

---

**| RESEARCH ARTICLE**

**Beyond 'And': Investigating the Logical Flow and Connectivity in Senior High School Writing**

**God Inez P. Ganadez<sup>1</sup>, Maricel Pugayan<sup>2</sup>, Lovely M. Francisco<sup>3</sup>, Irma Meachelle A. Valenzuela<sup>4</sup>**

<sup>1-4</sup>*Northeastern College*

**Corresponding Author: Irma Meachelle A. Valenzuela, E-mail:** [perfecta.bautista@deped.gov.ph](mailto:perfecta.bautista@deped.gov.ph)

---

**| ABSTRACT**

This paper addresses the difficulties that senior high school students face in producing logically coherent, well-connected pieces of academic writing. The study employs Corder's error analysis methodology and utilizes an exploratory mixed methods design to examine 31 pieces of academic writing from a private Catholic educational institution, and identifies common cohesive errors. There were four major types of errors identified: the most frequent error was the omission of cohesive devices (35.06%); next were misused cohesive devices (29.87%); third was the redundancy of cohesive devices (18.18%); lastly was the overabundance of cohesive devices (16.88%). The results support the conclusion that most students do not possess the 'structural adhesive' to create a logically dependent connection between thoughts or to use only simplistic, repeating transitional phrases. Based on these findings, it is suggested that current teaching methods emphasize rote memorization of vocabulary lists rather than teaching functional grammatical rules, resulting in disorganized or overly simplistic writing. Therefore, this research paper proposes an adaptive cohesion essentials (A.C.E.) model. This model focuses on four critical components: transitioning from functional grammar to cohesive devices, becoming implicitly and explicitly audience-aware, reducing overcompensation behaviors, and providing strategic feedback in a coded format. The research concluded by advocating individualized teaching techniques to develop students' written communication skills as a preparation for both post-secondary and professional success.

**| KEYWORDS**

Cohesion error, pedagogical framework, error analysis, senior high school writing

**| ARTICLE INFORMATION**

**ACCEPTED:** 15 April 2026

**PUBLISHED:** 2 April 2026

**DOI:** 10.32996/jeltal.2026.8.5.12

---

**1. Introduction**

As students transition from developing fundamental writing skills at the junior high level to meeting the more sophisticated expectations of senior high school, a critical juncture occurs in their educational trajectory. In senior high school, students are expected to demonstrate their understanding through analytical and critical writing and synthesize information from a range of sources. The significant challenge of writing for senior high school has left students relying on relatively simple writing basics rather than developing their analytical and critical thinking skills. Thus, the gap in writing proficiency indicates a broader problem in education that prioritizes teaching foundational skills over enabling students to develop the higher-order thinking and writing skills required for post-secondary success and written professional communication (Collins et al., 2019).

The form and structure of writing assignments differ significantly at both educational levels. For example, the essays produced at the senior high school level are typically organized and contain a logical argument and evidence-based analysis, as well as the use of formal language, whereas writing produced in junior high typically emphasizes shorter words and paragraphs and is not as formally organized. Writing is an important aspect of student performance in the workplace, so scholars have highlighted the importance of senior high school students being able to write effectively—including all the skills discussed above (Turner & Albro, 2017). Unfortunately, most students at the high school level experience significant challenges in meeting both cognitive and grammatical requirements to complete assignments, making writing-related assignments and their performance on them less than satisfactory (Adler-Kassner, 2014).

**Copyright:** © 2026 the Author(s). This article is an open access article distributed under the terms and conditions of the Creative Commons Attribution (CC-BY) 4.0 license (<https://creativecommons.org/licenses/by/4.0/>). Published by Al-Kindi Centre for Research and Development, London, United Kingdom.

The “and” trap is an overabundance of simple coordinating conjunctions. Instruction on this type of error often focuses on students' ability to create and express themselves through additive writing, or writing that consists of a series of unrelated ideas strung together without any analytical connection between them, to generate a credible and persuasive argument. Additive writing limits a student's capacity to write persuasively because it provides no means to establish a logical connection among the ideas presented (Karlak & Šokčević, 2024). If students do not know how to employ more advanced connective devices to improve the logical flow and connect ideas in their writing, they often use simple conjunctive words.

Many students do not understand how connectives and connecting phrases, especially conjunctive adverbs such as “but,” “yet,” “however,” “therefore,” and “as a result,” can help create subtle transitions in their writing. When no transitional devices are used throughout the writing, the writing lacks a cohesive structure and important relationships among the topics (Karlak & Šokčević, 2024). The lack of transitional devices is detrimental to students' academic performance, as it can affect their ability to succeed in their future careers.

A well-organized, coherent writing process is important for helping students succeed in their transition from senior high school to college. Often, students struggle with their writing because they do not know how to analyze or create a coherent piece. If students write their essays without proper organization, it could negatively affect their academic achievement (Adler-Kassner, 2014). To succeed in their transition from high school to college and the workforce, students must acquire the skills necessary for effective written communication and for communicating their ideas, analyses, and arguments (Collins et al., 2019).

This study explores the types of mistakes students make in their essays regarding cohesion and how the absence of certain transitions may affect the depth of their writing. The information obtained from this study paves the way for providing tailored instruction that can enhance students' written communication skills and help them successfully navigate the academic communication world (Rodriguez et al., 2017). As such, the specific focus of this study is on answering the following questions.

#### Research Questions:

1. What are the common cohesive errors in SHS student essays?
2. How does the limited use of transitions affect the depth of their supporting details?
3. What pedagogical framework can be proposed to address the identified weaknesses in students' use of cohesive devices and supporting details?

## 2. REVIEW OF RELATED LITERATURE

### *Syntactical and Lexical Errors in Students' Academic Papers*

Academic writing serves as a vital indicator of a student's ability to articulate thought-provoking ideas and express them coherently and logically. The changing nature of academic writing in the Philippines has grown rapidly in recent years, despite many college students continuing to experience difficulties with various syntactic and lexical errors that negatively affect overall writing quality. By thoroughly investigating these syntactic and lexical error patterns, this study will help educators develop effective pedagogical strategies and improve students' writing skills in the Philippines. Furthermore, it highlights the syntactic and lexical error patterns common in students' academic writing in the Philippines and demonstrates how these patterns align with national and local higher education trends.

Writing in an academically correct manner is important for students in higher education. The ability to produce academically correct written material indicates that the student has developed the ability to think critically and understand the content of their discipline. Although many ESL students struggle with grammar and vocabulary, several studies have documented that they also encounter significant issues with syntax and vocabulary choices, leading to a loss of clarity and coherence when producing academic written materials (Joven et al., 2025).

Given the focus on English as the medium of instruction in the Philippines, educators must closely examine their learners' writing abilities. Students have many problems with grammar and vocabulary when writing, and therefore, there is a need to place greater emphasis on providing high-quality instructional materials for this purpose. Kies and Lambert (2023) suggest implementing quality instructional practices to provide students with supportive strategies that foster vocabulary and syntax use.

The two primary types of mistakes found in students' writing include errors in syntax (word order) and in vocabulary, such as using the wrong word. Studies show that students frequently struggle with subjects, verbs, and sentence structure—this affects the clarity of their writing (Chiknaverova, 2019). On the other hand, evidence suggests that students make numerous mistakes with articles and prepositions, indicating a lack of a foundation in the basic principles of English grammar and syntax (Nguyễn & Tuấn, 2024). Lexical errors often occur when students select the wrong word or use only common vocabulary. This affects how academically rigorous a student's writing appears to the reader (Joven et al., 2025). One study also reports that many lexical errors occur because ESL students are unable to develop a strong vocabulary base; this presents an additional difficulty for them when trying to adhere to standard academic writing practices. The findings indicate that understanding patterns of grammatical error is important for developing targeted interventions to improve an ESL student's writing skills and academic performance.

### 3. METHODOLOGY

In this chapter, the researcher outlines the analysis of cohesion errors in the academic writing of senior high school students at a private Catholic school. For this purpose, 31 academic essays were analyzed using Corder's error analysis framework and an exploratory mixed-methods design to provide an overview of the writing challenges faced by ESL senior high school students. This sample size provided both qualitative depth and quantitative manageability.

To gather data for this study, the students responded to an open-ended question for a 60-minute writing session. No structural criteria were given for the form and writing of their output. After receiving ethical consent to use these essays, the papers were anonymized to maintain confidentiality, and the student papers were assigned codes to identify each individual student. For more straightforward frequency counting, all errors were collected according to each category.

In the final analysis, the number and percentage of each error type were used to assess the extent of each type in the respective samples. The systematic nature of this methodology distinguishes the cohesion errors. The research findings will be used to develop instructional strategies to remediate linguistic deficiencies in their students' academic writing.

### 4. Analysis and Findings

**Table 1.** Summary of Cohesion Errors in Senior High School Writing

Cohesion Errors	FREQUENCY (N)	Percentage (%)
Misuse	23	29.87
Redundancy	14	18.18
Omission	27	35.06
Overabundance	13	16.88
<b>Total</b>	<b>77</b>	<b>100</b>

The data in Table 1 show that the most common error made by Senior High School (SHS) students in writing is omission (N=27, 35.06%). This indicates that students have difficulty not including cohesive devices to connect ideas in their writing. The second most common error was misuse (N=23, 29.87%). This indicates that even when students try to use cohesive markers correctly, they often do not use them correctly or in the wrong places.

The remaining errors relate to the quantity of cohesive devices. There were fewer occurrences of redundancy (N=14, 18.18%) and overabundance (N=13, 16.88%). Therefore, the data suggests that the major problem for SHS students is not that they continuously use the same connectors; rather, they often lack cohesive devices altogether or use them incorrectly, which affects the overall logical flow and coherence of their essays.

#### 4.1 Effect of Limited Use of Transition on the Depth of Supporting Details

##### **Misuse**

Of the errors made, misuse of transition elements represented 29.87%. While students attempt to provide a transition, they frequently choose one that does not adequately support the relationship between the two ideas they are connected. For example, in the sentence "He is a great athlete, and I am a great athlete; however, he is the world record holder," the word "however" indicates a change in the direction of the relationship; therefore, this type of confusion for readers, due to the inconsistency, weakens the detail's credibility. At the same time, readers need to pause and re-evaluate the author's intent in supporting the details, as this undermines the persuasiveness of the details.

Being self employed is good because you earn much more money than a worker if you handled your business properly and being a worker is also good because you earn average or decent money depend on your position or rank. Both of them are good as long as you don't do bad things.

command their employees. And last, all the profit will be in their hands because they own the particular business and does not have co-owner. Now, the disadvantages of being self-employed is that they may find it difficult, specially at first because they need to rely on their own. It may drained them because they are just one. And maybe it would be a fair ure because you don't have anyone to lean on but yourself.

Being self employed it means you have to put your self in a risk because by doing business is a progress and you're not in your hand what will be the future of what you started, you

### Redundancy

The frequency of use of redundant transitions (18.18%) indicates that students show little originality in their writing or thinking when using transitional words; students rely primarily on the use of simple transitional words (e.g., "and," "then") without providing additional insight or depth to the ideas being presented. By not using a wider range of types of transition words to expand the ideas (e.g., via cause-and-effect or contrast), students instead repeatedly return to and emphasize the same point, resulting in a circular writing style whereby the writing appears lengthy but does not ultimately offer a greater level of depth regarding supporting facts.

to be self-employed means they have a goal and determination, and also they have a strong mindset for them to be self-employed they have a control for their work and also they have the right to decide but also it have a disadvantage for example you have an owned business in the past few days it

command their employees. And last, all the profit will be in their hands because they own the particular business and does not have co-owner. Now, the disadvantages of being self-employed is that they may find it difficult, specially

salary of a certain company. Additionally, a possible factor also would be the standard, not because they don't have experience of the field they could not work, not because they don't graduated in highschool or college they could not

### Omission

A significant percentage of the errors (35.06%) was due to omitting transitional elements. The prevalence of omissions suggests that many students struggle to create seamless transitions between ideas. When transition elements are omitted, supporting details appear to have no relation to other details presented, causing the supporting detail(s) to be perceived as isolated fragments rather than forming a single cohesive argument. Due to the absence of this structural "glue," readers are unable to effectively follow the logical connection between supporting detail(s), resulting in a weak development of ideas with abrupt jumps between sentences.

Working on a company is a good choice but risking on self-employed sometimes better, it can lead you to success or sometimes the other way. Taking such a big risk of resigning your job can lead you to debt, it also can lead you to success. Think wisely and make a good decision based on your situation.

Overall, self-employment may be easier for a lot of people, it still does not include benefits and the security of being able to earn gradually and be financially stable. In comparison to being a company employee which gives security not only in being able to keep a job but

Self-employment is a trend this generation, including Philippines, many self-reliant people often struggle to start their own businesses than being in a company working tirelessly, getting demands, but minimal salary is expected! In addition, this country's unemployment rate

### Overabundance

Students also commit the second-least frequent type of error: an overabundance of transition words (16.88%). Even though using an overabundance of transition words is less common, it has a significant negative impact on the overall quality of supporting evidence. When too many transition words are used, they stand out much more prominently than the underlying content they were intended to guide the reader to or through. This results in overly wordy writing that actually obscures the quality of supporting evidence rather than allowing readers to access or create insights from logically sound arguments.

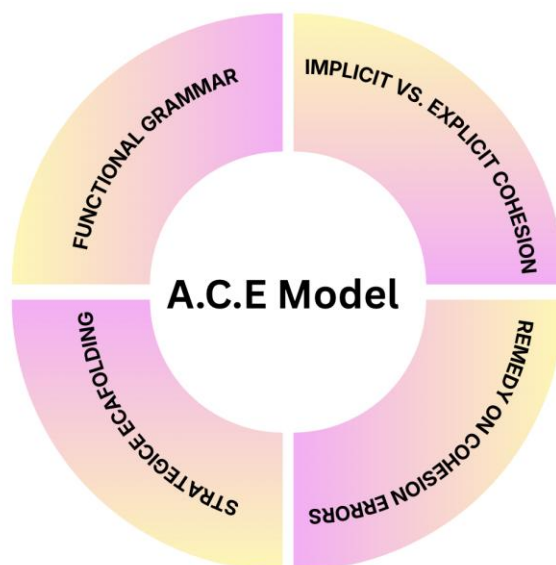
As for disadvantage, when you have problems it's difficult to solve because you are alone and when the business has weak income money will vanish and might get bankrupt also there are only few people (that) that can help you because they have their own responsibilities. The most scariest thing can happen to

success is for every one no matter what you are we are all people but we have ~~an~~ different perspective. Self-employed is not ignorant but it is determination, hard work and goal, and also from self-employed we can create an growth learning and strength through failure. If you failed in your first time and do it next

Recently, self-employment has become an option for many. This is because it has been the most accessible for many; simply because jobs have become harder to grasp during the pandemic. In self-employment, you indulge yourself in something that we call sole proprietorship.

## Proposed Pedagogical Framework

### Adaptive Cohesion Essentials (ACE) Model



The A.C.E. model is a specific pedagogical framework meant to improve the transition from disjointed thoughts to smooth-flowing essay writing at the senior high school level. The model contains four main components: functional grammar, implicit vs. explicit cohesion, remedying the redundancy and overabundance, and strategic scaffolding. This model targets the most common linguistic problems found in student writing and how they commit cohesive errors in writing essays. The A.C.E. model is proposed to improve upon the traditional rote learning strategies used in schools today, allowing students to use transition devices based on the logical requirements of their arguments rather than simply as fillers, thereby achieving mastery of fluid, professional, flowing prose. The A.C.E model utilizes a structured approach that enables learners to progress from sentence construction to cohesive, professional-quality prose while ensuring clarity and rhetorical effect.

Thus, the model integrates the following strategies:

#### 1. Change from Vocabulary Lists to Functional Grammar

The high rate of misuse indicates that students are learning cohesive devices as 'fancy' synonyms through rote memorization rather than learning the logic behind their specific, effective use. Instead of using a simple word list as a source of transition words, teachers should move towards teaching Cohesive Devices based on their specific semantic constraints, meaning that they teach the reasons that certain devices are not interchangeable, e.g. 'however' and 'on the contrary' illustrate contrast, but they cannot be used interchangeably in all cases.

## **2. Prioritizing “Implicit” vs “Explicit” Cohesion**

The frequency of omissions suggests that many students expect the audience to follow their train of thought. The writing pedagogy can support this expectation by focusing on “audience awareness.” Writing instructors should help their students learn to recognize “logical leaps” in their writing. Peer blind reading, in which one student marks where they see a “jump” in logic, can help students become more aware of when a cohesive device is necessary.

## **3. Remediating the "Over-Compensation" Phenomenon**

Based on the sum of redundancy (18.18%) and overabundance (16.88%), some students may have been overusing markers to reach word counts or sound “academic” (e.g., by incorporating many marker words). Therefore, instructors must provide students with an understanding of lexical cohesion (the use of synonyms, pronouns, and repeated key theme words in writing) as an alternative to excessive reliance on marker words. Students should understand that it is possible to construct paragraphs with well-structured ideas using fewer explicit connectors, since the ideas are presented in logical order of importance.

## **4. Strategic Scaffolding in the Writing Process**

The presence of multiple types of writing errors requires tailored feedback. Different error types require their own unique feedback, rather than a general feedback process. Instead of identifying a paper as being “unclear,” teacher feedback to student writers should use individual codes:

- [M] for Misuse
- [O] for Omission:
- [R] for Redundancy
- [E] Excessive or overabundance

## **4.2 DISCUSSION**

This finding is consistent with previous studies that have demonstrated significant gaps in language instruction for students in the Philippines. Although there is an immediate need for academic writing skills that require cohesive writing, students receiving this type of education have not had adequate exposure to such methods (Kabigting, 2020), which prevents them from writing coherently. Therefore, a lack of cohesive writing skills can significantly affect a student's ability to express himself/herself clearly and logically (Syahid et al., 2023).

Misuse represented 29.87% of all errors in the data. Cohesive markers were often misused by students, leading to confusion about how their ideas relate. A way to illustrate this is by looking at the incorrect use of transition words, which creates an abrupt flow of logic in arguments. Current research shows that teaching the method of using cohesive markers isn't enough; it is important to go one step further and teach students the reasoning behind their selection and use, which develops an intricate understanding of how the semantic meaning of those devices will influence their writing. Based on the results of this study, it appears that pedagogical strategies currently do not provide sufficient support for establishing solid frameworks for teaching cohesion as a concept critical to determining successful writing (i.e., that cohesion has conceptual significance). Therefore, there is a need for more effective methods to support students' success in using cohesive devices (Maghamil & Sieras, 2024).

Redundant words (18.18%) and the excessive repetition of overused language (16.88%) in student writing expose an additional layer of complexity. Repeated use of simple transitional words may indicate a lack of originality, resulting from the prevalence of rote learning in many Filipino educational contexts (Kabigting, 2020). Therefore, there is little evidence that students use a variety of cohesive markers to improve their arguments; rather, they revert to familiar expressions that diminish the overall quality of their essays. This redundancy suggests that, without sufficient exposure to a range of transition strategies, students are likely to revert to basic forms of writing, thereby restricting their engagement with the writing process (Syahid et al., 2023).

The Adaptive Cohesion Essentials (A.C.E.) Model is proposed for addressing the highlighted challenges as identified by Maghamil & Sieras (2024) to address the gaps in pedagogy regarding the understanding and usage of cohesive devices. The A.C.E. Model identifies and emphasizes key strategies such as the shift away from vocabulary memory and toward the usage of functional grammar; the shift away from using explicit cohesion or utilizing and promoting implicit cohesion; and providing specific, tailored feedback to students based on the type of erroneous usage of cohesive devices exhibited by the student. By emphasizing strategic scaffolding in the writing process within the A.C.E. Model, students not only become prepared to use cohesive devices effectively but are also better prepared to engage in advanced academic studies. The significance of the model lies in its potential to improve how students express and connect their thoughts, thereby increasing coherence and productivity in academic writing.

### 4.3 PEDAGOGICAL IMPLICATIONS

Cohesion errors in students' writing continue to pose a significant problem for educators, especially for senior high school students. Traditional teaching methods have typically utilized rote memorization of transitional phrases. However, research has shown that this method may not effectively improve student writing. Rather, educators should teach students to use functional grammar and connect the rationale behind their connectives to their essays to create cohesion.

Instead of providing students with lists of transitional words/phrases, educators should place these tools within the framework of functional grammar, helping students understand how these cohesive devices work and where to use them. Research has shown that omission of cohesion is one of the most common written errors among high school students. This shows the need for instructional methods that develop audience awareness and help students understand the "logical leaps" that require the use of transitional/cohesive devices to connect their thoughts and ideas (Pu et al., 2022). Methodologies such as the Adaptive Cohesion Essentials (ACE) Model are one possible solution that may help students improve their writing. This model recommends that educators provide students with thorough, structured feedback and support to help them move from typed or handwritten rough drafts to carefully polished, cohesive essays (Paz et al., 2023). The ACE Model incorporates a coding system (M for misuse and O for omission) to help educators guide students in developing cohesive writing.

Teaching students about lexical cohesion will address the problems associated with over-compensation, in that students are overly dependent on explicit connectives to be perceived as sophisticated. Furthermore, by introducing synonyms and pronouns into writing, teachers can encourage their students to develop an understanding of how cohesion works beyond surface-level transitions, which can be helpful to students and provide more opportunities for deeper understanding and the development of individual writing styles.

For example, new research indicates that allowing students to focus on their lexical resources makes them more likely to develop well-connected, highly cohesive writing, ultimately enhancing both product quality and reading ease (Uccelli, 2023). Additionally, many studies have shown that online feedback can enhance students' understanding of cohesive writing (Lv et al., 2021). Using this method will not only help create higher levels of grammatical cohesion in students' writing but also assist in developing a practice of continued reflection to improve overall student writing performance.

### 4. CONCLUSION

The findings of this study indicate that high school seniors experience many problems in composing a coherent flow of ideas in their writing because they do not use proper cohesive devices (due to omissions) and/or incorrectly apply their transitional devices (due to misuse). Collectively, these two areas represent more than sixty-five percent of the total number of cohesion errors found in student writing. The presence or absence of these cohesive devices directly affects the quality of student writing: when they are missing or misused, the resulting student argument is often fragmented, demonstrating circular reasoning or a "circular writing style" that focuses more on quantity than on analytical depth. Additionally, the findings of this research indicate that current approaches to teaching/learning in the Philippines may still place greater emphasis on foundational skills rather than on developing the ability to engage in higher-order thinking processes essential to producing complete and high-quality academic writing. Thus, the existing ACE Model is a necessary method for addressing this gap and providing students with the skills to produce higher-quality writing that can compete successfully in future academic studies and professional communications.

**Funding:** This research received no external funding

**Conflicts of Interest:** The authors declare no conflict of interest.

**Publisher's Note:** All claims expressed in this article are solely those of the authors and do not necessarily represent those of their affiliated organizations, or those of the publisher, the editors, and the reviewers.

### References

- [1] Adler-Kassner, L. (2014). Liberal Learning, Professional Training, and Disciplinarity in the Age of Educational "Reform": Remodeling General Education. *College English*, 76(5), 436–457. <https://doi.org/10.58680/ce201424744>
- [2] Chiknaverova, K. (2019). Erroneous use of lexical means in academic essays in a foreign language and its remedies. *Vestnik Kostroma State University Series Pedagogy Psychology Sociokinetics*, (4), 210–214. <https://doi.org/10.34216/2073-1426-2019-25-4-210-214>
- [3] Collins, P., Tate, T., & Warschauer, M. (2019). Technology as a Lever for Adolescent Writing. *Policy Insights From the Behavioral and Brain Sciences*, 6(2), 194–201. <https://doi.org/10.1177/2372732219836440>
- [4] Joven, A., Manulat, K., Monredondo, M., & Bacatan, J. (2025). Grammar Gaps: An Error Analysis of Grammar Difficulties in Academic Writing among Senior High School Students. *International Journal of Social Sciences and English Literature*, 9(8), 9–18. <https://doi.org/10.55220/2576-683x.v9.522>
- [5] Kabigting, R. (2020). Utilizing the RAFT Strategy: Its Effects on the Writing Performance of Filipino ESL Learners. *Jet (Journal of English Teaching)*, 6(3), 173–182. <https://doi.org/10.33541/jet.v6i3.1982>

- [6] Karlak, M. & Šokčević, I. (2024). Additive and Causal Connectives in GFL Argumentative Writing. *Jezikoslovlje*, 25(1), 97-116. <https://doi.org/10.29162/jez.2024.3>
- [7] Kies, S. & Lambert, O. (2023). Acquiring a scholar's voice. *Literatura Y Lingüística*, (46), 251-279. <https://doi.org/10.29344/0717621x.46.3145>
- [8] Lv, X., Ren, W., & Xie, Y. (2021). The Effects of Online Feedback on ESL/EFL Writing: A Meta-Analysis. *The Asia-Pacific Education Researcher*, 30(6), 643-653. <https://doi.org/10.1007/s40299-021-00594-6>
- [9] Maghamil, M. & Sieras, S. (2024). Impact of ChatGPT on the Academic Writing Quality of Senior High School Students. *Journal of English Language Teaching and Applied Linguistics*, 6(2), 115-128. <https://doi.org/10.32996/jeltal.2024.6.2.14>
- [10] Nguyễn, A. and Tuấn, V. (2024). Typical linguistic errors committed by tertiary students in legal written outputs. *East European Journal of Psycholinguistics*, 11(2). <https://doi.org/10.29038/eejpl.2024.11.2.ngu>
- [11] Paz, S., Levin, D., & Butler, C. (2023). Addressing an Unfulfilled Expectation: Teaching Students With Disabilities to Write Scientific Arguments. *Written Communication*, 40(2), 448-481. <https://doi.org/10.1177/07410883221149093>
- [12] Pu, L., Heng, R., & Xu, B. (2022). Language Development for English-Medium Instruction: A Longitudinal Perspective on the Use of Cohesive Devices by Chinese English Majors in Argumentative Writing. *Sustainability*, 15(1), 17. <https://doi.org/10.3390/su15010017>
- [13] R, S. (2025). Investigating the Role of English Proficiency in Accounting Students' Career Readiness in the Global Economy. *Seltics Journal Scope of English Language Teaching Literature and Linguistics*, 8(1), 108-123. <https://doi.org/10.46918/seltics.v8i1.2690>
- [14] Rodríguez, E., Bellanca, J., & Esparza, D. (2017). What Is It About Me You Cannot Teach?: Culturally Responsive Instruction in Deeper Learning Classrooms. <https://doi.org/10.4135/9781506345703>
- [15] Syahid, A., Fauzan, M., Hapsari, M., Nurrahmah, S., Mubaroq, S., & Almadani, T. (2023). The Correlation Between Students' Reading Habits And Essay Writing Ability In EFL. *Jurnal Pendidikan Dan Sastra Inggris*, 3(3), 142-148. <https://doi.org/10.55606/jupensi.v3i3.2934>
- [16] Turner, J. & Albro, J. (2017). When I grow up: assessing American children's perspectives on college and career readiness through drawings. *Literacy*, 51(2), 94-103. <https://doi.org/10.1111/lit.12113>
- [17] Uccelli, P. (2023). The Language Demands of Analytical Reading and Writing at School. *Written Communication*, 40(2), 518-554. <https://doi.org/10.1177/07410883221148727>