation approach was disparate. More strikingly, the additive exemplificatory *for example* was used three times in total, twice sentence-medially and once initially. It is questionable whether using seven additives out of which five were classified as appositives was not too frequent. From sequential temporal conjunctives only conjunctive for listing the first item in the list, i.e., conjunctive *firstly*, was employed. The majority (except for *that means*) was explicitly addressed in the student's book and one can see that they were used without almost any difficulties.

3.10.1.3 Essay 2-A-11

2-A-11

In this essay I am going to introduce you to some of the advantages and disadvantages of home-schooling. As a home-schooled person I consider a person who does not attend school at all and does not have an individual plan.

Firstly, I am going to talk about advantages. **For example** some children can have problems with learning and at home they have more time for it. Usually it is an interaction between two people, so the teacher understands their problems better. **Also** the children can choose what they want to learn and this can be a good motivation for studying.

Secondly the disadvantages. The biggest disadvantage is that they do not have social interactions with people their age, so at some events they might not know how to act with them and are socially awkward. Home-schooling can **also** lead to not knowing how to act with authority and this can be a big problem in the future.

In conclusion, home-schooling is definitely the best option for children with special needs, but it is **also** necessary to have a social life. **So** a combination of home-schooling and attending school would be the best solution.

LABEL: 2-A-11			NUMBER OF WORDS: 193			TYPES/TOKENS RATIO: 6/8		
CATEGORIES	SUBCATEGORIES		TYPES IN THE ESSAYS	TOKENS	POSITION	PUNCTUATION	SPELLING	STYLISTIC CHOICE
ADDITIVE	complex		also	1	initial	No: a comma missing (after)	ok	ok
				2	medial	ok	ok	ok
	appositive	expository						
		exemplificat ory	for example	1	initial	No: a comma missing (after)	ok	ok
ADVERSATIVE	contrastive	emphatic						
		avowal						
	correctives	of meaning						
		of wording						
CAUSAL	general	simple	so	1	initial	No: a comma missing (after)	ok	ok
		emphatic						
TEMPORAL	sequential/temporal		firstly	1	initial	ok	ok	ok
			secondly	1	initial	No: a comma missing (after)	ok	ok
	summary	culminative	in conclusion	1	initial	ok	ok	ok
		resumptive						

In essay 2-A-11 6/8 type-token ratio was observed. The representatives of the temporal category (3 types, 3 tokens), additive category (2 types, 4 tokens) and causal category (1 type, 1 token) were detected. All the types were used initially with no spelling or stylistic choice predicaments. The category that was not represented by any type was the category of adversatives. Strikingly, according to type frequency withdrawn from the students' book analyses, adversative conjunctives were still assumed to occur more than causal conjunctives, which was not the case of this essay, where causal tokens exceeded adversative tokens (1:0).

Three out of eight tokens were employed paragraph-initially, all the conjunctives were representatives of temporal sequentials and culminatives (as in 2-A-8). Contrastingly, the participants used the causal conjunctive *so* and especially additive conjunctives *also* and *for example* to develop a point paragraph-internally. Moreover, conjunctives used in 2-A-11 introduced simple and coordinate clauses, which was a similar approach to essay 2-A-8 (simple clauses) and to the essay 2-A-6 (coordinate clauses).

3.10.1.4 Essay 2-A-13

2-A-13

Today our school system allows for many kinds of diverse education programs in order to provide some room for customisation. One of the different types is homeschooling. What it means is that the child does not go to school with other children but is rather taught at home by its parents. This way of education certainly has its advantages but also disadvantages.

The main advantage of this method is that the child does not have to commute and is in an friendly, well known environment. It allows for the child to be taught by someone who most of the time understands them and knows how to work with their child.

On the other hand there is a major disadvantage. Lack of social interaction. Without talking to their classmates and by relying on their parents too much children can be lacking in social development. This can negatively impact their future.

To sum up, the homeschooling method can be more comfortable for the children but it can cost them their social skills which are important for their practical life. When done properly and combined with other kinds of social activities homeschooling can work quite well in my opinion.

LABEL: 2-A-13			NUMBER OF WORDS: 196			TYPES/TOKENS RATIO: 2/2		
CATEGORIES	SUBCATEGORIES		TYPES IN THE ESSAYS	TOKENS	POSITION	PUNCTUATION	SPELLING	STYLISTIC CHOICE
ADDITIVE	complex							
	appositive	expository						
		exemplificatory						
ADVERSATIVE	contrastive	emphatic	on the other hand	1	initial	No: a comma missing (after)	ok	ok
		avowal						
	correctives	of meaning						
		of wording						
CAUSAL	general	simple						
		emphatic						
TEMPORAL	Sequential/temporal							
	summary	culminative	to sum up	1	initial	ok	ok	ok
		resumptive						

Essay 2-A-13 introduced only two types; an adversative emphatic *on the other hand* and a temporal culminative *to sum up*. Both were used sentence and paragraph-initially, *on the other hand* introduced a simple clause, whereas *to sum up* initiated a complex clause. This indicates that temporals are more ingrained in the participant's interlanguage than adversatives. The essay followed partially the expectation that either the culmination phrase *in conclusion* or *to sum up* would be used. In this case, the participant opted for *to sum up*. What is interesting is that these two summary culminative conjunctives were expected to occur with the same or

similar frequency. Notwithstanding, compared to the 3 previous essays, the summary culminative *in conclusion* was employed.

The participant used rather different means to establish cohesive effect, especially cohesive devices of reference and repetition. The conjunctives detected contributed to cohesion, but arguably, they were not enough. It can be stated that cohesion established through reference (...*this way of education*; *this can negatively impact*) and repetition (for instance, the lexeme *child* repeated three times in the second paragraph) was not sufficient to create a navigable and understandable piece of writing as, for example, 2-A-6. The question why such a low number of types and tokens were detected in 2-A-13 arises. One possible explanation can be that the participant was not familiar enough with the conjunctives the other participants showed their acquaintance with, another reason could lie in a decision to establish cohesion on different and more familiar means.

3.10.1.5 Qualitative Analysis Findings

The essays demonstrated a tendency that conjunctives are employed predominantly sentence-initially and paragraph-internally. Another tendency is that causal conjunctives tend to be used far less frequently than other types; however, in terms of adversative and additive conjunctives, the frequency is not so clear-cut. Additionally, the participants used conjunctives to introduce simple and complex clauses; simple clauses usually signalled a less developed understanding of the conjunctive area.

The participants employed conjunctives for introducing new paragraphs (10 tokens), but also paragraph-internally (20). The conjunctives that were used the most for paragraph introduction were temporals and adversatives. Quantitative data will show whether this is a general tendency among upper-intermediate participants.

The qualitative analysis also demonstrated that the ratio of 5 or 6 conjunctives per an essay of the average length of 190 words can be considered more natural. Essays 2-A-8 and 2-A-13 indicated that too high or low frequency result in establishing coherence on different means that do not contribute to text structuring to that extent. Last, but not least, grave inconsistency in punctuation was detected.

Another phenomenon observed was that conjunctives were used only initially or medially. Moreover, the conjunctives tackled explicitly in English classes appear to be employed with fewer difficulties and more frequently than those that were introduced only implicitly or not at all.

3.10.2 Quantitative Analysis

In Group 2, 20 semi-formal essays produced by EFL B2 students were also analysed. The subcorpus consisted of 3,757 words in total and 33 different types of complex conjunctives with 116 occurrences throughout the essays were detected.

GROUP 2: GENERAL INFORMATION	
Size of sub corpora (in words)	3,757
An average length of one essay	187.85
Number of types	33
Number of tokens	116
Type/token ratio	0.2845
Mean frequency per essay (type)	0.0270
Mean frequency per essay (token)	0.0310
Frequency of major categories	Additives: 13 types Adversatives: 5 types Causal: 5 types Temporals: 10 types

Table 23: G2: general information

Essays	2-A-1	2-A-2	2-A-3	2-A-4	2-A-5	2-A-6	2-A-7	2-A-8	2-A-9	2-A-10
Length	214	195	216	166	196	190	188	181	202	186
Types	7	6	7	4	5	6	4	7	6	3
Tokens	8	7	7	5	6	9	4	11	6	3
Type ratio	0,03271	0,030769	0,032407	0,024096	0,02551	0,031579	0,021277	0,038674	0,029703	0,016129
Token ratio	0,037383	0,035897	0,032407	0,03012	0,030612	0,047368	0,021277	0,060773	0,029703	0,016129

2-A-11	2-A-12	2-A-13	2-A-14	2-A-15	2-A-16	2-A-17	2-A-18	2-A-19	2-A-20	total/average
193	183	196	156	201	183	208	174	155	174	3757
6	4	3	4	4	5	4	4	7	5	xxx
8	4	3	4	4	6	4	5	7	5	116
0,031088	0,021858	0,015306	0,025641	0,0199	0,027322	0,019231	0,022989	0,045161	0,028736	0,027004367
0,041451	0,021858	0,015306	0,025641	0,0199	0,032787	0,019231	0,028736	0,045161	0,028736	0,03102389

Table 24: G2: collected data

ADDITIVES		
TYPES	TOKENS: S-INITIAL	TOKENS: S-MEDIAL
on top of that	1	0
on the one hand	1	0
in addition	2	0
moreover	2	0
what is more	1	0
also	1	14
furthermore	3	0
besides	1	0
to avoid misunderstanding	1	0
that means	4	0
to give you an	0	1
for example	4	4
such as	0	1
13	21	20

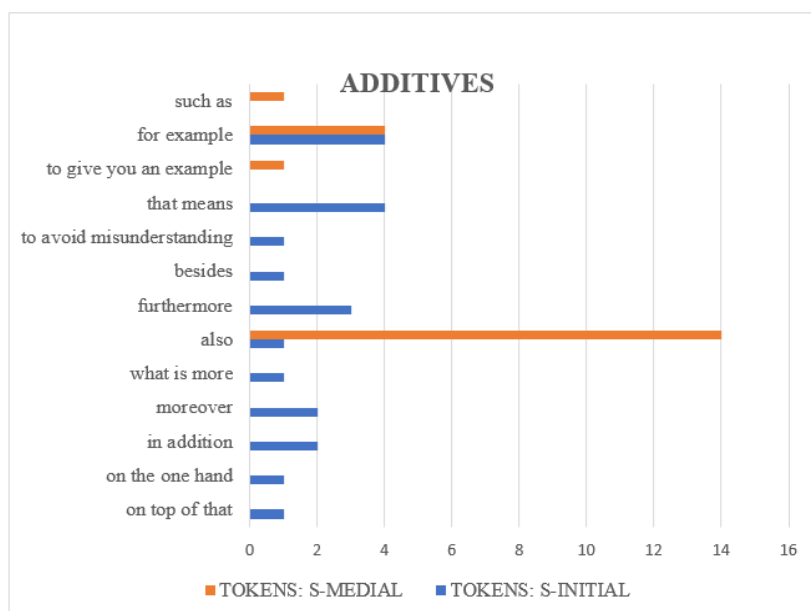


Diagram 6: G2: inventory of sentence-initial and sentence-medial additive conjunctives (in bold used twice and more)

ADVERSATIVES		
TYPES	TOKENS:S-INITIAL	TOKENS: S-MEDIAL
however	9	1
however (emph. p.)	0	6
on the other hand	15	0
nevertheless	1	0
on the contrary	1	0
in contrast	1	0
5	27	7

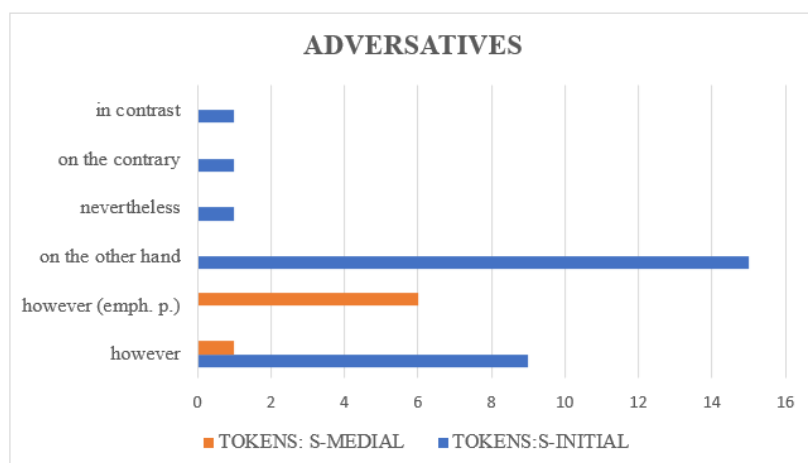


Diagram 7: G2: inventory of s-initial and s-medial adversative conjunctives (in bold used twice and more)

CAUSALS		
TYPES	TOKENS: S-INITIAL	TOKENS: S-MEDIAL
due to	2	2
therefore	1	4
so	2	0
thus	0	1
consequently	1	0
5	6	7

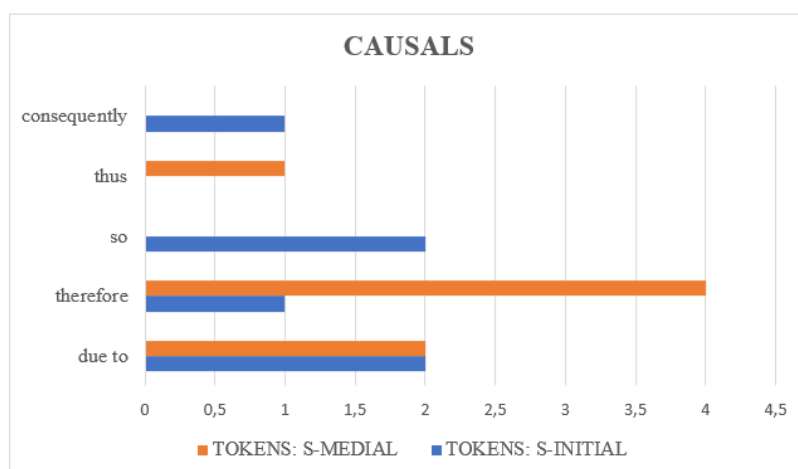


Diagram 8: G2: inventory of s-initial and s-medial causal conjunctives (in bold used twice and more)

TEMPORALS		
TYPES	TOKENS: S-INITIAL	TOKENS: S-MEDIAL
first	3	0
firstly	2	0
first of all	1	0
secondly	1	0
to begin with	2	0
for starters	1	0
from one perspective	2	0
in conclusion	12	0
to sum up	3	0
in summary	1	0
10	28	0

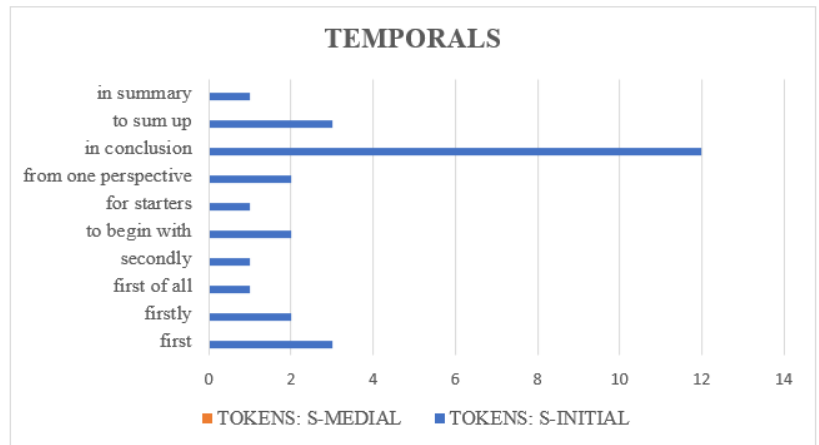


Diagram 9: G2: inventory of s-initial and s-medial temporal conjunctives (in bold used twice and more)

The category of **complex additives** presented a variety of types (13) and tokens (41). The representatives that were observed were: *on top of that*, *on the one hand*, *in addition*, *moreover*, *what is more*, *also*, *furthermore*, and *besides*. They were all used initially and except for conjunctives *what is more* and medially used *also*, they were used with appropriate punctuation marks.

The phrase *on the one hand* was written in essay 2-A-6 as **on one hand* with the definite article missing, which is considered incorrect, and it can be viewed as a signal that the participant was not that well-acquainted with this conjunctive yet. Notwithstanding, the conjunctive was used in relation with an adversative conjunctive *however*, which is required. With the conjunctive *what is more*, spelling **whatsamore* was observed, which was considered informal and inappropriate in the given genre. Other spelling or stylistic issues were not found.

The additive conjunctives that were used more frequently than the others were conjunctives *in addition*, *moreover*, *furthermore* and *also*. This frequency might indicate that they are more approachable for the learners. The conjunctive *moreover* was found only in one essay (2x), so it is questionable whether it can be viewed as solid evidence for the claim that it can be used easily. With respect to *furthermore* and *in addition*, they were used by different participants in different essays; thus, it can be concluded that they are user-friendly for upper-intermediate students.

The category of **additive appositives** was not so varied. For the expository meaning, only two types were found: *to avoid misunderstanding* and *that means*. The former was much less frequent than the latter (1 occurrence versus 4 occurrences). For the exemplificatory subcategory, two types were detected as well: *to give you an example* (1 token) and then *for*

example (8 tokens). Surprisingly, with exemplificatory appositives, more punctuation problems were related compared to complex additives. In two instances, *for example* was used sentence-initially with adequate punctuation; however, in two other instances, the initial *for example* was not followed by a comma. With the medial position, even more unbalanced finding was revealed. In most cases (3 essays), commas before and after were missing entirely. In one essay, a comma before the conjunctive was used, but it was not used afterwards. Only one exemplificatory conjunctive was used correctly in a sentence-medial position.

Cohesively speaking, the participants employed a high range of conjunctives. In terms of coherence, it can be argued that additive conjunctives provided the essays with structuring through developments of the previous statements. Exemplification and explanation contributed to a more concise text, which assisted with following the authors' claims.

In sum, in the category of complex additives, not many predicaments were encountered. The most apparent tendency was that students use complex additives initially with no or only minor punctuation problems. In regard to additive appositives, more punctuation issues were met especially in sentence-medial positions. This clearly indicates that additive conjunctives are learnt in sentence-initial positions at first, which corresponds with Processability Model and Teachability Hypothesis.

CATEGORY	ADDITIVES			ADVERSATIVE				CAUSAL		TEMPORAL		
SUBCATEGORY	complex	appositive		contrastives		correctives		general		sequential/ temporal	summary	
		exp.	exem p.	E	A	M	W	simple	emphatic		C	R
TYPES	8	2	3	5	0	0	0	4	1	7	3	0
TOKENS	26	5	10	34	0	0	0	12	1	12	16	0

Table 25: G2: frequency of additives compared to other categories

Regarding **adversative contrastive emphatic conjunctives**, the following conjunctives were observed: *however, on the other hand, nevertheless, in contrary, in contrast*. Compared to the additive category (13 types), the range of adversative conjunctives was not that diverse (5 types).

The conjunctive *however* showed that upper-intermediate participants can use it as an adversative emphatic and also an adversative emphatic proper. Even though originally it was thought that from the perspective of a B2 EFL student, there is an overlap between contrastive

adversatives emphatic and adversatives proper emphatic, one can conclude that some participants in G2 were already able to distinguish this difference and use the conjunctive *however* within the emphatic proper category accordingly.

Another adversative type employed repeatedly was *on the other hand* (15 tokens, 15 essays). In one instance (2-A-5), it was written as “*one the other hand*”, which could be considered as a mistake when the overall quality of the essay was analysed. The three remaining adversatives *nevertheless*, *on the contrary* and *in contrast*, were used only once (1 token, 1 essay), initially and with no punctuation, spelling, or stylistic choice issues. We can also conclude that adversatives emphatic were used paragraph-initially and paragraph-internally with the same density (17 and 17 tokens), (Tables 29 and 30).

In terms of the **adversative avowal** category, no instances were found. The same can be applied to the second subcategory of **adversative correctives** of meaning and wording.

CATEGORY	ADDITIVES			ADVERSATIVE				CAUSAL		TEMPORAL		
SUBCATEGORY	complex	appositive		contrastives		correctives		general		sequential/ temporal	summary	
		exp.	exem p.	E	A	M	W	simple	emphatic		C	R
TYPES	8	2	3	5	0	0	0	4	1	7	3	0
TOKENS	26	5	10	34	0	0	0	12	1	12	16	0

Table 26: G2: frequency of adversatives compared to other categories

In the category of **causal conjunctives**, the most prominent subgroup **general simple** was represented by the following types: *due to*, *therefore*, *so*, and *thus* (4 types, 12 tokens).

The most repeatedly used was conjunctive *therefore* (5 tokens, 4 essays). Interestingly, *therefore* was employed initially only once, the participants preferred to use it medially. With initial placement of *therefore*, no predicaments were observed. In the medial position, an interesting phenomenon was noticed: in two essays, a semi-colon before, nor a comma after were applied (i.e., ...*the taught topic with someone else and therefore misses different views...*). In two other cases, a comma instead of a semi-colon was used before, but no comma after was employed (i.e., *It has been a necessity for many schools, therefore it is more considerable nowadays...*). Strikingly, in 2-A-6, *therefore* was used twice, once with a comma before and once without any punctuation marks. This can lead to a conclusion that medial application of *therefore* bears multiple challenges for students even of an upper-intermediate level and that

teachers should draw their attention towards medial position of causal general simple types and related punctuation tendencies.

With reference to the other causal conjunctives, *due to* was used in initial position with no issues. Some punctuation predicaments were, however, observed with the conjunctive *so* employed initially and *thus* applied medially. The subcategory of causal **general emphatic** was encountered only once (*consequently*) employed initially with no issues detected (2-A-16).

CATEGORY	ADDITIVES			ADVERSATIVE				CAUSAL		TEMPORAL		
SUBCATEGORY	complex	appositive		contrastives		correctives		general		sequential/ temporal	summary	
		exp.	exem p.	E	A	M	W	simple	emphatic		C	R
TYPES	8	2	3	5	0	0	0	4	1	7	3	0
TOKENS	26	5	10	34	0	0	0	12	1	12	16	0

Table 27: G2: frequency of causal conjunctives compared to other categories

Sequential/temporals varied more than summary culminatives. The representatives of the **sequential/temporal** subcategory were: *first, firstly, first of all, to begin with, for starters, from one perspective* and *secondly* (7 types and 12 tokens). All of them, given by the semanticity of the conjunctives, were employed initially with only three punctuation issues in 2-A-10, 2-A-12 and 2-A-13. Strikingly, paragraph-initial conjunctives (*first of all, to begin with*) dominated the subcorpus (28:0). One stylistic predicament was encountered in the whole subcategory: *for starters*, although employed with no issues, it was considered too informal and not fitting in the given essay (2-A-7).

Temporal summary culminatives offered fewer representatives. The types that were analysed were: *in conclusion, to sum up* and *in summary*. *In conclusion* was in the leading position with 12 occurrences in 12 essays. In four more essays, *to sum up* (3x) and *in summary* (1x) appeared, which means that only 4 essays were concluded differently. The tendencies that were observed in the four remaining essays were, for example, the phrases *in my opinion* or *in my humble opinion* (2-A-2, 2-A-10) and then usage of different categories of conjunctives, for example, causal general simple *due to* in essay 2-A-2. In terms of **temporal summary resumptive** category, no representatives were encountered.

CATEGORY	ADDITIVES			ADVERSATIVE				CAUSAL		TEMPORAL		
SUBCATEGORY	complex	appositive		contrastives		correctives		general		sequential/ temporal	summary	
		exp.	exem p.	E	A	M	W	simple	emphatic		C	R
TYPES	8	2	3	5	0	0	0	4	1	7	3	0
TOKENS	26	5	10	34	0	0	0	12	1	12	16	0

Table 28: G2: frequency of temporals compared to other categories

3.10.3 Qualitative and Quantitative Analyses Conclusion: Group 2

It was observed that G2 participants, as well as G1 participants, were aware of the reader's perception of coherence judging by the means they employed. For example, paragraphing and explicit remarks (e.g., *Unfortunately, home-schooling has one disadvantage* (2-A-8), *Firstly, I am going to talk about advantages* (2-A-11)) undoubtedly helped to condition it.

It can be concluded that additive conjunctives in Group 2 tended to be used initially and they are considered to be the category where the biggest type variety was demonstrated (13). With medial placements, punctuation predicaments were sometimes observed. It was also confirmed that exemplificatory appositives are used more than appositive expository types.

Within adversatives, only adversative contrastives emphatic were employed, the category of adversative contrastives avowal remained empty. In contrast to that, one more category that was not originally presumed was detected: some participants demonstrated their ability to use adversatives emphatic proper accordingly. As it was concluded from the qualitative analysis, some learners were capable of using adversatives emphatic proper more adequately and correctly than, for example, the causal category.

With respect to general causal conjunctives, they appear to be challenging for even upper-secondary students especially in sentence-medial positions. Overall, not many representatives of causal conjunctives were observed, as it was foreshadowed by the qualitative analysis.

Contrarily, temporal types were approachable for upper-intermediate students, which was supported by their high token occurrence (37). Semantically speaking, conjunctives referring to the first item in a list tend to be used far more frequently than other "listing conjunctives". Moreover, according to the qualitative analysis, the participants employed temporal conjunctives exclusively paragraph-initially (28:0). The participants also employed adversatives (17 tokens) paragraph-initially. Additives and causal conjunctives were used for

paragraph initiation only sporadically (see Table 29). Apparently, upper-intermediate students view temporals as the most natural category to initiate logical units with (as the intermediate participants do).

A completely disparate tendency was found in the employment of paragraph-internal conjunctives. For that, the upper-intermediate participants used additives (40 tokens), adversatives (17 tokens) and causal conjunctives (12 tokens). The participants did not employ temporals paragraph-internally at all (Table 30). The data showed that upper-intermediate students (as intermediate students) also view additives as the most fitting means to develop paragraphs.

CATEGORY	ADDITIVES	ADVERSATIVES	CAUSAL	TEMPORAL
TYPES	on one hand	however (2x) on the other hand (12x) nevertheless on the contrary in contrast	due to	in conclusion first (2x) to begin with in conclusion (12x) for starters firstly (2x) first of all secondly from one perspective (2x) to sum up (3x) in summary to begin with
TOKENS	1	17	1	28

Table 29: G2: frequency of paragraph-initial conjunctives

CATEGORY	ADDITIVES	ADVERSATIVES	CAUSAL	TEMPORAL
TYPES	on top of that in addition (2x) moreover (2x) what is more also (15x) furthermore (3x) besides to avoid misunderstanding that means (4x) to give you an example for example (8x) such as	on the other hand (3x) however (14x)	due to (3x) therefore (5x) so (2x) thus consequently	xxx
TOKENS	40	17	12	0

Table 30: G2: frequency of paragraph-internal conjunctives

3.11 Group 1 and Group 2: Findings Contrasted with Hypotheses:

Previously, sections on G1 and G2 qualitative and quantitative data were presented. In this chapter, the findings will be compared to the hypotheses and conclusions will be drawn.

The hypotheses were as follows:

- H1: Initial placement,
- H2: Higher frequency in higher-grade students' writings,
- H3: Additive vs. adversative,
- H4: Presence of complex conjunctives: effects on cohesion and coherence,
- H5: Higher frequency of explicitly explained conjunctives.

H1 stated that the majority of the conjunctives will be employed initially. It also expected some medially used conjunctives, especially the additive complex *also*, the additive appositive *for example* and the adversative contrastive emphatic *however*, which were all introduced in the students' books medially as well.

In Group 1, 75 out of 106 tokens were employed initially. The complex additive *also* (30x) and only one additive appositive *for example* were used medially. No medial emphatic contrastives were observed, still, G1 data confirmed H1.

In Group 2, 28 (34 with adversatives emphatic proper) tokens were used medially, the rest (88 tokens) was employed initially. Additive complex and appositive expository conjunctives were used both initially (21 tokens) and medially (20 tokens), as well as exemplificatory conjunctives (9:6). Adversative contrastives except for proper emphatic *however* were used initially. Another exception was a contrastive *however*, which was once employed medially. Causal general simple, even though not presented in the students' books much, were employed both initially and medially (5:7). All temporal conjunctives were employed initially, presumably given by their ingrained semanticity.

As H1 suggested, conjunctives that were used in the students' books initially were also used in initial positions by participants in both groups. However, the conjunctives that were also presented medially, were in G2 used medially more frequently than initially (i.e., medial *for example*). Nevertheless, although presented medially, there were more punctuation problems connected compared to those types presented initially. An explanation for this punctuation deficiency can be that those that were used medially were not further worked with, i.e., the

students' books lacked consistency in practising the given conjunctive material. Therefore, the students might have created their own conjunctive interlanguage variants, which are often known as imperfect.

One can conclude that the findings support the original hypothesis that more conjunctives are used in initial sentence positions compared to medial positions. This also equals the convention in L1 use. This result should be extended by the finding that punctuation was managed more in the initial positions, compared to medial placements (for medial punctuation predicaments, see 1-A-2, 1-A-3, 1-A-10, 1-A-11, 1-A-19, etc., 2-A-8, 2-A-11 - 2-A-15, 2-A-20, etc.).

Paragraph-initial and paragraph-internal conjunctives should be also mentioned. We can see that for paragraph initiation, both intermediate and upper-intermediate participants used temporals the most. Also, the participants used adversatives, G2 data showed that adversatives were employed almost three times more than in G1. For internal paragraph use, both groups used additives the most with almost the same frequency (41:40 tokens). In adversative and causal employment, the participants' approach, however, differed. As the quantitative data already suggested, both B1 and B2 students perceive temporals the most natural for paragraph initiation and additives for paragraph-internal usage.

	GROUP 1					GROUP 2				
	CATEGORY	ADDITIVES	ADVERSATIVES	CAUSAL	TEMPORAL	CATEGORY	ADDITIVES	ADVERSATIVES	CAUSAL	TEMPORAL
P-INITIAL CNJS.	TYPES	for example	on the other hand (3x) however (3x)	so (2x)	to conclude(4x) first firstly (4x) secondly thirdly first of all in the end in conclusion (3x) to summarise (3x) in summary (2x)	TYPES	on one hand	however (2x) on the other hand (12x) nevertheless on the contrary in contrast	due to	in conclusion first (2x) to begin with in conclusion (12x) for starters first (2x) first of all secondly from one perspective (2x) to sum up (3x) in summary to begin with
	TOKENS	1	6	2	21	TOKENS	1	17	1	28
	CATEGORY	ADDITIVES	ADVERSATIVES	CAUSAL	TEMPORAL	CATEGORY	ADDITIVES	ADVERSATIVES	CAUSAL	TEMPORAL
P-INTERNAL CNJS.	TYPES	also (35x) plus that means for example (4x)	on the other hand/side (3x) however (7x)	so (7x) ergo	firstly (5x) first of all secondly (3x) thirdly (2x) finally (3x) in the end after all at the end	TYPES	on top of that in addition (2x) moreover (2x) what is more also (15x) furthermore (3x) besides to avoid misunderstanding that means (4x) to give you an example (8x) such as	on the other hand (3x) however (14x)	due to (3x) therefore (5x) so (2x) thus consequently	xxx
	TOKENS	41	10	8	17	TOKENS	40	17	12	0

Table 31: G1 and G2 paragraph-initial vs paragraph-internal conjunctives

H2 was based Surjowati's assumption that more conjunctives would be detected in G2 than in G1. The quantitative analyses proved Surjowati's findings, as in G2, 31 types and 116 tokens were analysed, whereas in G1 only 21 types and 106 tokens were observed; however, we can see that pre-intermediate students used only slightly fewer tokens than upper-intermediate

participants. We impute it to the overuse of *also* in G1, an influence of L2 speech. The quantitative findings also revealed that upper-intermediate students use a broader type variety of especially additive and causal conjunctives. Nevertheless, intermediate students showed their knowledge of the variety of temporal conjunctives, which is an area, where they overtook their older colleagues.

GROUP 1												
CATEGORY	ADDITIVES			ADVERSATIVE				CAUSAL		TEMPORAL		
SUBCATEGORY	complex	appositive		contrastives		correctives		general		sequential/ temporal	summary	
		exp.	exem p.	E	A	M	W	simple	emphatic		C	Con.
TYPES	2	1	1	2	0	0	0	2	0	6	4	3
TOKENS	36	1	5	16	0	0	0	10	0	22	12	4

Table 32: G1: frequency of conjunctives in the individual subcategories

GROUP 2												
CATEGORY	ADDITIVES			ADVERSATIVE				CAUSAL		TEMPORAL		
SUBCATEGORY	complex	appositive		contrastives		correctives		general		sequential/ temporal	summary	
		exp.	exem p.	E	A	M	W	simple	emphatic		C	R
TYPES	8	2	3	5	0	0	0	4	1	7	3	0
TOKENS	26	5	10	34	0	0	0	12	1	12	16	0

Table 33: G2: frequency of conjunctives in the individual subcategories

H3 stated that additives would be more frequent than adversatives and it also questioned whether temporal conjunctives would outnumber both categories.

In G1, 4 additive types and 42 tokens were found. In terms of adversatives, 2 types and 16 tokens were observed. These data showed that additives are used more than adversatives. If we contrast these results with temporals (13 types, 38 tokens), then we can conclude that the scale goes from additives, across temporals to adversatives. Moreover, intermediate participants use a broader type variety of temporals than additives. In G2, 13 additive types (41 tokens) and 5 adversative types (38 tokens) were used. Temporals were represented by 10 types and 28 tokens. Again, we can conclude that on upper-intermediate level additives are employed more than adversatives and temporals.

Overall, the data indicated that in the case of temporals, the conjunctive instruction in the students' book impacted the intermediate participants more, but not to the extent that temporals would surpass additives. In the case of upper-intermediate participants, the influence of the conjunctive instructions already ceased.

H4 was concerned with the effect of complex conjunctives on cohesion and coherence. Since coherence is a phenomenon that cannot be measured objectively (see 2.1.2), we cannot provide any impartial data. However, even though we can never guarantee perception, we can conclude that the participants seemed to be aware of the aspect of coherence and they tried to provide some text structuring means (e.g., paragraphing) that would help with navigation in the text.

Indubitably, cohesion was demonstrated through various cohesive devices, but, arguably, complex conjunctives contributed to the unification of the essays, making the semantic dependencies in the texts more lucid. This claim is based on comparing the essays that entered the corpus with essays that could not enter the corpus for the general absence of complex conjunctives (e.g., 2-A-21). Even though it could be argued that in the exemplified essay other structural as well as non-structural cohesive devices were employed (reference, theme-rheme organisation, one emphatic proper conjunctive *however*), it was not achieved such a cohesive impact on the reader compared to the essays presented in the corpus.

Interestingly, among the essays submitted by G2 students, only one instance that lacked in complex conjunctives was found. Otherwise, it can be concluded that upper-intermediate EFL learners use complex conjunctives frequently:

2-A-21

A lot of students have tried something like home-schooling during the last two years because of the lockdowns, but what about the real home-schoolers? Does home-schooling have advantages? Or does it have just disadvantages like a lot of people from older generations are saying?

Students, who are studying at home, usually organize their time much better than “normal” students. They can have more freedom in time management. They do not have to follow strict time schedules. Home-schooling allows students to set their own learning schedule. They are not forced to learn some subject for a set amount of time and then switch to another. They can focus on the subject they need to.

The biggest disadvantage of home-schooling is the inability of home-schooled students to socially interact. The home-schooled students usually spend their time with parents (which can cause serious attachment issues). It can be an advantage for introverted students, however, everybody has to have some kind of social interaction in their lives at least once and schools prepare their students for that.

Home-schooling is definitely not for everyone, it is up to everybody. It has its advantages but also disadvantages.

H5 aimed at the difference in the use of explicitly explained conjunctives. As it was already foreshadowed within H1, the conjunctives that were explicitly explained and practised were of higher frequency than the implicit ones. H5 was based on the observation that conjunctives *for example, on the other hand, however, firstly, secondly, thirdly, to conclude* and *to sum up* will be of a higher frequency than other listed, and interesting conclusions were reached.

With regard to the category of **additives**, it can be stated that with *for example* the hypothesis was confirmed. We should also highlight the frequent occurrence of *also*, which was employed in G1 35 times in total, in G2 its use was already decreased (15 tokens).

What might be considered surprising is that the additive appositive *for instance* presented at the same time and in the same context (*Intermediate English File*) as the conjunctive *for example* was not employed in the students' essays at all. This can be related to the Processability Model since the phrase *for example* might be closer to the students and possibly due to its higher frequency could be processed faster. Another reason for its significantly higher occurrence is that "*for example* is used much more frequently than *for instance*, particularly in formal contexts, especially in academic writing is it a safer choice" (Britannica Dictionary). Hence, the reason might also be that the participants were aware of this fact and desired to distinguish the formality level of these two conjunctives accordingly.

In the **adversative** category, the highest frequency was assumed with the conjunctives *however* and *on the other hand*. The types that were not assumed to appear (i.e., *nevertheless, on the contrary, in contrast*) were observed less than the types that were expected to be employed. Interestingly, the conjunctive *instead* was not encountered in any of the essays, even though the students' books addressed it explicitly and it was also employed in one of the tentatively analysed essays (TA_1).

Concerning **causal** conjunctives, H5 was not confirmed. The conjunctives that were presupposed to be used more were *due to* (4 tokens) and *consequently* (1 token); nevertheless, the conjunctive *therefore* was employed more (5 tokens) and then conjunctives *so* (11), *thus* (1) and *ergo* (1) also entered the corpus. These findings can be surprising, but when one considers that in the pre-intermediate and intermediate *English Files*, causal conjunctives were not accentuated at all and then in the upper-intermediate *Insight*, they were explicitly addressed in one writing chapter, then the tendency is rather logical. The students recognise additives, adversatives and temporal conjunctives and they, naturally, sometimes need to express causal

means. Since causal conjunctives were treated in the students' books the least, the participants logically opted for some conjunctives that would transmit the meaning of cause or effect.

Although H5 represents a conundrum, it emphasises that if causal conjunctives are encountered in context and practised accordingly, then they might be issueless (punctuation was correct with the usage of *due to* and *consequently*). In contrast, with the employment of the conjunctives not presented in the students' books, several punctuation issues were met (apart from one *therefore* used initially, all the other instances were incorrect).

In the **temporal** category, the following observations were made: in the temporal/sequential subcategory, more "conjunctives of listing" were presumed. Interestingly, conjunctives referring to the first idea (i.e., *firstly*, *the first advantage*, *first*, *to begin with*, *from one perspective*, etc.), were used far more (24 tokens) in contrast to listing further ideas (4 token represented by *secondly*). In terms of concluding, the conjunctives *to sum up*, *to conclude* and *in conclusion* were expected to be the most frequent. In this case, the assumption was confirmed: the most preferred conclusive conjunctive was *in conclusion* (15 tokens), then *to conclude* (4 tokens) and *to sum up* (3 tokens).

Group 1 and Group 2: Findings and Hypotheses Contrasted: Conclusion

It was found out that both groups acted according to **H1**, conjunctives were employed initially the most. In G2, punctuation was managed better with initially used conjunctives than with sentence-medial conjunctives. We also concluded that G1 and G2 participants inclined to use conjunctives twice more in paragraph-internal positions compared to paragraph-initial positions (145:77).

It was presumed that punctuation problems would be encountered more in G1. 30 instances of punctuation issues (29 initial and 1 medial sentence position) were detected in contrast to G2, where 26 punctuation predicaments (18 initial and 11 medial sentence placements, adversatives proper emphatic included) were observed. This is an important finding since it was expected that upper-intermediate students would already demonstrate a more systematic approach to punctuation. We can see that from 30 tokens in B1 level, the initially used conjunctives connected with comma absences were decreased to 18 occurrences in B2 level. It is apparent that G1 tended to use conjunctives only initially, blatantly, the medial positions were out of the scope of their interlanguage dictated by the Processability Model. In G2, medial positions were already acquired but from 29 instances, more than a third (10 tokens) were used incorrectly.

In G1, **H2** was also proven right, in G2, 3.25 three times more additive types were used (4:13), regarding adversatives and causal conjunctives, 2.5 more types compared to G1 were encountered. The only category, where more types were employed in G1 than in G2 was the category of temporals (13:10). This finding pointed out that on the intermediate level temporals seem to be processed the earliest. On upper-intermediate level, temporal types are employed more evenly compared to other conjunctive categories. We also realised that temporals are the most preferred conjunctive means for paragraph openings on both studied levels.

H3 was also confirmed. Intermediate and upper-intermediate students employ additives the most in terms of tokens (42, 41). In both groups, adversatives were used less frequently both in terms of types (2:5) and tokens (16:34). Both G1 and G2 data showed knowledge of a great variety of temporal types (13 and 10). In G1, temporals were employed the most (13), adversatives were already used less (4). In G2, additives were the category, where the most types were used (13), whereas in adversatives a more limited number of types was employed (5); however, their usage (tokens) can be classified as frequent (34).

CATEGORY	GROUP 1		GROUP 2	
	TYPES	TOKENS	TYPES	TOKENS
ADDITIVES	4	42	13	41
ADVERSATIVES	2	16	5	34
CAUSAL	2	10	5	16
TEMPORALS	13	38	10	28
IN TOTAL	21	106	33	116

Table 34: G1 and G2: type/token frequency

H4 confirmed that complex conjunctives are a cohesive means that should be taught and learnt since they can contribute to cohesion greatly. Temporal conjunctives seem to be processed the easiest, then additive conjunctives also turned out to be approachable for the students. Both intermediate and upper-intermediate participants seemed to be aware of the reader's perception of coherence and tried to structure their essays accordingly.

Contrarily, **H5** was confirmed only partially. In G1, conjunctives referred to in the students' books were employed more; nevertheless, in G2, the quantitative analysis accentuated that it does not have to be necessarily a rule for those conjunctives explained and practised to be employed more than those that were not, which is a finding contrastive to the result that was drawn from the qualitative section. A case in point can be conjunctives *for instance*, or *instead* which were practised; nevertheless, in the subcorpus, they were not encountered at all.

3.12 Discussion

In this section, we will try to summarise and compare tendencies of the participants from Group 1 and Group 2; moreover, to frame the findings, similar experiments will be addressed.

In **Group 1**, the majority of the conjunctives analysed was used initially, only 30 additive complex *alsos* and one appositive *for example* were employed medially. This finding clearly shows that on intermediate level sentence-initial conjunctives are processed the easiest and that additives are the first category where transition to medial-sentence position commences. Previously, it was assumed that appositives would surpass complex additives, which was not confirmed. In **Group 2**, the participants employed additives, but also adversatives and causals in both initial and medial positions. Additive conjunctives were the category where the biggest type variety was demonstrated. We can see that from intermediate level to upper-intermediate level transition pertaining to type range from temporals to additives occurred.

Regarding additive appositives, it was expected that the intermediate students would use *for example* more than upper-intermediate participants due to its frequent occurrence in the pre-intermediate and intermediate textbooks. Contrastive tendencies were revealed. In the upper-intermediate subcorpus, *for example* was detected 8 times, in the intermediate subcorpus, only 5 tokens were observed. We also saw that upper-intermediate students used a variety of exemplificatory conjunctives (*to give you an example, such as*) compared to the intermediate students, where only *for example* was used. In other words, we observed growth in the usage of the types of expository appositives. In G1, one of the participants used *that means* whereas in G2 the conjunctive was already observed four times. This signals that on the intermediate level, learners can be aware of this subcategory. Moreover, in G2 one more conjunctive *to avoid misunderstanding* appeared, which indicates more expository conjunctive creativity and understanding.

One more interesting phenomenon was observed. The phrase *in my opinion* got repeated rather frequently. It seems that it is approachable and especially intermediate students tend to employ it to structure paragraphs (1-A-4, 1-A-6, 1-A-10, etc.), sometimes instead of complex conjunctives. This, however, would deserve research on its own, presumably in the area of metadiscourse.

In **G1**, fewer adversative types and tokens were detected. Their employment mirrored the frequency of these conjunctives addressed in the students' books and also the conclusion of the corpus-based study lead by Biber et al. In **G2**, the data showed that upper-intermediate students

are capable of distinguishing between adversatives emphatic and adversatives emphatic proper. Correctives of meaning and wording were not found at all. The reason might be that correctives, or reformulations, according to Hyland, “bear the status of ‘repairs’, especially in such discourse that is unplanned” (3). In writing, reformulations do not appear spontaneously, contrarily, they are planned and purposeful (ibid.). Hyland adds that “the writer is seeking to convey particular meanings or achieve particular rhetorical effects.” (ibid.). Moreover, correctives are usually expected to be a part of academic writings, such as research articles, for example, connected with medicine or biology studies (Dehgan and Chalak 21). Although it was originally decided to retain this category, we can see now that there was no space for correctives in the instructed text type.

In **G1**, the category of causal conjunctives was represented only by 2 types and 10 tokens in total. With respect to the parameter of punctuation, it is a challenging aspect for intermediate students and the findings revealed that in classes, causal conjunctives should be more practised. **G2** data confirmed that causal conjunctives appear to be challenging for even upper-secondary students especially in sentence-medial positions. This can be again caused by a lack of presentation of this category in the textbooks.

The category of temporals showed that **G1** participants use them in the broadest type range, which is assigned to the conjunctive presentation in *Pre-Intermediate* and *Intermediate English Files*. From sequential temporals, they tend to use the conjunctive *first(ly)* and its variants the most frequently, but they also employ conjunctives of referring to subsequent ideas from a list, i.e., *secondly*, *thirdly*, compared to **G2**, where the participants used only the types in the meaning of “first”. **G1** participants also employed a balanced number of temporals both paragraph-initially and internally. Contrastively, **G2** participants did not use paragraph-internal temporals at all and used the same amount of adversatives paragraph initially and paragraph internally. This shows that temporals are from B1 to B2 level forwarded to different areas of usage.

Even though attempted hard, no logical explanation pertaining to punctuation inconsistency was figured out. It seems that punctuation is firstly processed with initially placed conjunctives, punctuation with medial conjunctives needs more time to be learnt. The only tendency which was revealed was with regards to the individual forms. The participants distinguished between simple and complex morphological forms, even though the form of the conjunctive does not decide the comma placement at all. Especially in **G1** (e.g., 1-A-7, 1-A-8) the participants used commas correctly with multi-word phrases, but omitted commas after one-word phrases.

To reiterate, intermediate students are already familiar with the area of complex conjunctives and they employ them both initially and medially, which is a tendency increased in G2. The data showed that upper-intermediate students use additive, adversative and causal conjunctives both initially and medially compared to intermediate students who employ only additives in both sentence positions. The data also revealed that *however* and *on the other hand* are used the most from adversatives on both levels. In addition, upper-intermediate students demonstrated their knowledge of three more types (*nevertheless*, *on the contrary*, *in contrast*), even though only marginally. The conjunctives that caused the most predicaments were causal conjunctives. The area of temporal conjunctives, was employed frequently by both groups; however, G2 students had a better grasp of their usage (context-appropriateness, fewer punctuation problems (8:6)). Moreover, a disparity among the category of sequential temporals was found, where an inclination in G1 to employ more conjunctives of listing referring to various items on the list was noticed compared to G2, where the preference of other conjunctive types was observed, which can be ascribed to the “growth of interlanguage”.

One of the goals of the research was to measure to what extent explicit conjunctive instruction provided in students’ books matters. The research showed that the conjunctives (additives, adversatives, temporals) that were included in the textbooks occurred in the essays more than the conjunctives that were gathered from different sources especially in G1. In G2, this tendency became less apparent. Still, the research revealed that in students’ books, a more concise approach towards complex conjunctive instruction should be adopted, especially concerning the parameter of punctuation.

Nevertheless, this tendency of employing additives, adversatives and temporals rather than causals can be also ascribed to one more source; the essay instructions. We can state that the essay itself invited some use of conjunctives and structure. The topic undoubtedly triggered contrast (advantages and disadvantages); hence, adversatives were anticipated. The instructions also referred to four paragraphs including a conclusion; the participants were also explicitly invited to use summative temporals. Causal conjunctives, on the other hand, did not naturally fit in such a structured text type. Moreover, in the sample paragraph, three conjunctives (*however*, *in other words*, *in sum*) representing additive appositional, adversatives emphatic and temporal culminatives were used, which could have an impact on frequency in some essays. This can be viewed as research limitation.

In the Practical part, a query concerned with textbooks designed for courses and normal school classes was posed. Seemingly, the *English File* students’ books which were primarily designed

for grammar school courses tackle the area of complex conjunctives differently compared to the *Insight* student's book. We can conclude that in terms of the number of conjunctives presented, the former followed significant didactic axioms more closely; however, the latter presented a more comprehensible conjunctive overview. Undoubtedly, this discrepancy could have been caused by the CEFR level for which the students' books were designed. Nevertheless, the target group (grammar course students X traditional students) could have also impacted the overall complex conjunctive approach.

In terms of awareness of cohesion, both qualitative and quantitative data suggested that older students were able to use complex conjunctives in more varieties. This corresponds with Surjowati, who studied discourse markers in higher and lower grade students' writings (23 participants in total). The author's experiment revealed that the linking features were used more by the higher-grade students and that "lower-grade students had difficulties using the markers" (248).

Regarding the development of conjunctive understanding in the course of four years, conclusions were reached similar to Ersanli, who studied 151 essays collected through five years produced by Turkish university students and compared them with a more significant number of essays produced by native English speakers of the same age and the same branch of study. He found that Turkish students were aware of the importance of using discourse markers and that they developed their awareness and sensitivity towards the usage throughout the given period. However, the Turkish students "overused the linking devices, and they sometimes clogged their texts with unnecessary discourse makers, which did not contribute to the increase of cohesion or coherence" (1051). From Ersanli's research, a similar tendency is apparent even though in our research, the time frame and comparison to native speakers were omitted. Our experiment revealed that intermediate students are aware of the importance of complex conjunctives and that upper-intermediate students employ them with more deliberation.

Although the type/token ratio was not accentuated throughout the thesis, with reference to the number of conjunctives per the whole essay, findings from a research conducted by Hedge should be mentioned. The author compared groups of students from two different universities with the writings of ten professional writers, all the participants were native speakers of English:

"... It may be quite true that one student group on occasion uses more transitions than another, or the student groups and the professional writers on occasion used the same number of transitions. In fact, comparisons of individual professional models revealed

a variance ranging from three transitions per 100 words to 14 per 100 words. The number of transitions per 100 words did not in itself mark a sample as professional. All groups, however, used the same categories of transitions and in the same order of importance” (196).

In our research, the number of conjunctives per 100 words was slightly different. In G1 (100/3,880*76), the mean token frequency was 2.73 words per 100 words. In G2, the average token frequency was 3.09. Notwithstandingly, as Hedge concluded, the density of conjunctives does not indicate whether the sample is professional or not since for deciding that more factors are needed.

As Hedge stated, there does not exist one universal type/token frequency per a given number of words in a text. Still, the qualitative analyses showed that some type/token ratio (7 tokens/198 words x 10 tokens/190words) in a given text was perceived more natural contributing to meaningfulness and logical structuring than other ratios. This could be also connected with using conjunctives for introducing rather simple than complex clauses. Nevertheless, there were also many other factors that were responsible for the overall coherence of the text for the reason that coherence cannot be decided exclusively on the occurrence of complex conjunctives.

Additionally, the author highlighted that the number of conjunctives might or might not vary in different groups of students. In this research, in G1, a lower number of types and tokens (21:106) was detected in comparison to G2 (33:116) in a subcorpus of similar length. Still, the difference between the number of tokens was not significant. In G1, the number was indubitably increased by the conjunctive *also* which entered the subcorpus 35 times in total. The reason why the difference between the tokens in G1 and G2 is not substantial can be ascribed to B1 students' inclination to overuse some of the conjunctive types (*also*, *so*), maybe motivated by L2 speech, or by the textbook instructions (temporal sequential conjunctives). Referring to Hedge, the students employed the categories with a slightly different order of importance for the reasons explained above (3.10.3, 3.11) (G1: additives, **temporals**, **adversatives**, causals X G2: additives, **adversatives**, **temporals**, causals).

We may also recall another research led by Granger who concluded that “Apart from a lack of understanding of the semantic properties of particular connectors, learners also seem unaware of their stylistic restrictions”. This was not the case in this experiment. This research showed that the semantic aspect of the individual conjunctives was grasped fully and that types of all

the categories were employed in relevant contexts even though with different type/token density.

Granger also emphasised that “very formal devices such as *moreover* were used alongside devices that are rather preferred in speech, such as *anyway*, and *actually*” (19). This was controlled through the parameter of stylistic choice in CAT and it was found out that the participants usually stuck to the level of formality of the given text type and employed conjunctives of the required range with only minor exceptions (1-A-7, 2-A-10). To put it succinctly, it seems that stylistically, conjunctives can be chosen appropriately by intermediate and upper-intermediate students without difficulties. In the whole corpus, there were only two instances where the parameter was indicated as inadequate.

To make our findings comparable, translation of our results into the framework of Biber et al. is needed. G1 employed the most types in the category of enumeration and addition (9), and the category of summation (6 types). Apposition, result/inference and contrast/concession were represented by 2 types each. The participants did not use any transition linking adverbials. In G1, the results were the same for the category of enumeration and addition, where we encountered 15 types. Then in the categories of apposition, result/inference and contrast/concession 5 types for each were found. The participants used the least conjunctives for the category of summation (3 types) and they also did not use any transition linking adverbials. To conclude, both intermediate and upper-intermediate learners used enumeration and addition the most, potentially impacted by L2 spoken production, which also corresponds, for instance, with Shaw’s research (216). Also, the usage of the three categories (apposition, result, contrast) was stable (an increase from 2 types to 5 types). The only difference between the learners was that intermediate participants favoured summatives more than upper-intermediate learners who strived to pay more attention to other categories (for more information, see Table 37 in Appendix).

In this section, we attempted to highlight the most striking tendencies drawn from the analyses of the essays. We can see that conjunctive instruction in students’ books (or in assignments) matters, and it impacts their employment in students’ writings. However, it appears that students’ books should adopt a more concise approach towards the presentation and study of complex conjunctives especially connected with punctuation since this parameter was deemed the most problematic (e.g., in 1-A-1, 1-A-2, 2-A-6, etc.). The section also covered how conjunctive employment ripens from B1 to B2 level. In addition, it aimed to shed some light on the research providing results from other experiments (Shaw, Surjowati, Hedge, etc.).

4 Conclusion

The aim of this thesis was to study the employment of complex conjunctives in intermediate (B1) and upper-intermediate (B2) students' semi-formal essays with regard to how they contribute to cohesion and indirectly to coherence. Another goal was to find out how conjunctive instruction in the students' books used at the Archbishop Grammar School supports complex conjunctive use and whether these means are in accordance with Processability Model and Teachability Hypothesis.

In total, 7637 words were processed (3880 words produced by Group 1 and 3757 words by Group 2), with the average lengths of 194 words and 187.85 respectively. In the entire corpus, 54 conjunctive types were analysed represented by 222 tokens. With regards to the hypotheses, the majority of them were confirmed (H1, H2, H3, H4), H5 was confirmed only partially.

The **H1** finding was that initial conjunctives are used more than medial ones by both intermediate and upper-intermediate learners. From the perspective of Processability Model, sentence-initial position is indubitably viewed as easier. It was also found out that punctuation was managed better with initial conjunctives as the majority of textbook conjunctive instruction commenced with this sentence placement. The implication is that it should paid more attention to medial conjunctives and tendencies connected with their usage on both levels.

Another finding targeted that intermediate students employ conjunctives as beginnings of new logical units (30) as well as within paragraphs (76). On the upper-intermediate level, both paragraph-initial and paragraph-internal conjunctives are more evenly distributed (47:69) compared to the intermediate level. Based on the data, B2 students are more aware of the balance of conjunctive paragraph positions and distribute conjunctives more meticulously.

As for **H2**, upper-intermediate students employed more tokens (116) compared to intermediate students (106). However, the difference was not that significant, which we attribute to the overuse of *also* and *so* in G1 presumably influenced by L2 speech. B2 students used more types compared to B1 students with the exception of temporals, where the statistics was twisted (B1 students employed more temporals than B2 students). The message these data convey it that temporals (alongside the additive *also*) are the most approachable conjunctive group for intermediate students and they should be addressed as the first ones in conjunctive instruction. Notwithstanding, the design of the instructions could be viewed as a potential limitation to this research since it explicitly invited adversatives and temporals, which was also mirrored in the harvested data.

H3 confirmed that intermediate and upper-intermediate students employ additive tokens the most. Upper-intermediate students also use the greatest variety of additive tokens (41) and types (13), with intermediate students, the range is not that broad (4). Compared to additives, both groups were inclined to employ a more constricted variety of adversatives, in G2 (B2 students) rather frequently (34 tokens). Intermediate participants used adversatives less, but what is interesting is that in the textbooks, the use of conjunctive *however* was not explained explicitly and still, the participants employed it rather often (but with a half of the essays, the parameter of punctuation was labelled as erroneous).

Regarding **H4**, it was figured out that the presence of complex conjunctives impact cohesion usually positively and it can indirectly influence coherence. In G1, it was concluded that if too many conjunctives enter a text, then perception of coherence might be endangered; nonetheless, coherence rests on an interplay of factors and it cannot be measured objectively.

H5 presented mixed results. G1 demonstrated a more frequent employment of conjunctives addressed explicitly in students' books. Contrarily, the quantitative analysis of G2 led to the conclusion that explicitly explained conjunctives did not necessarily lead to their increased usage. We assume that the reason lies in the B2 learners' more mature conjunctive understanding and their reduced reliance on textbooks and other school materials.

It was expected that in the texts of upper-intermediate students, conjunctives would be encountered more frequently. This is, in general, true (116:106 tokens), but we should emphasise that B2 students tend to distribute the representatives of especially the categories of additives, adversatives and temporals more evenly than G1 participants due to their more developed L2 interlanguage. In the subcategory of sequential temporals, intermediate students are likely to use various listing conjunctives, i.e., *firstly*, *secondly*, *thirdly*, whereas upper-intermediate students are more prone to using conjunctives listing only the first item. The reason is that upper-intermediate students transition from listing ideas to adding them. Intermediate as well as upper-intermediate students use only a limited number of adversatives, but they use them rather often. This was confirmed by the findings of Biber et al. and the five most frequent contrast/concession linking adverbials (876).

Interestingly, although the original framework of Halliday and Hasan was reduced significantly, for some of the categories (i.e., contrastives avowal, correctives of meaning and wording, summary resumptives), representatives in the corpus were not detected. Contrastively, subcategories of adversatives emphatic proper (G2) and temporals culminative conclusive (G1)

were encountered. Expository conjunctives were represented only sporadically. Indubitably, their low number could have been caused by the topic of the essays, but it might also point out that students tend to exemplify rather than explain or describe. The low frequency of expository conjunctives can be also ascribed to cognitive aspects of learners' development.

The growth of skills of B1 and B2 participants can be described as follows: Both groups know all the conjunctive groups, but B2 students employ types and tokens in a more equitable manner, (in both sentence and paragraph distribution). Also, B2 participants appear to use conjunctives for introducing rather complex than simple clauses, compared to B1 students. Additives are the group where medial placement commences, more adversative types should be introduced. Causal conjunctives were processed better by B2 participants, still some deficiencies were detected. B1 students employed temporals the most and it was also the easiest category to use for them (in G1, only 1 punctuation deficiency in temporal culminatives was observed; in G2, two predicaments (2-A-12, 2-A-14) with initially placed *in conclusion* were noticed; in sequential temporals, only 12 issues in the whole corpus were found). Employment of conjunctives is also dependent on the chosen topic, text type and potential exemplifications.

To sum, the tendencies are as follows: in additives, B1 students tend to overuse *also*, B2 students already reduce this tendency and employ a variety of types more frequently. The area of adversatives also grew from 2 to 5 types, the most employed were still types *however* and *on the other hand*. B2 students used more causal types, but still not that frequently as other categories (due to a lack of conjunctive instruction in pre-intermediate and intermediate *English Files* or in the research instructions). The category of temporals was on the upper-intermediate level condensed and used more evenly. Both groups anticipated the reader and provided means to ensure comprehension.

To encapsulate, the research showed that each of the conjunctive categories ripens in students' interlanguage differently. The presented conjunctives in the students' books all fell under the concept of Processability Model and Teachability Hypothesis; however, it was shown that some were processed by the students better than others. On the intermediate level, understanding of punctuation tendencies was connected with morphological complexity whereas conjunctive understanding of upper-intermediate students was already modified accordingly. It is also vital to highlight that the employment of complex conjunctives, especially on the intermediate level, to some extent correlates with the familiarity of the topic and the assigned text type.

4.1 Methodological Implications

It has been confirmed that cohesion and coherence are paramount phenomena which should be explained, taught, and learnt. It was revealed that intermediate EFL students are aware of complex conjunctives and their contribution to cohesion and coherence; however, at times, their interlanguage level did not allow them to employ them accordingly. Upper-intermediate participants already comprehended the phenomena better but their understanding should be still nourished with years to come. Although Harmer and Scrivener stated that the production of formal text types has been decreased in the past few years, we would still proclaim that practising writing formal and academic texts in classes is paramount and that complex conjunctives are an indispensable part in such writings.

Since complex conjunctives are a phenomenon that requires time and practice, it is recommended to commence with their employment on the pre-intermediate level (temporals) using a semi-formal text type and a familiar topic. Subsequently, on intermediate level the remaining conjunctive categories can be introduced. The research suggests that at first students should employ a limited amount of conjunctives initially. Then, they can be presented with medial positions and relevant punctuation tendencies. When this is mastered, we would recommend that synonyms within the individual categories are presented and practised correspondingly. Students can be motivated to use conjunctives in both writing and speech.

To reiterate, this thesis showed that complex conjunctive understanding happens on different subtle levels in stage 6 of Processability Model. Teachers should be aware of this fact and maybe should modify their conjunctive instruction accordingly. Additionally, awareness of how exemplification might influence students' written products is also self-evident. Moreover, textbook designers are advised to be perceptive to this finding and maybe tackle the area of complex conjunctives more attentively and logically.

4.2 Future Research Suggestions

This project brought a corpus comprising 40 essays of two homogenous B1 and B2 groups which can be used by other researchers for either broadening the conclusions of this research, or for an entirely different purpose, with which suggestions for future research are connected.

Using the corpus, analyses can be definitely conducted to focus solely on the parameter of stylistics. Moreover, each of the categories could be studied more profoundly to provide direct insight into their acquisition and learning. Researchers could also shift their focus on the semanticity of the individual complex conjunctives and maybe realise some connections and

dependencies in this area. Indisputably, the area could be also broadened by simple conjunctives (conjunctions) and the whole conjunctive category could be analysed and potential disparities in the areas could be detected with reference to the individual CEFR levels.

Furthermore, tentative as well as quantitative analyses aiming at individual and group performances could be conducted in a given time span of three or four years, as, for example, Ersanli (1051) did. The results would be then even more informative and would shed more light on how the phenomenon of interlanguage in the area of complex conjunctives alters.

Last, but not least, the corpus might be also analysed through a different framework (for example, it can be more meticulously studied through the framework introduced in Biber et al.) and then similarities and differences based on the findings from this research could be drawn, providing even further teaching and learning implications.

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List of Attachments

Attachment: Group 1 Subcorpus and Group 2 Subcorpus

Appendix

Group 1 global data:

LABEL: GROUP 1			NUMBER OF WORDS: 3880		FINDINGS							
CATE GORI ES	TYPE S/TOK ENS	SUBCATEGORIES	TYPES IN THE ESSAYS	TOKENS	PARAMETERS							
					POSITION	PUNCTUATION	SPELLING	STYLISTIC CHOICE	REFERENCE			
ADDITIVE	types: 4 tokens: 42	complex	also	3	initial	No: a comma missing (after)	ok	ok	1-A-1 1-A-2 1-A-8			
				2	initial	ok	ok	ok	1-A-5 1-A-20			
				30	medial	ok	ok	ok	1-A-1, 2, 4, 5 (2*), 6 (2*), 7, 8, 9, (2*), 10 (3*), 11 (2*), 12 (4*), 13 (2*), 14 (3*), 15, 17 (3*), 18			
			plus	1	initial	ok	ok	not ok (too informal)	1-A-7			
		appositive	expository	that means	1	initial	ok	ok	ok	1-A-17		
			exemplifi- catory	for example	2	initial	ok	ok	ok	1-A-2 1-A-18		
					2	initial	No: a comma missing (after)	ok	ok	1-A-3 1-A-4		
					1	medial	No: a comma missing (before) and (after)	ok	ok	1-A-15		
		ADVERSATIVE	types: 2 tokens: 16	contrastive	emphatic	on the other hand	1	initial	No: a comma missing (after)	ok	ok	1-A-2
							4	initial	ok	ok	ok	1-A-8 1-A-13 1-A-14 1-A-17
(on the other side)	1					initial	ok		ok	1-A-1		
however	5				initial	No: a comma missing (after)	ok	ok	1-A-3 1-A-4 1-A-6 (2x) 1-A-13			
	5				initial	ok	ok	ok	1-A-5 1-A-9 1-A-10 1-A-11 1-A-12			
avowal												
correctives	of meaning											
	of wording											

CATEGORIES	TYPES/TOKENS	SUBCATEGORIES		TYPES IN THE ESSAYS	TOKENS	POSITION	PUNCTUATION	SPELLING	STYLISTIC CHOICE	REFERENCE
CAUSAL	typ.:2 tkns:10	general	simple	ergo	1	initial	No: a comma missing (after)	ok	ok	1-A-2
				so	9	initial	No: a comma missing (after)	ok	ok	1-A-1 (2x) 1-A-4 1-A-5 1-A-6 1-A-9 1-A-12 1-A-13 1-A-16
			emphatic							
TEMPORAL	types: 13 tokens: 38	sequential/temporal		first	1	initial	No: a comma missing (after)	ok	ok	1-A-19
				firstly	2	initial	No: a comma missing (after)	ok	ok	1-A-2 1-A-3
					7	initial	ok	ok	ok	1-A-3 1-A-5 1-A-9 1-A-11 1-A-16 1-A-18 1-A-20
				first of all	1	initial	ok	ok	ok	1-A-7
					1	initial	No: a comma missing (after)	ok	ok	1-A-19
				secondly	4	initial	ok	ok	ok	1-A-3 1-A-5 1-A-16 1-A-18
				thirdly	1	initial	No: a comma missing (after)	ok	ok	1-A-3
					2	initial	ok	ok	ok	1-A-3 1-A-5
				finally	2	initial	No: a comma missing (after)	ok	ok	1-A-3
					1	initial	ok	ok	ok	1-A-16
		summary	culminati-ve	to conclude	4	initial	ok	ok	ok	1-A-1 1-A-3 1-A-5 1-A-13
				in conclusion	1	initial	ok	No: written as "conclusi on"	ok	1-A-9
					2	initial	ok	ok	ok	1-A-11 1-A-19
				to summarise (to summarise what's been said) (to summarise my essay)	1	initial	ok	ok	ok	1-A-14
					1	initial	ok	ok	semi-ok: a contracted form	1-A-17
					1	initial	ok	ok	ok	1-A-10
				in summary	1	initial	No: a comma missing (after)	ok	ok	1-A-15
					1	initial	ok	ok	ok	1-A-20
			conclusive	in the end	2	initial	ok	ok	ok	1-A-7 1-A-20
				after all	1	initial	ok	ok	ok	1-A-11
				at the end	1	initial	ok	No: end spelled like "and"	ok	1-A-19
			resumptive							

Table 35: G1: overview of quantitative data

Group 2 global data:

LABEL: GROUP 2			NUMBER OF WORDS: 3757		FINDINGS				
CATEGORIES	TYPES/TOKENS	SUBCATEGORIES	TYPES IN THE ESSAYS	TOKENS	POSITION	PUNCTUATION	SPELLING	STYLISTIC CHOICE	REFERENCE
ADDITIVE	types: 13 tokens: 41	complex	on top of that	1	initial	ok	ok	ok	2-A-1
			on the one hand	1	initial	ok	No: "the" missing in the phrase	ok	2-A-6
			in addition	2	initial	ok	ok	ok	2-A-7 2-A-20
			moreover	2	initial	ok	ok	ok	2-A-8
			what is more	1	initial	No: a comma missing	No: written as "whatsam ore"	Not ok (too informal)	2-A-10
			also	1	initial	No: a comma missing (after)	ok	ok	2-A-11
				14	medial	ok	ok	ok	2-A-1 (2*), 2-A-2, -5, -6 (2*), -8 (2*), -9, -11 (2*), -13, -14, -18
			furthermore	3	initial	ok	ok	ok	2-A-16 2-A-19
			besides	1	initial	ok	ok	ok	2-A-19
		expository	to avoid misunderstanding	1	initial	ok	ok	ok	2-A-3
			that means	3	initial	ok	ok	ok	2-A-8 2-A-20 2-A-15
				1	initial	No: an extra comma	ok	ok	2-A-8
			to give you an example	1	medial	ok	ok	ok	2-A-1
			for example	2	initial	ok	ok	ok	2-A-8 2-A-9
				2	initial	No: a comma missing (after)	ok	ok	2-A-11 2-A-12
				3	medial	No: commas missing	ok	ok	2-A-2 2-A-3 2-A-17
				1	medial	ok	ok	ok	2-A-8
			such as	1	medial	No: a comma missing before	ok	ok	2-A-19
		appositive	exemplificatory	4	medial	ok	ok	ok	2-A-1

CATE GORI ES	TYPE S/TOK ENS	SUBCATEGORIES		TYPES IN THE ESSAYS	TOKENS	POSITION	PUNCTUATION -----	SPELLING	STYLISTIC CHOICE	REFERENCE
ADVERSATIVE	types: 5* tokens: 28* (* if proper emphatic adversative counted, then types 6, tokens 34)	contrastive	emphatic	however	8	initial	ok	ok	ok	2-A-1 2-A-3 2-A-4 2-A-16 (2x) 2-A-18 (2x) 2-A-20
					1	initial	No: a comma missing (after)	ok	ok	2-A-15
					1	medial	Partially: instead of a semi-colon a comma was used	ok	ok	2-A-4
				However (used as a proper emphatic adversative)	5	medial	ok	ok	ok	2-A-5 (2x) 2-A-6 (2x) 2-A-19
					1	medial	No: commas missing	ok	ok	2-A-17
				on the other hand	11	initial	ok	ok	ok	2-A-1 2-A-2 2-A-4 2-A-6 2-A-8 2-A-9 2-A-10 2-A-12 2-A-15 2-A-16 2-A-18
					1	initial	ok	No: instead of "on", "one" was written	ok	2-A-5
					3	initial	No: a comma missing (after)	ok	ok	2-A-13 2-A-14 2-A-20
					1	initial	ok	ok	ok	2-A-3
				on the contrary	1	initial	ok	ok	ok	2-A-7
				in contrast	1	initial	ok	ok	ok	2-A-19
			avowal							
		correctives	of meaning							
			of wording							
CAUSAL	types: 5 tokens: 13	general	simple	due to	2	initial	ok	ok	ok	2-A-1 2-A-2
					2	medial	ok	ok	ok	2-A-2 2-A-19
				therefore	1	initial	ok	ok	ok	2-A-5
					2	medial	No: a semi-colon missing (before), a comma missing (after)	ok	ok	2-A-6 2-A-17
					2	medial	No: a comma instead of a semi-colon (before), a comma missing (after)	ok	ok	2-A-6 2-A-2
				so	2	initial	No: a comma missing (after)	ok	ok	2-A-9 2-A-11
				thus	1	medial	No: a comma instead of a semi-colon was used, a comma after was missing	ok	ok	2-A-4
			emphatic	consequently	1	initial	ok	ok	ok	2-A-16

CATE GORI ES	TYPE S/TOK ENS	SUBCATEGORIES		TYPES IN THE ESSAYS	TOKENS	POSITION	PUNCTUATION	SPELLING	STYLISTIC CHOICE	REFERENCE
TEMPORAL	types: 10 tokens: 28	sequential/temporal		first	3	initial	ok	ok	ok	2-A-2 2-A-3 2-A-9
				firstly	2	initial	ok	ok	ok	2-A-8 2-A-11
				first of all	1	initial	No: a comma missing (after)	ok	ok	2-A-10
				secondly	1	initial	No: a comma missing (after)	ok	ok	2-A-11
				to begin with	2	initial	ok	ok	ok	2-A-3 2-A-19
				for starters	1	initial	ok	ok	No: too informal	2-A-7
				from one perspective	2	initial	No: a comma missing (after)	ok	ok	2-A-12 2-A-13
		summary	culminative	in conclusion	10	initial	ok	ok	ok	2-A-1 2-A-3 2-A-4 2-A-6 2-A-7 2-A-8 2-A-9 2-A-11 2-A-17 2-A-20
					2	initial	No: a comma missing (after)	ok	ok	2-A-12 2-A-14
				to sum up	3	initial	ok	ok	ok	2-A-13 2-A-15 2-A-16
				in summary	1	initial	ok	ok	ok	2-A-18
			resumptive							

Table 36: G2: overview of quantitative data

Halliday and Hasan

ADDITIVES				ADVERSATIVES			
G1		G2		G1		G2	
TYPES	IN TOTAL	TYPES	IN TOTAL	TYPES	IN TOTAL	TYPES	IN TOTAL
also	35	also	15	however	10	however	15
for example	5	besides	1	on the other hand	16	in contrast	1
plus	1	for example	8			nevertheless	1
that means	1	furthermore	3			on the contrary	1
		in addition	2			on the other hand	15
		moreover	2				
		on the one hand	1				
		on top of that	1				
		what is more	1				
		that means	4				
		to avoid misunderstand	1				
		to give you an example	1				
		such as	1				

CAUSAL CONJUNCTIVES				TEMPORAL CONJUNCTIVES			
G1		G2		G1		G2	
TYPES	IN TOTAL	TYPES	IN TOTAL	TYPES	IN TOTAL	TYPES	IN TOTAL
ergo	1	consequently	1	first	1	first	3
so	9	due to	4	after all	1	first of all	1
		so	2	at the end	1	firstly	2
		therefore	5	finally	3	for starters	1
		thus	1	first of all	2	from one perspective	2
				firstly	9	in conclusion	12
				in conclusion	3	in summary	1
				in summary	2	secondly	1
				in the end	2	to begin with	2
				secondly	4	to sum up	3
				thirdly	3		
				to conclude	4		
				to summarise	3		

Biber et al.

G1					
Enumeration and addition	Summation	Apposition	Result and inference	Contrast/concession	Transition
also	in conclusion	for example	ergo	however	
plus	in summary	that means	so	on the other hand	
first	in the end				
finally	at the end				
first of all	to conclude				
firstly	to summarise				
after all					
secondly					
thirdly					
9 types	6 types	2 types	2 types	2 types	0 types

G2					
Enumeration and addition	Summation	Apposition	Result and inference	Contrast/concession	Transition
also	in conclusion	for example	consequently	however	
besides	in summary	that means	due to	in contrast	
furthermore	to sum up	to avoid misunderstanding	so	nevertheless	
in addition		to give you an example	therefore	on the contrary	
moreover		such as	thus	on the other hand	
on the one hand					
on top of that					
what is more					
first					
first of all	3 types	5 types	5 types	5 types	0 types
firstly					
for starters					
from one perspective					
secondly					
to begin with					
15 types					

Table 37: Halliday and Hasan's framework contrasted with Biber et al.