Logical Connectors in the Reading and Writing of Bahraini Secondary School EFL learners

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ABSTRACT

This study aims at investigating the use of logical connectors in the reading and writing of Bahraini Secondary School EFL learners. In addition, it examines the effect of teaching logical connectors on students’ reading comprehension and writing abilities. The study endeavored to find out the most common connectors used in students’ writing. Also, if there are any incorrect uses of logical connectors. Moreover, it investigates the correlation between the use of connectors and the writing quality (writing proficiency) and students’ understanding the function of the connectors. The research questions were answered through students’ answers to a battery of three pre-tests and post-tests. The students were given a reading comprehension test based on understanding logical connecters, production test, and a writing test. The students’ answers to these writing tasks were analyzed using qualitative and quantitative methods.

The participants of the study included Bahraini students. They were divided into control and experimental groups. They were female third year students at secondary school, who were at the intermediate level of proficiency in the English language. The experimental group was taught logical connecters through teaching writing, while the control group was not taught logical connecters. The results of the pre-tests revealed that students rarely use logical connecters, and they generally do not understand their functions. Thus, the writing quality was weak. On the other hand, the results in the post-tests indicated that implementing teaching helped the students improve their use of logical connecters. Furthermore, students used many different connecters and they were able to answer the reading comprehension and production test. As a result, their writing became stronger in terms of quality. Accordingly, the study provided some implications for teachers, students, and curriculum designers.