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# TABLE OF CONTENTS

## ACKNOWLEDGEMENTS

<b>PART ONE: INTRODUCTION</b> .....	01
1. Rationale.....	02
2. Aims of the study.....	02
3. Methods of the study.....	03
4. Scope of the study.....	04
5. Design of the study.....	05
<b>PART TWO: DEVELOPMENT</b> .....	<b>05</b>
<i>Chapter I:</i>	
<b><i>THEORETICAL BACKGROUND</i></b> .....	<b>05</b>
<b>I.1. An overview on academic writing</b> .....	<b>05</b>
I.1.1 What is Academic writing?.....	05
I.1.2 Characteristic features.....	05
<b>I.2. An overview on paragraph</b> .....	<b>07</b>
I.2.1 What is a paragraph?.....	07
I.2.2 The structure of paragraph.....	08
<b>I.3. An overview on transition signals</b> .....	<b>12</b>
I.3.1 What are transition signals?.....	12
I.3.2 Classification of transition signals.....	13
I.3.2.1. Classification of transition signals according to grammatical function.....	13
1. Sentence connectors.....	13
2. Clause connectors.....	14
3. Others.....	18
I.3.2.2. Classification of transition signals according to meaning.....	19

*Chapter II:*

*A STUDY ON USING TRANSITION SIGNALS IN WRITING A PARAGRAPH*.....22

**II.1. The function of transition signals in writing**.....22

**II.2. The position and punctuation of transition signals**.....23

**II.3. Using transition signals in writing an English paragraph**.....25

II.3.1. Transition signals in clauses and sentences.....25

II.3.1.1 Transition signals in clauses.....25

II.3.1.2 Transition signals in sentences.....26

II.3.2. Transition signals within paragraph.....34

II.3.2.1. Transition signals in paragraph of narration.....35

II.3.2.2. Transition signals in paragraph of comparison and contrast.....37

II.3.3.3 Transition signals in paragraph of cause and effect.....39

II.3.3.4. Transition signals in paragraph of process.....42

II.3.3.5. Transition signals in paragraph of argument.....44

*Chapter III:*

*IMPLICATION OF THE STUDY*.....46

**III.1. Some possible problems encountered by Vietnamese learners**.....46

**III.2. Some suggestions to overcome the problem in using transition signals**..51

**PART THREE: CONCLUSION**.....55

**REFERENCE:** .....56

**APPENDIX A:** Chart of transition signals

**APPENDIX B:** Chart of adverbial subordinators

**APPENDIX C:** Exercises

## PART ONE

# INTRODUCTION

### *1. RATIONALE*

Nowadays, almost countries in the world speak English and English can be considered one of the most essential languages for international communication. In Vietnam, there are a lot of foreign investors, they establish their own companies in Vietnam. They all speak English and of course, they will employ the people who have ability of using English. Therefore, English is an important criteria to find a good job in Vietnam. It becomes the second language for everyone. When we learn English, we can widen knowledge about culture, customs, and lifestyle of this country. However, it is not easy to learn a foreign language well. In order to use English fluently, I think the learners have to pay attention to four skills: Reading, Writing, Listening and Speaking. Of four skills, writing is the most difficult. Different from the rest, writing requires not only the learners to have knowledge of grammar (grammatical structures) but also plentiful source of vocabulary to write a paragraph as well as an essay completely. Many learners think that when they can speak well, they will automatically write well. However, when they begin writing first sentence, everything is not easy as they expected. There are many differences between spoken and written languages. In spoken language, sometimes, we use a lot of unfinished sentences, ungrammatical structure... However, written language only uses letters and punctuation, confirming to rule of grammar. Beside, its vocabulary is also formal, the spelling is correct and the ideas must be well-organized. So, writing requires much patience and constant practice.

In all walks of life, people use writing as a basic working skill. It is a process, a skill of hard- work and people must perform almost daily. For example, a company manager has to write reports to the bank insurer; a secretary have to write a report regularly to his director; a sale manager must write a reply for a letter of

complaint; even in daily life, sometimes we have to write small message to a friend, family members or a plumber... As a student, you will have a lot of writing tasks such as: assignments, essays, graduation training report, graduation paper... Therefore, we should think clearly about what to write, how to write in order to have a good writing. Moreover, we have to understand deeply about sentence, grammatical structure, and paragraph structure. And the first thing, we have to pay close attention to writing sentences correctly. Next, we can develop to a paragraph. Writing a paragraph is the important task to practice our writing skill before expanding it further into an essay (composition). If you want to write an essay effectively, first of all, you must write paragraphs well.

To my knowledge, there are many factors which help the learners to write a paragraph successfully. During of studying writing skill, especially writing paragraph or essay, I am very interested in transition signals, I realized how important transition signals are and their effects when being used to write a paragraph or essay. But due to the limitation of time, transition signals are not introduced clearly in writing subject. Student do not have chance to understand much about them. With the hope that I can study more about transition signals deeply and share with every body the useful knowledge of transition signals. Thus, I decided to choose a study on using transition signals in writing an English paragraph as my graduation paper.

## ***2. AIMS OF THE STUDY***

It is not easy for us to study any subject because we have to spend a lot of time to research all factors related to it. Similarly, to study transition signals in writing an English paragraph, we have to consider and study the theory of writing, specially the basic theory of a paragraph. Basing on that foundation, my study aims at the following concrete goals:

- Providing learners with the theoretical background of writing, such as the theory of academic writing, a paragraph and especially, the theory of transition signals.

- Studying transition signals in detail and helping the learner understand more about them.
- Pointing out the common mistakes facing the learners in the process of using transition signals in writing paragraph.
- Giving some suggested advices and specific exercises.

Hopefully that the learners will see this graduation paper with an interest

### ***3. METHODS OF THE STUDY***

Getting a scientific method of study is very important. In order to finish my graduation paper, I try with my best effort to search the necessary documents in reference books or from web pages on internet. After reading clearly those references, I tried to get and select the valuable information relating to my study. Therefore, most examples are collected from many different writing materials and grammar books.

Besides, I also provided the learner with a lot of specific paragraph to demonstrate and help them understand deeply about transition signals in each paragraph type.

I applied my knowledge and experience achieved in the process of the study at Haiphong Private University on this subject.

Especially, my supervisor as well as my friends have given me lots of useful advices.

### ***4. SCOPE OF THE STUDY***

Transition signals are used to link words, phrases, clauses and sentences. They can be seen in every types of discourse, such as speaking, reading, listening and especially in writing. However, due to the limitation of time, of knowledge and materials, I can only focus on using transition signals in writing an English paragraph, types of transition signals and their usage in each specific paragraph.

### ***5. DESIGN OF THE STUDY***

This paper consists of three parts:

Part one: INTRODUCTION- shows the rationale, aims, methods, scope and design of the study.

Part two: DEVELOPMENT( the main part of the study) is divided into three chapter:

- Chapter I: Theoretical background – provides an overview of Academic writing, paragraph, transition signals ( definition and types of transition signals)
- Chapter II: Studies on transition signals in writing paragraph. It presents the function and importance of transition signals; the position and punctuation of transition signals and especially it present the study on transition signals in phrase, in sentences and within a paragraph.
- Chapter III: The implication of the study - states the problems facing learners and suggested solution in using transition signals.

Part three: CONCLUSION: - Summarizes the main points of the study.

PART TWO:

# DEVELOPMENT

## CHAPTER I

### THEORETICAL BACKGROUND

Chapter I will introduce an overview of theory on academic writing, paragraph and transition signals. This chapter helps reader have a first look at definitions of transition signals and their classification.

#### I.1. AN OVERVIEW ON ACADEMIC WRITING

##### I.1.1. WHAT IS ACADEMIC WRITING?

*“Academic writing, as the name implies, is kind of writing that you are inquired to do in college or university”*

(Oshima, A, 2004: 02)

##### I.1.2 CHARACTERISTIC FEATURES:

Academic writing is different from the other kinds of writing (personal, literary, journalistic, business, etc) in several ways. The difference between academic writing and other can explain by its special audience, tone and purpose.

###### ***I.1.2.1. Audience:***

Whenever you write, consider your audience, that is, the people who will read what you have written. Knowing your audience, will help you reach the goal of communication clearly and effectively. For example, you may write a letter to a friend, you may write an English essay for your teacher or they may write an application letter for prospective employer. Each kind of these writing has a specific audience, and what you say and how you say it will affect your audience’s understanding of your message. In Academic writing, your audience is primarily your instructors and professors.

In order to communicate ideas that have interest and value, writers must decide:



- Who the audience is: the instructor? Classmates? Parents? The editor of newspaper? An admissions office?
- Who the writer of essay is: a student? A son or a daughter? A subscriber to a magazine? An expert about the topic?

The audience is an essential concept because writers must make decisions about topics, evidence, methods of presenting material, and even grammar (vocabulary, sentence structure, and verb tenses) according to who will read the finished product. For most academic writing, the audience will be the instructor who assigns the writing. Sometimes, however, students write for other audiences or instructors assign specific audiences for written work. Writers must consider the following:

- What are the needs, the interests, and the expectations of the audience?
- What does the audience know about the topic? What does the reader not about the topic?
- What might the reader want to know; that is; what will engage their interest?

(Oshima, A, 2004: 03)

#### ***1.1.2.2. Tone***

Not only should you be concerned with you audience, but you should also be concerned with the tone of writing, which depends on your subject matter and your audience. Tone is your style or manner of expression. It is revealed your attitude towards your subject by choice of words, grammatical structures and even by the length of your sentence. For example, a letter to a friend would have a friendly, personal tone; it would probably contain some “slang” expressions and many active forms. A technical or scientific paper, by contrast, would contain more passive verb forms and technical vocabulary; it would have a highly formal, impersonal tone.

The tone of the piece of writing can be, for example, serious, amusing, personal, or impersonal. It is determined more by its intended audience than by its subject matter. Academic writing is always formal in tone. However, not all academic writing is extremely formal. The choice of language and structure in a

paragraph or essay may be deliberately less formal to facilitate communication with the reader.

(Oshima, A, 2007: 05)

### ***I.1.2.3. Purpose***

No matter what kind of writing you do, you should have a special and clear purpose. In Academic writing, your purpose is usually to explain. It may be also to persuade or to convince your audience of the correctness of your point of view on a particular issue.

The purpose of a piece of writing will determine the rhetorical form chosen it. A persuasive essay will be organized in one way and an expository essay in another way.

(Oshima, A, 2007: 01)

There are three general purposes for writing, and they can all occur in a single essay, although usually one of the purposes is dominant:

- To explain( educate, inform)
- To entertain (amuse, give pleasure)
- To persuade (convince, change the reader's mind)

## **I.2. AN OVERVIEW ON PARAGRAPH**

### **I.2.1. WHAT IS A PARAGRAPH**

*“A paragraph is a basic unit of organization in writing in which a group of related sentences develops one main idea. A paragraph can be as short as one sentence or as long as ten sentences. The number of sentences is unimportant; however, the paragraph should be long enough to develop the main idea clearly”*

(Oshima, A, 2004: 16)

A paragraph may stand by itself. It may also be one part of a longer piece of writing such as a chapter of a book or essay.

### **I.2.2 THE STRUCTURE OF A PARAGRAPH**

In formal academic English, a paragraph has three principal parts. These three parts are the topic sentence, supporting sentence (body sentence) and the concluding sentence. We will briefly mention details in paragraph.

### ***1.2.2.1. The topic sentence***

The topic sentence states the main idea of the paragraph. It not only names the topic of the paragraph, but it also limits the topic to one or two areas that can be discussed completely in the space of a single paragraph.

(Oshima, A, 2004: 17)

A topic sentence usually comes at the beginning of the paragraph (sometimes this is not true). The topic sentence introduces an overall idea that you want to discuss later in the paragraph.

For example, suppose that you want to write a paragraph about the natural landmarks of your hometown. The first part of your paragraph might look like this:

***“My hometown, Wheaton, is famous for several amazing natural features. First, it is noted for the Wheaton River, which is very wide and beautiful. Also, on the other side of the town is Wheaton Hill, which is unusual because it is very steep”***

(<http://lrs.ed.uiuc.edu/students/fwalters/para.html>)

You can see, the first sentence “My hometown is famous for several ***amazing natural features***” is the **most general** statement, this sentence is different from the two sentences that follow it, since the second and third sentences mention specific details about the town's places, and are not general statements.

### ***1.2.2.2. Supporting sentence***

The supporting sentence develops the topic sentence. That is, they explain the topic sentence by giving reasons, examples, facts, statistics and quotations.

(Oshima, A, 2004: 17)

They are called “supporting” because they “support,” or explain, the idea expressed in the topic sentence. Of course, paragraphs in English often have more

than two supporting ideas. The paragraph above is actually a very short paragraph.

Considering the mentioned paragraph: When a reader reads a topic sentence “*My hometown, Wheaton, is famous for several amazing natural features*” ,a *question* should usually appear in the reader's mind. In this case, the question should be like, “*What* are the natural features that make Wheaton famous?” The reader should then expect that the rest of the paragraph will give an *answer* to this question. Now look at the sentences after the topic sentence. We can see that the second sentence in the paragraph, “*First, it is noted for the Wheaton River, which is very wide and beautiful.*” indeed gives an answer to this question. Similarly, we can see that the third sentence also gives some explanation for the fact that Wheaton is famous town by giving another example of a natural feature.

### ***1.2.2.3. Concluding sentence***

In formal paragraph, you will sometimes see a sentence at the end of the paragraph, which summarize information that has been presented. This is the concluding sentence.

According to Alice Oshima, the concluding sentence signals the end of the paragraph and leaves the reader with important points to remember. You can think of the concluding sentence as a sort of topic sentence in reverse. Look at the sample paragraph:

“My hometown, Wheaton, is famous for several amazing natural features. First, it is noted for the Wheaton River, which is very wide and beautiful. Also, on the other side of the town is Wheaton Hill, which is unusual because it is very steep. The third amazing feature is the Big Old Tree. ***This tree stands two hundred feet tall and is probably about six hundred years old***”.

(<http://lrs.ed.uiuc.edu/students/fwalters/para.html>)

The last sentence- the concluding sentence summarizes the information in paragraph. The concluding sentence is similar to, or exactly the same as the topic sentence.

#### ***1.2.2.4. Unity and coherence***

In addition to the three parts of a paragraph, a good paragraph also needs two important elements: unity and coherence.

##### **1. *Unity***

Unity means that in your paragraph you discuss one and only one main idea which is stated in the topic sentence and then developed by the supporting sentence.

(<http://vnsharing.net/forum/showthread.php?t=32510>)

Look at the mentioned paragraph in (I.2.2.3), you can see that paragraph is about the amazing natural features in Wheaton town and clearly, it only discusses those place. And all supporting sentences also focus the topic sentence.

##### **2. *Coherence***

It means that your paragraph is easy to read and understand because: your supporting sentences are in some kind of logical order and your ideas are connected by the use of an appropriate transition signals (such as: first, second, then...).

(Oshima, A, 2004: 18)

There are four way to achieve coherence. The first two ways involve *Repeating key nouns* and *Using pronouns* which refer back to key nouns. The third way is to use *transition signals* to show how one idea is related to the next. The fourth way to achieve coherence is to arrange your sentences in *logical order*.

(Oshima, A, 2004: 40)

- ***Repetition of key nouns***: It is the easiest way to achieve *coherence* in your paragraph. There is no fixed rule about how often to repeat key nouns or when to substitute pronouns. At the very least, you need to repeat a key noun instead of using a pronoun when the meaning is not clear.

- ***Use of consistent pronouns***: When you use pronouns instead of key nouns, you must use the same person and number throughout your paragraph and do not change from *you* to *he* or *she* ( change of person) or from *he* to *they* (change of number).

- **Logical's order:** Another way to achieve *coherence* is to arrange your sentences in some kind of logical order. Your choice of one kind of logical order over another will, of course, depend on your topic and on your purpose. You may combine two or more different logical orders in the same paragraph. The important point to remember is to arrange your ideas in some kind of order that is logical to reader accustomed to the English way of writing.

Some common kinds of logical order in English are chronological order, logical division of ideas, and comparison/ contrast.

(Oshima, A, 2004: 51)

- **Transition signals:** One way to achieve *coherence* is with the use of transition signals: words or phrases that link one sentence to another. In the same way that the second sentence of a paragraph helps a reader anticipate what the paragraph will be about, using transition signals helps the reader make the connection between sentences. Some basic transition signals that are used with techniques of support in the middle of paragraphs are:

Facts: in fact, that is, as a matter of fact, besides that...

Examples: for example, for instance, furthermore, moreover, specifically...

Physical description: on the right, next to X, at the top, between X and Y...

Personal experience: first (second, next, then, finally), before (during, after, when, while)...

(Joy, M.R, 1991: 82)

Transition signals play an important role in writing an English paragraph as well as an essay. Those words or phrases tell readers how the following sentence relates to the preceding one and help them easily to follow your ideas. Furthermore, the transition signals make your paragraph more coherent.

Look at the paragraph 1 and paragraph 2 follow. Both paragraphs all give the same information, yet one paragraph is easier to understand than the other because it contains transition signals to lead the reader from one idea to the next.

## **Paragraph 1**

*A difference among the world's seas and oceans is that the salinity varies in different climate zones. The Baltic Sea in northern Europe is only one quarter as saline as the Red Sea in the Middle East. There are two reasons for this. In warm climates, water evaporates rapidly. The concentration of salt is greater than that in cold climate zones, where water evaporates slowly. In hot areas the surrounding land is dry and does not contribute much fresh water to dilute the salty seawater. The runoff created by melting snow in cold areas adds a considerable amount of fresh water to dilute the saline seawater.*

## **Paragraph 2**

*Another difference among the world's seas and oceans is that the salinity varies in different climate zones. For example, the Baltic Sea in northern Europe is only one quarter as saline as the Red Sea in the Middle East. There are two reasons for this. First of all, in warm climates, water evaporates rapidly; therefore, the concentration of salt is greater than that in cold climate zones, where water evaporates slowly. Secondly, in hot areas the surrounding land is dry and consequently does not contribute much fresh water to dilute the salty seawater. In contrast, the runoff created by melting snow in cold areas adds a considerable amount of fresh water to dilute the saline seawater.*

(Oshima, A, 2004: 43)

Paragraph 2 is more coherent because it contains transition signals and each transition signal has a special meaning.

*Another* tells you that this paragraph is part of a longer essay

*For example* tells you that an example of the preceding idea is coming

*Two* tells you to look for different reasons

*First of all* tells you that this is the first reason.

*Second* and *furthermore* indicate that additional ideas are coming.

*Therefore* and *consequently* indicate that the second statement is a result of the first statement.

*On the other hand* tells you that an opposite idea is coming

### **I.3. AN OVERVIEW ON TRANSITION SIGNALS**

#### **I.3.1. WHAT ARE TRANSITION SIGNALS?**

*“Transition signals are connecting words or phrases that act like bridges between parts of your writing. They link your sentences and paragraphs together smoothly so that there are no abrupt jumps or breaks between ideas”*. Transition signals act like signposts to indicate to the reader the order and flow of your writing and ideas. They strengthen the internal cohesion of your writing. Using transitions makes it easier for the reader to follow your ideas. They help carry over a thought from one sentence to another, from one paragraph to another, or from one idea to another.

([www.lc.unsw.edu.au/onlib/trans1.html](http://www.lc.unsw.edu.au/onlib/trans1.html))

Also, with a concise statement about transition, Center for writing under University of Minnesota defined that *“Transitions are the tools to create coherence and consistency in your paper”*. Without them, your writing is likely to seem choppy or disorganized, and the relationship between ideas may be unclear to the reader. English relies heavily on these transitional words to clarify relationships among ideas and sentences”.

( [www.writing.umn.edu](http://www.writing.umn.edu))

According to Alice Oshima, there is another definition of transition signals: *“Transition signals as traffic signals that tell the reader when to go forward, turn, slow down and stop. In the other words, tell the reader when the writer is giving a similar idea (similarly, moreover, furthermore, in addition); an opposite idea (on the other hand, however, in contrast) or a conclusion (in conclusion, in short...)”*

(Oshima, A, 2004: 43)

#### **I.3.2. CLASSIFICATION OF TRANSITION SIGNALS**

According to Oshima,(2004), transition signals can be classified by two different ways: grammatical function and meaning.



### ***1.3.2.1. Classification of transition signals according to grammatical function***

Transition signals can be divided into three basic groups by grammatical function. They are sentence connectors, clause connectors and a mixed group called others.

#### ***1. Sentence connectors***

Sentence connectors are words or phrase such as: “however, furthermore, for example, therefore, on the other hand, still...” Sentence Connectors provide connection between large groups of ideas/sentences. (usually paragraphs)

Sentence connectors are used to express relationships between ideas and to combine sentences. Sentence include transition phrases and conjunctive adverbs

**Transition phrases** are the phrases that play role as linking words. *Transition phrases* help establish clear connections between ideas and ensure that sentences and paragraphs flow together smoothly, making them easier to read.

Eg 1: I have never been to Europe; *in fact*, I have never been outside my country.

Eg 2: Some people feel that grades are unnecessary; *on the other hand*, some people feel that grades motivate students.

(Oshima, A, 2004: 249)

**Conjunctive adverbs** are adverbs that indicate the relationship in meaning between two independent clauses.

Eg 1: Furthermore, the runoff created by melting snow adds a considerable amount of fresh water to dilute the saline sea water.

Eg 2: The runoff created by melting snow, furthermore, adds a considerable amount of fresh water to dilute the saline sea water.

Conjunctive adverbs				
Accordingly	Furthermore	In contrast	Meanwhile	Otherwise
Besides	Hence	Indeed	Moreover	Therefore
Consequently	However	Instead	Nevertheless	Thus
For example	In addition	Likewise	Nonetheless	Incidentally
Similarly		Also		

**Table 1: Common conjunctive adverbs**

(Oshima, A, 2004: 46)

## 2. Clause connectors

Clause connectors include coordinating conjunction and subordinating conjunction.

### Coordinating conjunctions

*“Coordinating conjunctions, also called coordinators, are conjunctions that two items of equal syntactic importance”*

([www.usingenglish.com/grammatical conjunction.com](http://www.usingenglish.com/grammatical_conjunction.com))

Eg 1: He talked and listened (same subject)

N                      N

He talked and I listened (different subject)

Eg 2: It is getting hot, so I decide to have a picnic at NhaTrang beach.

Clause                                      Clause

There are only seven coordinators: For, And, Nor, But, Or, Yet, So

It is easy to remember these conjunctions by recalling that they all have fewer than four letters. Also, we can remember the acronym **FANBOYS**: For- And- Nor- But- Or- Yet- So.

([www.englishclub.com](http://www.englishclub.com))

Eg: I have an interesting **and** helpful book.

My brother is intelligent than me **but** lazier than me.

We can see coordinators with three kinds of form:

- **Single coordinating conjunctions** as: *for, and, or, but, or, yet, so, then, hence, again, also, etc*

Eg 1: Jane **and** John are my friends

The conjunction in the sentences above allows us to use a compound subject:  
Jane *and* John

Eg 2: Your test must be remarked by Mr. Joan **or** Mr. Palmer.

The coordinating conjunctions, *or*, indicate an alternative exists. In the sentence above, the choice is Mr. Joan *or*, alternatively, Mr. Palmer. The coordinating conjunctions provide a transition from the first name to the alternative name.

([www.englishclub.com/conjunction](http://www.englishclub.com/conjunction))

- **Compound coordinating conjunctions**: *as well as, and also, on the contrast, etc.*

Eg 1: The success benefited me **as well as** him.

The compound coordinator *as well as* links two pronouns “me” and “him”

Eg 2: The car is quite old **on the contrast** in excellent condition.

The compound coordinator on the contrast connects to contrast parts “quite old” and “in excellent condition” in the sentence above.

- **Correlative coordinating conjunctions**

The correlative coordinating conjunctions are the conjunctions which are pairs of conjunctions that work together to coordinate two items. They surround a word or phrases and show how the two phrases are correlated (often causally). such as: *both...and, not only...but also, either...or, neither...nor, whether...or*

Eg 1: She is not only a good teacher but also an excellent cook.

Eg 2: Peter said,” Neither a borrower nor a lender be”

([www.rit.edu/conjunction](http://www.rit.edu/conjunction))

In (1), correlative coordinating conjunctions *not only...but also* link two noun phrases “a good teacher” and “an excellent cook”

In (2), correlative coordinating conjunctions *neither...nor* are used to give alternatives “a borrower” and “a lender”.

### **Subordinating conjunctions**

“*Subordinating conjunctions are the transition words which are used to join one or more independent clauses and one or more independent clause together*”.

(Quirk, R, 1973: 312)

Eg 1: I have an athletic scholarship ***although*** I have a greater interest in computer science.

([www.rit.edu/conjunction](http://www.rit.edu/conjunction))

Subordinating conjunctions, as the name suggests, differ from coordinators by connecting structures of unequal grammatical status. In subordinations one of the structures is grammatically superior or dominant, and the other is grammatically inferior or subordinate. A subordinate or dependent clause “depends” on a main or independent clause. It can not exist alone: “Hello! Although it was raining.” What do you understand? Nothing! But a main or independent clause can exist alone. You will understand very well if somebody says to you: “Hello! Ram went swimming.”

([www.englishclub.com/subordinator](http://www.englishclub.com/subordinator))

Subordinating conjunctions consist of 3 basic forms:

- ***Simple subordinating conjunctions***

There are some common subordinating conjunctions as: *although, because, since, after, when, where, as, once, unless, that, until, while, if before, etc.*

(Quirk, R, 1973:132)

All these subordinating conjunctions above with the same function, they can used to link two clauses.

Eg 1: ***Unless*** we act now, all is lost.

Eg 2: The janitor washed all the windows ***though*** he didn't do a very good job.

([www.rit.edu/conjunction](http://www.rit.edu/conjunction))

In the sentence (1) above, coordinator *unless* links the condition clause and the main clause.

In the sentence (2), concession clause is linked by coordinator *though*.

- ***Compound subordinating conjunctions***

There are some kinds of compound subordinating conjunctions which are referred to the following part:

\* Subordinating conjunctions end with *that*:

*In that, so that, such that, except that, in order that, etc. (or to + infinitive clause)*

(Quirk, R, 1973:312)

Eg 1: Children should be given plenty of vegetable ***so that*** they keep nice and healthily.

(Seaton, 2007: 456)

In the sentence above, compound subordinating conjunction- *so that* links two clauses together. It gives purpose for the first clause.

\* Subordinating conjunctions end with optional *that*:

*Now (that), provided (that), supposing (that), considering (that), seeing (that), etc.*

(Quirk, R, 1973:312)

Eg 1: ***Provided (that)*** his pension were adequate, Dad might retire early.

(Seaton, 2007: 312)

Eg 2: ***Seeing (that)*** you are here, you may as give me a hand.

\* Compound subordinating conjunctions ending with *as*:

*As long as, as far as, as soon as, so long as, etc; so as (+ to + infinitive clause)*

Eg: ***As soon as*** a professional sports team has a successful season, the owners raise ticket prices.

([www.rit.edu/conjunction](http://www.rit.edu/conjunction))

\*Compound subordinating conjunctions end with *than*:

*Sooner than (+infinitive clause), rather than (+ non-finitive or verbless clause)*

(Quirk, R, 1973:313)

Eg: Most people would **rather** work **than** starve.

\*And there are some other compound subordinating conjunctions:

*As if, as though, in case, etc.*

(Quirk, R, 1973: 313)

Eg: The little child screamed and screamed as if she had seen a ghost.

- **Correlative subordinating conjunctions:**

*If...then; al(though)...yet/ nevertheless; as...so; moreover/less...than; as...as; so...as; so... (That); such...as; such... (that); no sooner...than; whether or; the...the.*

(Quirk, R, 1973:313)

Eg 1: He had **no sooner** drunk the coffee **than** he began to feel drowsy.

Eg 2: Girls evidently think that **the** thinner they are, **the** more beautiful you must be

(Seaton, 2007: 460)

### **3. Others (Preposition or determiners)**

The transition signals in group include adjectives such as additional, prepositions such as in spite of, and nouns such as example.

Eg 1: **An additional** reason for the company's bankruptcy was the lack of competent management.

Eg 2: **Examples of** vocabulary differences between British and American English include bonnet/ hood, petrol/ gasoline, windshield, and lorry/ truck.

Eg3 : The Company's net profit declined last year **in spite of** increased sales.

(Oshima, A, 2004: 47)

#### **1.3.2.2. Classification of transition signals according to meaning.**

Basing on the meaning of transition signals, writer can select the appropriate transitional words, phrases to use in writing paragraph.

Transition signals are divided into many groups according to their meaning

##### **1. Transition signals are used to introduce an additional idea**

*Also, besides, furthermore, moreover, in addition, and, another (+ noun), additional (+ noun), what's more...*

**2. Transition signals are used to introduce opposite idea:**

*On the other hand, however, in contrast, instead, nevertheless, but, yet, although, though, nonetheless, in spite of...*

**3. Transition signals are used to indicate an example:**

*For example, for instance, such as...*

**4. Transition signals are used to introduce a conclusion or summary:**

*In conclusion, in short, to conclude, to sum up, to summarize...*

**5. Transition signals are used to introduce chronological order:**

*First (second, third...), next, then, last, finally, first of all, above all, after that, before, after...*

**6. Transition signals are used to introduce an alternative or a choice:**

*Unless, if, or, otherwise...*

**7. Transition signals are used to introduce a cause or a reason:**

*For, as a result of, as a consequence of, due to, because, as, because of, the result of...*

**8. Transition signals are used to introduce a comparison:**

*Similarly, also, likewise, similar to, as, just as, like...*

**9. Transition signals are used to introduce a contrast:**

*However, in contrast, on the other hand, but, yet, while, unlike...*

**10. Transition signals are used to introduce effect and result:**

*As a result, therefore, thus, consequently, hence, the cause of, as a consequence, the reason for, to result in, to cause...*

**11. Transition signals are used to emphasize: in fact**

**12. Transition signals are used to explain and restate: indeed, that is**

The classification of transition signals according to their meaning will be briefly illustrated in the table as follows:

<b>Meaning/ Function</b>	<b>Sentence connectors</b>		<b>Clause connectors</b>		<b>Others</b>
	<i>Transition phrases</i>	<i>Conjunctive adverbs</i>	<i>Coordinating conjunctions</i>	<i>Subordinating conjunctions</i>	
To introduce an additional idea	In addition	Furthermore Moreover Besides Also Too	And		Another (+noun) An additional (+noun)
To introduce an opposite	On the other hand In contrast	However Nevertheless Instead Still Nonetheless	But Yet	Although Though Even though Whereas While	In spite of (+noun) Despite (+noun)
To introduce a choice or alternative		Otherwise	Or	If Unless	
To introduce a restatement or explanation	In fact Indeed	That is			



<b>Meaning/ Function</b>	<b>Sentence connectors</b>		<b>Clause connectors</b>		<b>Others</b>
	<i>Transition phrases</i>	<i>Conjunctive adverbs</i>	<i>Coordinating conjunctions</i>	<i>Subordinating conjunctions</i>	
To introduce conclusion or summary	In conclusion In summary In brief Indeed In short				
To introduce a result	Accordingly As a result As a consequence	Therefore Consequently Hence Thus	So		

**Table 2: Transition signals for general use**

(Oshima, A, 2004: 45)

# CHAPTER II

## A STUDY ON USING TRANSITION SIGNALS IN WRITING A PARAGRAPH

Chapter II introduces the function, position and use of transition signals in clause, sentence and each paragraph.

### II.1. THE FUNCTION OF TRANSITION SIGNALS

In fact, transition signals play an important role in our life. They tell us what to do, how to do and it also signal what event is going to happen. For example, when the yellow leaves fall along the street, along the round... It means that, the autumn is coming. When the flower blooms everywhere, it means the spring is going to appear. Or when the traffic light turns green, it means we can go but if it turns red, we must stop immediately. Let's imagine how our life will be without transition signals. Surely, it will become disorder and troublous.

In writing, transition signals are also considered as a basic factor for effective writing. If transition signals in life are specific facts and phenomenon, transition signals in writing are the words or phrases which play a role like a bridge to link words, clauses and sentences.

In both academic writing and professional writing, your goal is to convey information clearly and concisely, if not to convert the reader to your way of thinking. Transitions help you to achieve these goals by establishing logical connections between sentences, paragraphs, and sections of your papers. In other words, transitions tell readers what to do with the information you present them. Whether single words, quick phrases or full sentences, they function as signs for readers that tell them how to think about, organize, and react to old and new ideas as they read through what you have written.

Transitions signal relationships between ideas. Basically, transitions provide the reader with directions for how to piece together your ideas into a logically coherent argument. Transitions are not just "window dressing" that embellishes

your paper by making it sound or read better. They are words with particular meanings that tell the reader to think and react in a particular way to your ideas. In providing the reader with these important clues, transitions help readers understand the logic of how your ideas fit together.

## **II.2. THE POSITION AND PUNCTUATION OF TRANSITION SIGNALS**

As mentioned above, there are a lot of transition signals that can be used for different purposes. And each type of transition signals follows its own punctuation rule as well as own position.

### **II.2.1. SENTENCE CONNECTORS**

#### ***II.2.1.1. Transition phrase***

The positions of the transition phrase are very mobile. They can come at the beginning of sentences. They may also appear in the middle (normally following the subject) or at the end of the sentences. They are always separated from the rest of the sentence by commas. Hence, these three patterns are possible:

Eg 1: For example, the Baltic Sea in Northern Europe is only one- fourth as saline as the Red Sea in the Middle East.

Eg 2: The Baltic Sea in Northern Europe, for example, is only one- fourth as saline as the Red Sea in the Middle East.

Eg 3: The Baltic Sea in Northern Europe is only one- fourth as saline as the Red Sea in the Middle East, for example.

(Oshima, A, 2004: 45)

#### ***II.2.1.2. Conjunctive adverbs***

Conjunctive adverbs (except too) may also appear at the beginning, at the middle, at the end of the sentences, and are separated by commas.

Eg 1: However, I want to learn both English and Japanese.

Conjunctive adverbs are also often used with a *semicolon* and a *comma* to join two independent clauses to form a compound sentence.

Eg 1: I always try with my best effort; **nevertheless**, I never get good marks in examination.

Use a *comma* following the conjunctive adverb when it appears at the beginning of the second clause

Eg: The exam was very difficult; **consequently**, the students received only average grades.

A conjunctive adverb used at the beginning of a sentence uses a *comma* to set it off, with a *period* taking the place of a *semicolon*

Eg: The date was over. **Therefore**, I went home.

A conjunctive adverb placed within a clause uses *commas* to set it off

Eg: The date is over. I will, **therefore**, go home.

Like other adverbs, conjunctive adverbs may move around in the clause (or sentence) in which they appear. When they appear at the end of the clause, they are preceded by a *comma*. If they appear in the middle of the clause, they are normally enclosed in *commas*, though this rule is not absolute and is not always applied to very short clauses.

(www.english.club.com)

## II.2.2. CLAUSE CONNECTORS

### II.2.2.1. *Coordinating conjunction*

Coordinating conjunctions always come between the words or clauses that they join.

Eg 1: He talked, **and** I listened.

Eg 2: My mum hates beef, **so** she never eats it.

When a coordinating conjunction joins independent clauses, it is always correct to place a comma before the conjunction:

Eg: I want to work as an interpreter in the future, **so** I am learning English at University.

However, if the independent clauses are short and well- balance, a comma is not really essential.

Eg: She is kind so she helps people.

When “**and**” is used with the last order of a list, a comma is optional

Eg 1: He drinks beer, whisky, wine, **and** rum.

Eg 2: He drinks beer, whisky, wine **and** rum.

(Englishclub.com/grammar/conjunctions-coordinating)

Sometimes, coordinating conjunctions can appear at the beginning of clauses.

Eg 1: **Or** they are spending a vacation there, they are living in England

Eg 2: **For** he was unhappy, he asked to be transferred

(Quirk, R, 1973: 254)

### ***II.2.2.2. Subordinating conjunction***

A subordinating conjunction always comes at the beginning of a subordinate clause. It “introduces” a subordinate clause. However, a subordinate clause can sometime come after and sometimes before a main clause. There are two possible positions for the dependent clause

(EnglishClub.com/grammar/conjunctuons-subordinating)

If the dependent clause comes before the independent clause, a comma is used after dependent clause.

Eg: **Because it is rain**, we can’t play soccer.

If the dependent clause comes after dependent clause, comma is not used

Eg: We can’t play soccer **because it is rain**.

### **II.2.3 . OTHER**

This group of transition signals has no special rule for punctuation. General, if transition signals in phrases, they often come at the beginning of sentence and are followed by comma.

Eg: In spite of heavy rain, the children go to school.

## **III.3. USING TRANSITION SIGNALS IN WRITING AN ENGLISH PARAGRAPH**

### **III.3.1 TRANSITION SIGNALS IN CLAUSE AND SENTENCE**

#### ***III.3.1.1. Transition signals in clauses***

Clauses are the building blocks of sentences. A clause is a group of words that contains (at least) a subject and a verb.

These are clauses:

Ecology is a science

Because pollution causes cancer

These are not clauses:

to protect the environment

After working all day

There are two kinds of clauses: independent and dependent clauses.

An independent clause can stand alone as sentence by itself. It contains a subject and a verb.

Eg 1: Students normally spend four year in college.

Eg 2: *I will declare my major, but I may change later.*

A dependent clause begins with a transition signal- a subordinator such as *when, while, if, that* or *who*. A dependent clause does not express a complete thought and can not stand alone as a sentence by itself. A dependent clause is formed with:

***Subordinator + subject + verb ( + complement )***

There are three groups of transition signals which are used to connect clauses in order to form different kinds of sentences. They are subordinating conjunctions, coordinating conjunctions and conjunctive adverbs.

(Oshima, A, 2004: 153)

### ***III.3.1.2. Transition signals in sentences***

A sentence is a group of words that you use to communicate your ideas. Every sentence is formed from one or more clauses and expresses a complete thought.

There are basically four kinds of sentences in English: simple, compound, complex, and compound- complex. The kind of sentence is determined by the kind of clauses used to form it.

(Oshima, A, 2004: 155)

#### ***1. Transition signals in a simple sentence***

A simple sentence is one independent clause (a clause is a group of words that contains at least a subject and a verb)

Eg 1: I enjoy playing tennis with my friend.

Eg 2: I enjoy playing tennis **and** look forward to it every weekend.

Eg 3: I **and** my friend play tennis and go swimming every weekend.

The second sentence has two verbs: *enjoy* and *look forward to*. This is called a compound verb. Because there is only one clause, this is a simple sentence. The third sentence has a compound subject as well as a compound verb, but it is still a simple sentence because it has only one clause.

In simple sentence, in order to link the parts in sentence, we usually use coordinators- simple coordinating conjunction and correlative coordinating conjunctions. The units connected by coordinators may be of any size-words, phrases in sentence. We show some typical instance below:

Two words: Peter and Mary got married

N            N

Mary wrote and sang the New Year song.

V            V

She and he are going to the theater. (Personal pronoun.)

He can and will do anything. (Modal verb)

My younger sister is very beautiful and clever.

Adj            Adj

Two phrases: Many English- major students and some technical student have passed over the TOEIC test. (Noun phrases)

Besides, we also use the correlative coordinating conjunctions. They link balanced words, phrases and clause. The most commonly used correlative conjunctions are *both ... and*, *either ... or*, *neither ... nor*, *not only...but also*

Eg 1: He is intelligent **and** good- natured

Eg 2: I will **either** go for a walk **or** a read a book

Eg 3: He is **neither** rich **nor** famous

(Oshima, A, 2004: 155)

## 2. Transition signals in a compound sentence

A compound sentence is two or more independent clauses joined together. Each clause is of equal importance and could stand alone.

Eg 1: *I enjoy playing football*, but *I hate playing tennis*.

Clause 1

Clause 2

Clause 1 and clause 2 in the example above is equal.

In compound sentence, we can use coordinating conjunction and conjunctive adverb to join the clauses.

**Compound sentence with coordinating conjunctions**

A coordinating conjunction can form a compound sentence as follows:

***Independent clause, + coordinating conjunction + independent clause.***

Notice that there is a comma after the first independent clause. The following sentences illustrate the meanings of the seven “FANBOY” coordinating conjunctions.

<b><i>for</i></b>	Women live longer than men, <b>for</b> they take better care of their health. (The second clause gives the reason for the first clause.)
<b><i>and</i></b>	Women follow more healthful diets, <b>and</b> they go to doctors more often. (The two clauses express equal, similar ideas.)
<b><i>nor</i></b>	Women don't smoke as much as men do, <b>nor</b> do they drink as much alcohol. ( <i>Nor</i> means “and not”. It joins two negative independent clauses. Notice that question word order is used after <i>nor</i> )
<b><i>but</i></b>	Men may exercise harder, <b>but</b> they may not exercise as regularly as women do. ( The two clauses express equal, contrasting ideas )
<b><i>or</i></b>	Both men and women should limit the amount of fat in their diets, <b>or</b> they risk getting heart disease. ( The two clauses express alternative possibilities )
<b><i>yet</i></b>	Women used to be known as the “weaker sex”, <b>yet</b> in some ways, they are stronger than men.



	(The second clause is a surprising or unexpected contrast to the first clause.)
<i>so</i>	Men are less cautious than women, <b>so</b> more men die in accidents. (The second clause is the result of the first clause.)

**Table 3: Example of compound sentence with coordinating conjunctions.**

(Oshima, A, 2004: 156)

**Compound sentence with Conjunctive Adverbs**

A coordinating conjunction can form compound sentence as follows:

***Independent clause; + conjunctive, + independent clause***

Notice the punctuation: a semicolon follows the first independent clause, and a comma follows the conjunctive adverbs. Also, just like the Fanboys coordinating conjunctions, conjunctive adverbs express relationships between the clauses. The following chart shows the coordinating and conjunctive adverbs that express similar meanings.

<b><i>Coordinating conjunctions</i></b>	<b><i>Conjunctive adverbs</i></b>	<b><i>Sentence</i></b>
and	besides furthermore moreover also	Community colleges offer preparation for many occupations; <b>moreover</b> , they prepare students to transfer it a four- year college or university.
but yet	however nevertheless nonetheless	Many community colleges do not have dormitories; <b>however</b> , they provide housing referral services.
or	otherwise	Students must take final exams; <b>otherwise</b> , they will receive a grade of incomplete.
so	accordingly consequently hence	Native and nonnative English speakers have different needs; <b>therefore</b> , most schools provide separate English classes for each

	therefore	group.
	thus	

**Table 4: *Example of compound sentence with conjunctive adverbs***

(Oshima, A, 2004: 158)

Like simple sentence, we can also some correlative conjunctions. Correlative conjunctions are used in pairs, in order to show the relationship between the ideas expressed in different parts of a sentence.

For instance, in the following example, the expression **either ... or** is used to indicate that the ideas expressed in the two clauses represent two alternative.

Ex: **Either** you should study harder, **or** you should take a different course.

### ***3. Transition signals in a complex sentence***

A complex sentence contains one independent clause and one (or more) dependent clause(s). In a complex sentence, one idea is generally more importance than the other one. The more importance idea is placed in the independent clause, and the less important idea is placed in the dependent clause.

Eg 1: *Although women in the United State could own property, they could not vote until 1920.*

Eg 2: In the United States, women could not vote until 1920 *although they could own property.*

(Note: independent clauses are underlined while dependent clause is italic)

There are three kinds of dependent clauses: adverb, adjective, and noun clause. In order to link dependent clause to independent clause to form a complex sentence, we only use subordinating conjunctions.

(Oshima, A, 2004: 160)

### **Subordinating conjunction in noun clauses**

There are three kinds of noun clauses: that- clause, wh- word clause and if/whether- clause.

- That- clause are made from statement and are introduced by the subordinating conjunction *that*. The word *that* is often committed if the meaning is clear without it. A that- clause is composed of

***That + subject + verb + complement***

Eg 1: I think *that* the study of the brain is fascinating.

Eg 2: The professor explained *that* the brain is the master control for both mind and body.

(Oshima, A, 2004: 180)

- A wh- word clause is a dependent noun clause in which the subordinating is a wh-word such as *who, what, where, when, why, how much, how long, which*, etc. A wh-word clause is composed of either

***Wh-word + subject + verb + complement***

Or ***Wh- word + verb + complement***

Introduction clause	Wh- clause		
	<i>Subordinator- subject</i>		<i>Verb (+ complement)</i>
I don't know	who		started the band.
Can you tell us	which		have sung with the group?
	<i>Subordinator</i>	<i>Subject</i>	<i>Verb (+ complement)</i>
I can't remember	how often	the group	performs during the year.
We asked	who	the lead singer	was.

**Table 5: Examples of complex sentences containing wh- word clause**

(Oshima, A, 2004: 185)

- If/ whether clauses

*If/ whether* clause are dependent noun clauses that are formed from yes/ no questions and are introduced by the subordinator *whether* or *if*. An *if/ whether*-clause is composed of:

***Whether (if) + subject + verb + complement***

Introductory clause	If/ whether- clause		
	Subordinator	Subject	Verb (+ complement)
We want to know	if	Dr. Chen	practices acupuncture.
	if	Dr. Chen	practices acupuncture or not
Doctors wonder	whether	acupuncture	is an effective treatment for arthritis.
	whether	acupuncture	is an effective treatment for arthritis or not.
	whether or not	acupuncture	is an effective treatment for arthritis.

**Table 6: Examples of complex sentences containing *if/ whether*- clauses.**

(Oshima, A, 2004: 188)

**Subordinating conjunctions in adverbial clauses.**

There are several different kinds of adverbial clauses:

- Time clauses: tells when the action described. The action or situation in a time clause can occur at the same time, at a different time, as part of a sequence of events. A time clause is introduced by the subordinating conjunctions: *whenever, while, when, as soon as, after, since, as, before, and until*.

Eg 1: Our eating habits changed *as soon as* food processing method improved.

Eg 2: People were eating a lot of protein *while they were* living on farm.

- Place clauses: tells where the action described. A place clause is introduced by the subordinating conjunctions: *where* (a definite place), *wherever* (anyplace), *everywhere* (every place), and *anywhere* (anyplace).

Eg 1: Most people prefer to shop *where they can be sure of quality*.

Eg 2: *Everywhere* I shop, I use my credit cards.

- Manner, distance, and frequency clauses: are introduced by: *as + adverb + as; as; as if/ as though*.

Eg 1: Jane spoke as if (as though) she were an authority on the subject. (Manner)

Eg 2: Pat jogs on the beach *as far as she can*. (Distance)

Eg 3: She jogs on the beach as often as she can. (Frequency)

- Reason clauses: is introduced by subordinating conjunctions: *because, since, and as*

Eg 1: *Since many Europeans live, work, and shop in the same locale*, they are quite accustomed to riding bicycles, trains, and streetcars to get around.

Eg 2: *As the price of gasoline has always been quite high in Europe*, if a European owns an automobile, it is likely to be a high-mileage model that uses diesel fuel.

(Oshima, A, 2004: 196)

- Result clauses: is introduced: *so + adj/adv + that*  
*such a(n) + noun phrase + that*  
*so much/ many + noun phrase + that*  
*so little/ few + noun phrase + that*

Eg 1: New textbooks are *so expensive that many students buy used ones*.

Eg 2: The library is *such a big place that I couldn't find the book I needed*.

Eg 3: There is always *so much noise in the dormitory that I can't study there*.

- Purpose clauses: is introduced by the subordinating conjunctions: *so that* or *in order that*

Eg 1: Farmers use chemical pesticides *so that they can grow bigger harvests*.

Eg 2: Farmers also spray their fields *in order that consumers might enjoy unblemished fruits and vegetables*.

- Concession (unexpected result) clauses: is introduced by the subordinating conjunctions *although, even though, and though*.

Eg 1: *Although I studied all night*, I failed the test.

Eg 2: *Even though the weather was cold*, I went swimming.

- Contrast (direct opposition) clauses: in these clauses, we use the subordinating conjunctions *while* or *whereas* to introduce.

Eg 1: San Francisco is very cool during the summer, *whereas San Juan is extremely hot*.

Eg 2: *While San Juan is extremely hot during the summer*, San Francisco is very cool.

(Oshima, A, 2004: 200)

#### ***4. Transition signals in a compound- complex sentence***

A compound- complex sentence is a combination of two or more independent clauses and one (or more) dependent clauses. Many combinations are possible, and their punctuation requires careful attention.

Eg 1: I wanted to travel *after* I graduated from college; *however*, I had to go to work immediately.

Eg 2: *After* I graduated from college, I wanted to travel, *but* I had to go to work immediately.

Eg 3: I wanted to travel *after* I graduated from college, *but* I had to go to work immediately because I had to support my family.

(Oshima, A, 2004: 162)

In compound- complex sentence, transition signals are used to show the relationship within sentences. So, we can use transition signals like in compound sentence and complex sentences.

#### **II.3.2. TRANSITION SIGNALS WITHIN PARAGRAPH**

Transition signals within a paragraph play a very important role. They help readers to anticipate what is coming before they read it. Transition signals within paragraph trend to be single words or short phrases. In other words, most sentence connectors are used to signal relationships that do, for example, when introduce contrast statement, we use “however”.

Depending on each kind of paragraph as well as the writer's purpose, transition signals can be selected appropriately to express writer's ideas according to their specific meaning.

In a paragraph, the writer can use a lot of different transition signals. The transition signals of each paragraph can be used together. With my knowledge, I see that: there are some transition signals which are used commonly for every paragraph. For example, transition signals that show chronological order: first, second, then, next...; transition signals that introduce an example: for example, for instance...; or transition signals to conclude: in conclusion, in summary, in short...

Due to the limitation of time, in my graduation paper, I only introduce some typical paragraphs with their transition signals.

### ***II.3.2.1. Transition signals in a paragraph of narration***

#### **Definition of Narrative paragraph**

Narration is a kind of writing in which you report events (i.e. you tell someone about something that happened). Narration is used in many different situations. When we read newspaper, for example, we read reports of accidents, fires, and political events. When you tell your fellow students what occurred at the student meeting you attend, you are narrating or reporting.

(<http://masofa.wordpress.com/2008>)

#### **Organization of Narrative paragraph**

When you write about an event or experience that happened to you in the past, the paragraph will be organized in chronological order.

Narrative paragraph is a paragraph about a story or series of events organized by time order. In other words, when you write a narrative paragraph, it means that you write a story. And a good narrative paragraph has three important qualities. First, it tells a series of events or actions. Second, the events are organized chronologically or by time sequence. And the last, it shows the writer's point or purpose.

*Note:* Narration is more often about past story, but sometimes it is also about repeated present story. In this module, the first is referred to as past narration and the second as present narration. Past and present narration have several similarities and differ mainly in when the story takes place. Therefore, in writing both present and past narration, you need to keep your choice of verb tense.

([www.masofa.wordpress.com/2008](http://www.masofa.wordpress.com/2008))

### **Transition signals in Narrative paragraph**

To achieve coherence in your narration, you should make use of appropriate transition signals to show clearly to your readers the relationship among the events in your story. Remember that this kind of paragraph is usually organized in chronological order, so any time expression used can serve as a chronological transition signals.

([www.masofa.wordpress.com/2008](http://www.masofa.wordpress.com/2008))

Transition signals- connecting words or phrases help link events in time, enabling narratives to flow smoothly. Without them, narratives would lack coherence, and readers would be unsure of the correct sequence of events. Transition signals can indicate the order in which events occur, and they also signal shifts in time.

Some transition signals are commonly used in writing Narrative paragraph:

Chronological transition signals: Sentence introducers: *first,...second,...third;*

*next,... then,... after that,... finally,...*

Time introducers: *...before...after...when...while...until...during...*

In addition to these transition signals, specific time markers such as: *three year later, in 1973, after two hours, and on January 3* – indicate how much time has passed between events.

(Joy, M. R, 1991: 98)



Sentence connectors	Clause connectors		Others
	<i>Coordinators</i>	<i>Subordinators</i>	
First, second, etc.		Before	3 year later
Then, next		After	In 19_____
After that		Until	After the war
Gradually		During	After two hours
Finally		When	On January 3rd
Last		While	
		As soon as	

**Table 7: Common transition signals for narrative paragraph**

Eg:                   **The first manned flight to the moon**

*The first manned flight to the moon began when APOLO 11 blasted off from Cape Kennedy, Florida at 9.32 a.m on July 16, 1969, with Armstrong, Aldrin and Collins as astronauts. **Four days after** the blast off, Armstrong and Aldrin moved from the command module, Columbia, into the lunar module, Eagle, and the two modules separated. Collins continued to orbit the moon in the command module, while the other astronauts descended toward the moon. **At 4.18 p.m on July 20,** the Eagle landed on the moon in the sea of Tranquility. The two astronauts spent twenty one hours and thirty seven minutes on the moon. They started back to the earth at 1.55 p.m on July 21.*

In model paragraph above, the first sentence is the topic sentence, which introduces the event, the exact place and time of its occurrence and its participants. The following sentences are written in the same order that they really happened. The bold letters in the paragraph are considered as transition signals that show time order.

### *II.3.2.2. Transition signals in paragraph of comparison and contrast*

#### **Definition of comparison and contrast paragraph**

Comparison/ contrast is the kind of paragraph that involves analyzing the similarities and differences between two or more items (subject, idea, events, other things). Almost every decision you make involve weighing similarities and differences.

The content of a comparison/ contrast paragraph can vary. Some paragraphs emphasize similarities, while others emphasize differences. You can also discuss both similarities and differences in one paragraph if you don't have many point to discuss.

(Oshima, A, 2004: 65)

In U.S, academic writing, comparison/ contrast paragraphs are sometimes used to explain ( that is, in an explanation paragraph) a topic. More often, they use to support the evaluation of two persons, places, things, or ideas.

A comparison paragraphs usually contains both the differences and the similarities of the two people, places, events, or ides of the topic; similarly, a paragraph of contrast contains similarities as well as differences of two “ sub-topic”. However, the emphasis and most of the details in each paragraphs is usually on either comparison or contrast.

(Joy, M. R, 1991: 135)

#### **Organization of comparison/ contrast paragraphs**

In most comparison/ contrast paragraphs, parallel points about the topic must be made. There are two ways to organize a comparison/ contrast paragraph: (a) application of one criterion to both of the “sub-topics” ( a subtopic is a main example, or main supporting idea, that illustrates the topic sentence of a paragraph) within the topic at the same time, and (b) discussion of each sub-topic separately, using all criteria with each sub- topic. Each form of organization can be equally successful. The decision of which organization format to use depends on the assignment ( purpose), the audience, and the available material.

**Transition signals in comparison and contrast paragraph**

As with the other kinds of paragraphs, the keys to writing a comparison/contrast paragraph are to put the ideas in some kind of order and to use appropriate transition signals. Below is a chart with some common comparison and contrast transition signals.

If the writer give similar information between two items, he can use some transition signals:

Sentence connectors	Clause connectors		Others
	<i>Coordinators</i>	<i>Subordinators</i>	
Similarly	And	As	Like/ alike
Likewise	Both...and	Just as	Just like
Also	Not only...but also		Similar to
Too	Neither...nor		As...as

**Table 8: Common transition signals for comparison paragraph**

In the following paragraph about comparison, you will see various transition signals that contribute to paragraph coherence. ( bold letters are comparison transition signals, italic letters are general transition signals ).

My hometown and my college town have several things in common. *First*, **both** are small rural communities. *For example*, my hometown, Gridlock, has a population of only about 10,000 people. **Similarly**, my college town, Subnormal, consists of about 11,000 local residents. This population swells to 15,000 people when the college students are attending classes. **A second way in which these two towns are similar** is that they are both located in rural areas. Gridlock is surrounded by many acres of farmland which is devoted mainly to growing corn and soybeans. **In the same way**, Subnormal lies in the center of farmland which is used to raise hogs and cattle. *Thirdly*, **these towns are similar in that** they contain college campuses. Gridlock, *for example*, is home to Neutron College, which is

famous for its Agricultural Economics program *as well as* for its annual Corn-Watching Festival. **Likewise**, the town of Subnormal boasts the beautiful campus of Quark College, which is for its Agricultural Engineering department also for its yearly Hog- Calling Contest.

([http://lrs.edu/students/ F. Scott Walters/comptcont.html](http://lrs.edu/students/F.Scott.Walters/comptcont.html))

Sentence connectors	Clause connectors		Others
	<i>Coordinators</i>	<i>Subordinators</i>	
However	But	Although	Unlike
On the other hand	Yet	Though	Differ from
On the contrary		Even though	(be) dissimilar
In contrast		Whereas	Compare to
In (by) comparison		While	Compare with

**Table 9: Common transition signals for contrast paragraph**

Here is an example of such a contrast paragraphs:

**Even though** Arizona and Rhode Island are *both* states of the U.S, they are strikingly **different in many ways**. *For example*, the physical size of each state is different. Arizonz is large, having an area of 114,000 square miles, **whereas** Rhode Island is only about a tenth the size, having an area of only 1,214 square miles. **Another difference** is in the size of the population of each state. Arizona has about four million people living in it, **but** Rhode Island has less than one million. The two states **also differ in** the kinds of natural environments that each has. *For example*, Arizona is a very dry state, consisting of large desert areas that do not receive much rainfall every year. **However**, Rhode Island is located in a temperate zone and receives an average of 44 inches of rain per year. *In addition*, **while** Arizona is a landlocked state and thus has no seashore, Rhode Island lies on the Atlantic Ocean and does have a significant coastline.

([http://lrs.edu/students/ F. Scott Walters/comptcont.html](http://lrs.edu/students/F.Scott.Walters/comptcont.html))

### *3.2.3. Transition signals in paragraph of cause and effect*

#### **Definition of cause and effect paragraph**

Paragraph of cause and effect shows how certain causes result in a particular effect.

A cause-and-effect paragraph helps a reader understand why things happen: the weakening of the ozone layer, the war in Vietnam, the spike in teenage obesity.

((Joy, M. R, 1991: 145)

#### **Organization of Cause- effect Paragraphs**

Generally, cause-effect paragraphs are organized in the same ways as most paragraphs. Many cause or effect paragraphs are organized from most-to-least important, or from least-to-most important causes or effects. Other cause- effect paragraphs are organized with points of equal importance. Some cause or effect paragraphs (and most paragraphs that contain both causes or effects) are organized chronologically- that is, according to time.

(Joy, M. R, 1991: 145)

Cause- effect paragraphs usually follow basic paragraph format. That is, they begin with a topic sentence and this sentence is followed by specific sentence and this sentence is followed by specific supporting details. For example, if the topic sentence introduces an effect, the supporting sentences all describe causes.

([http://lrs.edu/students/ F. Scott Walters/compt.html](http://lrs.edu/students/F.Scott.Walters/compt.html))

#### **Transition signals in cause- effect paragraph**

Because cause and effect paragraphs are often explanation paragraphs, some of the transition signals you have already learned will also used in these paragraphs: middle paragraph transition like for example and in addition, and concluding transition such as in conclusion. In addition, some cause or effect paragraphs use comparison- contrast transition ( but, however, although, even though, etc.) to help the reader understand what is and what is not an effect or cause.

However, some transition signals are used specifically with cause or effect paragraphs. These connectors help the reader to distinguish between causes and

effects. To write successful cause- effect paragraphs, then, you must be able to use cause- effect transition signals correctly and appropriately. Some cause- effect transition signals are listed below.

Meaning	Sentence connectors	Clause connectors		Others
		Coordinators	Subordinators	
To introduce cause		1. For	2. Because Since As	3. To result from To be the result of 4. Due to Because of 5. The effect of The consequence of As a result of As a consequence of
To introduce effect	1. As a result As a consequence Therefore Thus Consequently Hence	2. So		3. To result in To cause 4. To have an effect on To effect 5. The cause of The reason for

**Table 9: Common transition signals for cause- effect paragraph**

Here is an example paragraph about cause- effect paragraph. ( Transition signals are italic and bold letters )

*In the recent decades, cities have grown so large that now about 50% of the Earth's population lives in urban areas. There are **several reasons for** this occurrence. **First**, the increasing industrialization of the ninetieth century **resulted in** the creation of many factory jobs, which tended to be located in cities. These jobs, with their promise of a better material life, attracted many people from rural areas. **Second**, there were many schools established to educate the children of the*

*new factory laborers. The promise of a better education persuaded many families to leave farming communities and move to the cities. **Finally**, as the cities grew, people established places of leisure, entertainment, and culture, **such as** sports stadiums, theaters, and museums. **For** many people, these facilities made city life appear more interesting than life on the farm, and **therefore** drew them away from rural communities.*

([http://lrs.edu/students/ F. Scott Walters/comptcont.html](http://lrs.edu/students/F.Scott.Walters/comptcont.html))

### ***3.2.4 Transition signals in paragraph of process***

#### **Definition of process paragraph**

Paragraph of process is a type of paragraph that tell you how to do something or explains how a process happens or shows how something works. In other words, a process paragraph is a paragraph of instructions and the order of development should be the orderly steps in which the process is to carry out or in which the thing is to be done or made.

One of the purpose of a process paragraph is to give reasons for something that happened, how to do something, or how something works. You may choose this pattern either to describe a process or to show reader how to perform a process. A process is a task that is done step y step. Learning how to write a process paragraph is a process- that means to explain one of three ways that requires a logical presentation of ideas and enough information to enable the reader to follow your thinking and understand what you are saying.

(Ky, 2008: 120)

#### **Organization of process paragraph**

Like narrative paragraph, process paragraph is also organized in chronological order. However, a process details a particular series of events that produces the same outcome whenever it is duplicated. Because these events form a sequence that has a fixed order, clarity is extremely important. Whether your readers are actually going to perform the process or are simply trying to understand how it occurs, your paragraph must make clear the exact order of individual steps as well as their

relationships to one another and to the logical transitions between the steps in a process, and you also need to present the steps in strict chronological order- that is, in the order in which they occur or are to be performed.

([www.masofa.wordpress.com/2008](http://www.masofa.wordpress.com/2008))

**Transition signals in process paragraph**

Below are some other words and phrases that you might use in the process paragraphs. You will use these transition signals not only in process but also in all other paragraphs you write for academic assignments.

Sentence connectors	Clause connectors		Others
	Coordinators	Subordinators	
In addition	And	During	The first, the second The next, the last In the year 20____
Furthermore	So	When	
Moreover		While	
Finally		Before	
Therefore		As soon as	
Then, next		After	
Later		Until	
Meanwhile			

**Table 10: Common transition signals for process paragraph**

Beside, we can use some follow transitional expressions:

- Beginning a Process: *(at)first, initially, begin by*
- Continuing the Process: *second, third step, until, after(ward), then, next later, before, when, while, as soon as, as, upon, during, meanwhile*
- Ending a Process: *finally, at last*

(<http://english120.pbworks.com/process+paragraph>)

The following paragraph is an model process paragraph with transition signals.

**How to make a stained glass panel**



*Making a stained glass panel is not easy as it looks. **The first** thing to do is to choose the pattern and glass colors. **Then**, draw the model on a piece of thick paper and cut it out. **Next**, put the pieces of paper over the glass; mark it, and break the glass. [ Don't be afraid of hurting yourself if you are using the correct method of breaking the glass.] **Following this**, place the lead between the glass pieces to hold them together. **Then**, with the hot iron solder, affix the lead, being sure that all of it is soldered. **Finally**, attach a nylon thread at the top of the panel to hold it at the window.*

(Joy, M. R, 1991: 117)

### ***3.2.5. Transition signals in paragraph of argument***

#### **Definition of argumentative paragraph**

Argumentative paragraph is the paragraph in which the writer may state the point of view to convince the reader to share on the issue. To support the point of view, the writer can use facts, statistics, examples, reasons or classification. Argument and persuasion always work together.

(Ky, 2008: 133)

The argumentative paragraph is a genre of writing that requires the student to investigate a topic, collect, generate, and evaluate evidence, and establish a position on the topic in a concise manner.

(Allen Brizee, <http://owl.english.purdue.edu/owl/resource/685/05/>)

#### **Organization of paragraph of argumentation**

An argumentative paragraph, like other kinds of paragraphs, has an introduction, a body, and a conclusion. But an argumentative paragraph has its own structure, one that ensures that ideas are presented logically and convincingly. In general, in the topic sentence, the writer will introduce the issue which is discussed. Then, he (she) will support and appreciate reasons to convince the readers.

#### **Transition signals in argumentative paragraph**

Commonly, in an argumentative paragraph, we can use almost sentence connectors to show the supporting arguments in the text.

Sentence connectors	Clause connectors		Others
	Coordinators	Subordinators	
First, second... Moreover Furthermore In addition In fact/ In deed In conclusion			It is clear that ... We can see that... The evidence suggests that... These example show that...

**Table 11: Common transition signals for argumentative paragraphs**

Here is the example of argumentative paragraph with using transition signals:

### **Childcare**

*The Government should provide more financial assistance to parents who use childcare. **Firstly**, Childcare centres may assist children in their early development. They give children an opportunity to mix with other children and to develop social skills at an early age. **Indeed**, a whole range of learning occurs in childcare centres. **Moreover**, parents and children need to spend some time apart. Children become less dependent on their parents and parents themselves are less stressed and more effective care- givers when there are periods of separation. **In fact**, recent studies indicate that the parent- child relationship can be improved by the use of high- quality childcare facilities. **In addition**, parents who can not go to work because they don't have access to childcare facilities can not contribute to the national economy. They are not able to utilize their productive skills and do not pay income tax. **In fact**, non- working parents can become a drain on the tax system through dependent spouse and other rebates. **In conclusion**, Government support for childcare services assists individual families and is important for the economic well- being of the whole nation.*

(www.ltn.lv/~markir/essay writing/chlcare.htm)

## CHAPTER III

### IMPLICATION OF THE STUDY

Writing is very difficult and nobody can affirm that he or she never makes any mistakes during the process of writing. In this chapter, I want to point out some possible problems with transition signals encountered by Vietnamese learners and some suggestions to overcome these mistakes.

#### III.1. SOME POSSIBLE PROBLEMS IN USING TRANSITION SIGNALS ENCOUNTERED BY VIETNAMESE LEARNERS:

##### III.1.1. USING TOO MANY TRANSITION SIGNALS- COORDINATING CONJUNCTIONS IN PARAGRAPH

The overuse of coordinating conjunctions in the paragraph makes it confusing, boring and difficult to follow the main idea of paragraph. Following paragraph is an example of over coordinators:

#### **The people's princess**

*Diana, Princess of Wales, was born in Newyork, England, in 1961, **and** she died in Paris, France, in 1997. People around the world were fascinated by the transformation of this shy kindergarten teacher into an independent, self- assured photographers prompted worldwide discussion and grief. Diana Spencer was born to a wealthy, upper- class English family, **and** she was educated in private schools in England and Switzerland. She loved children, **so** she became a kindergarten teacher. She led a quite life in London, **but** then she met Charles, Prince of Wales, and her life changed dramatically. She and Charles married in 1981, and her life as the wife of the future king of England began. She gave birth to two sons **and** became active in charity work. Diana's life should have been a happy one, **but** it was not to be. She and Charles began having marital problems, **and** they separated in 1992, **and** they agreed to divorce in 1996. Diana worked very hard at her princess, **and** she supported many causes, especially those related to children and*

*AIDS victims. She lived for only a short time, but she touched people all over the world because of her beautiful, her compassion for others, and her style.*

(Oshima, A, 2004: 163)

### III.1.2. USING CLAUSE CONNECTORS INCORRECTLY.

In most of European origin, clauses are joined by conjunctions in similar ways. However, the students who speak other languages may have some problems in using English conjunctions correctly.

- In Vietnamese language, we use the pair of words “*mặc dù...nhng*” to join concession clause. But in English’s language, this pair of words are only expressed by one conjunction: coordinating conjunction “*but*” or subordinating conjunction “*although*” not “*although...but*”. Notice that, in this sentence: clause which contain *although* can come after or before the main clause, but when using *but*, it is placed between two clauses:

Ex: Although it is rain, we go to camping.

Or: We go to camping although it is rain.

Or: It is rain but we go to camping.

Not: ***Although it is rain but we go to camping.***

- Similarly, the pair of words “*bởi vì...cho nên*” are used in Vietnam’s language when we join two cause- effect clauses. In English’s language, we need only subordinating conjunction “*because*” or coordinating conjunction “*so*”. If we use both these conjunctions, we are wrong

Ex: Because I am the last- year student, I always study hard.

Or: I always study hard because I am the last- year student.

Or: I am the last- year student, so I study hard.

Not: ***Because I am the last- year student so I study hard.***

- Some mistakes in using correlative coordinating conjunctions: *either...or* and *neither...nor*.

We must remember that “*either...or*” and “*neither...nor*” are two correlative conjunctions. “*either...or*” indicates the scope of the alternative meaning. “*neither...nor*” indicates the scope of the additional respectively. We can’t remove to “*either...nor*” or “*neither...or*” because they are meaningless

Ex: Neither John nor his girl- friend isn’t going to school today.

Not: Neither John or his girl- friend isn’t going to school today.

### III.1.3. USING TRANSITION SIGNALS MONOTONOUSLY:

Almost Vietnamese learners have the same habit when they write any paragraph: they never want to change “familiar words”. Therefore, these transition words are used many times in a paragraph. Although transition signals makes coherent for writing, overuse of them is considered poor style in Academic writing. The following is an example

Eg:

*Many situations can **cause** a friendship to end. **Because** a friend moves away and makes new friends, his or her old friends are often forgotten. In addition, sometimes friendships end **because of** a lack of communication. The friendship ultimately fades and dies **because** one friend never calls or e-mails. Furthermore, busy schedules can **cause** friendships to end. It is hard to spend time with a friend **because** one is busy with school, work, and other responsibilities. Eventually, in these situations, the friends drift apart. In addition, **because** two friends no longer have anything in common or do not like the choices one of them has made, their friendship ends. Perhaps, **because** one friend is taking drugs or is spending too much time with a boyfriend or a girlfriend. Unfortunately, some friendships end **because of** a fight. **Because** two friends fight and do not make up or can not forgive each other, there is no reason to be friends anymore. Friends may come and go in everyone’s lives, but no matter how long they are in them, friends leave a lasting impression.*

([http://www.kishwaukeecollege.edu/faculty\\_sites/files/](http://www.kishwaukeecollege.edu/faculty_sites/files/))

### III.1.4 USING INCORRECT TRANSITION SIGNALS TO SHOW PARTICULAR MEANING

The wrong choice of transition signals will make the reader be interrupted and misunderstand the content of text. Here is an example:

Eg: *All foreign travelers entering Malaysia should not have their blood tested for AIDS. Firstly, it is a waste of time and waste of money. When blood is taken from a particular person, the blood sample has to be sent to a laboratory and it needs a couple of day to get the result. The travelers may be only a weeks' vacation and with this interruption, the travelers will face difficulties and regret the interruption. [ In contrast ] the cost of the test will not be paid for by travelers. In stead the travelers are being tested, how much will the government pay.*

([http://www.kishwaukeecollege.edu/faculty\\_sites/files/](http://www.kishwaukeecollege.edu/faculty_sites/files/))

When we read the topic sentence of the paragraph, it is very easy for reader to understand what the paragraph discussing: “why all foreign travelers entering Malaysia should not have their blood tested for AIDS”. The first supporting sentence is “ firstly, it is waste of time and waste of money.” And the sentence “ the cost of the test will not be paid for by the travelers” is the second supporting point. This sentence is added to the first point. Therefore, we can not use transition signals which has contrast meaning here. *We should instead by “ In addition” or other additional transition signals.*

### III.1.5 PUNCTUATION MISTAKES IN USING TRANSITION SIGNALS

There are some common mistakes as follows:

#### Period

One of the most common mistakes of Vietnamese students is using period before conjunctions such as **but, yet, and, so, while, because**:

Eg: The child started crying. Because he lost his toy.

Instead it should be written: The child started crying because he lost his toy.

#### Comma

- This leads us to another common mistake: Forgetting to use a comma when two sentences are combined by using subordinating conjunctions like **if**, **when**, **while** (When these conjunctions are used at the beginning of the sentences.):

Eg1: **Wrong:** When they learned that the school was off all the students shouted with joy.

**Correct:** When they learned that the school was off, all the students shouted with joy.

Eg2: **Wrong:** If I had known how to write better I would have been accepted for the masters program.

**Correct:** If I had known how to write better, I would have been accepted for the masters program.

- Another typical mistake about commas is made while making lists. Instead of using commas between all the items in lists, "and" should be in place of the last comma:

Eg1: **Wrong:** Today, I bought two loaves of bread, one pack of chocolate, two kilograms of tomatoes.

**Correct:** Today, I bought two loaves of bread, one pack of chocolate and two kilograms of tomatoes.

**Correct:** Today, I bought two loaves of bread, one pack of chocolate, and two kilograms of tomatoes.

### **Semicolon**

The typical mistakes with semicolon is forgetting to use semicolon before a conjunctive adverbs that join two independent clauses.

Eg: **Wrong:** The company's sales increased last year nevertheless, its net profit declined.

**Correct:** The company's sales increased last year; nevertheless, its net profit declined.

## III.2. SUGGESTED SOLUTIONS TO OVERCOME THE PROBLEM IN USING TRANSITION SIGNAL

Almost the mistakes is that the learners use incorrectly structure or meaning of transition signals for each context. So, the learners should be aware of their grammatical function and semantic function. Furthermore, with the identifying different types of paragraph, appropriated transition signals will be used effectively. More importantly, practicing regularly is essential for learners to improve their writing skill, especially the unity and coherence in paragraph writing skill with correct use of transition signals. Some suggestions are proposed as follows:

### III.2.1 SUGGESTION IN USING TRANSITION STRUCTURE

#### *III.2.1.1. Using subordinating conjunctions*

Firstly, in order to avoid using too many coordinating conjunctions, the writer should write complex sentences, structures that use subordinating conjunctions, the writing will be more nature, interesting and effective in style.

In the paragraph (1.1) above, the writer use a lot of coordinators even though use repeat one transition signal such as “and” makes the whole paragraph is boring and ineffective. Good writing requires a mixture all four kinds of sentences: simple, compound, complex and compound-complex.. We can rewrite paragraph (1.1) with using of subordinating conjunction.

#### **The people’s princess**

*Diana, Princess of Wales, was born in Newyork, England, in 1961, **and** she died in Paris, France, in 1997. People around the world were fascinated by the transformation of this shy kindergarten teacher into an independent, self- assured young woman. Her sudden death in a car crash **while** being chased by photographers prompted worldwide discussion and grief. Diana Spencer was born to a wealthy, upper- class English family, **and** she was educated in private schools in England and Switzerland. **Because** she loved children, she became a kindergarten teacher. leading a quite life in London. **However**, when she met*



*Charles, Prince of Wales, her life changed dramatically. **After** she and Charles married in 1981, her life as the wife of the future king of England began. She gave birth to two sons **and** became active in charity work. **Although** Diana's life should have been a happy one, it was not to be. She and Charles began having marital problems, separating in 1992 **and** they agreeing to divorce in 1996. Diana, who worked very hard at her job as princess, supported many causes, especially those related to children and AIDS victims. **Even though** she lived for only a short time, she touched people all over the world because of her beautiful, her compassion for others, and her style.*

(Oshima, A, 2004: 163)

### **III.2.1.2. Using a variety of transitions**

Secondly, depending on the kinds of paragraph as well as the purpose of writer, a variety of transition signals should be used appropriately. Except the general transition signal, each paragraph all has its own transition signals. So, the writers should learn to use them effectively in writing. Do not always use the same transition signals in whole paragraph.

In paragraph (1.3), the writer use a lot of “*because*”, so the paragraph becomes boring and ineffective. The writer should use enough transition signals for paragraph. To write a paragraph of cause and effect, we can use a lot of transition signals. The writer use not only “*because or because of*” but also “*due to, the consequence of, as the result of...*”. In addition, we can also common transition signals, such as: *the first, the second, in addition, if ...* We can rewrite paragraph (1.3) with using different transition signals.

*Many situations can **cause** a friendship to end. **One of those** situations occurs **when** a friend moves away and makes new friends; **as a result**, his or her old friends are often forgotten. In addition, sometimes friendships end **because of** a lack of communication. **If** one friend never calls or e-mails, the friendship ultimately fades and dies. Furthermore, busy schedules can cause friendships to*

*end. It is hard to spend time with a friend **if** one is busy with school, work, and other responsibilities. Eventually, in these situations, the friends drift apart. **Another reason** is the two friends no longer have anything in common or do not like the choices one of them has made. Perhaps one friend is taking drugs or is spending too much time with a boyfriend or a girlfriend. Unfortunately, some friendships end **as a consequence of** a fight. Two friends fight and do not make up or cannot forgive each other; **therefore**, there is no reason to be friends anymore. Friends may come and go in everyone's lives, but no matter how long they are in them, friends leave a lasting impression.*

([http://www.kishwaukeecollege.edu/faculty\\_sites/files/](http://www.kishwaukeecollege.edu/faculty_sites/files/))

### ***III.2.1.3. Identifying appropriately meaning of transitions***

Thirdly, in order to avoid mistake of using incorrect transition signals to show particular meaning, the learners should understand clearly about the meaning of each transition signals. Basing on the appropriate and specific meaning, transition are used suitably and effectively.

*Eg: When I think about returning to Buenos Aires, I get very apprehensive because I will face many problems there. First, politically, Buenos Aires, like the entire country of Argentina, is very unstable, and frequent changes of government often result in unemployment and general insecurity of the population. Another problem is the highly inflationary economy in Buenos Aires, which reached 170% last year. Such inflation means that saving is useless, and the buying power of people is very limited. Many people can not even afford to pay the huge rents on their apartments. [ **In addition** ], Buenos Aires has all the problems of most large cities: crowding, noise, pollution, and traffic jams. For all of these reasons, I am dreaming my return to Argentina.*

(Joy, M.R, 1991: 160)

In this paragraph, we should instead of additional transition- "***In addition***" by "***Finally***".

In order to the mistake, the learners should understand clearly about the meaning of each transition signals. Basing on the appreciate and specific meaning, transition are used suitably and effectively.

Appendix A with some exercises are provided to help learners identify certain type of transition signals in various paragraphs.

### III.2.2 SUGGESTION IN USING PUNCTUATION

The writers should understand the way of using punctuation with each transition signals because each type of transition signals has its own punctuation.

#### *III.2.2.1 Using commas*

##### **Using commas with coordinating conjunctions**

It should be placed by a comma to separate two independent clauses connected by a coordinating conjunction.

Eg: Jane wants to play for Ucon, but he has had trouble meeting the academic requirement.

When “and” is used with the last order of list, a comma is optional

Eg: She learns English, Japanese, *and* French.

She learns English, Japanses *and* French.

##### **Using commas with subordinating conjunctions**

In a sentence, we use a subordinating conjunction to join two clauses. If the dependent clause comes before the independent clause , a comma is used after dependent clause. If the dependent clause comes after, a comma is not used.

Eg: I can't buy an English book *because* I have no money.

*Because* I have no money, I can't buy an English book.

##### **Using commas with transition phrases**

Transition phrases are always separated from the rest of the sentences by commas.

Eg: *As a result*, I fell terrible right now.

My father, *on the other hand*, has never smoked.

### ***III.2.2.2 Using semicolons***

Semicolons are often used with conjunctive adverbs to join two independent clauses to form a compound sentence.

Eg: In warm climate zones, water evaporates rapid; ***therefore***, the concentration of salt is greater.

Semicolons are also used before some transition phrases such as: *for example, as a result, that is, in fact, etc.*

Eg: Many societies in the world are matriarchal; that is, the mother is head of the family.

(Oshima, A, 2004: 46)

## PART THREE

# CONCLUSION

There are many important factors to write a good paragraph. Transition signal is considered one of the most important parts which ensures unity and coherence in your paragraph. With my experience and knowledge learned at University, I have tried to provide learners with the most basic knowledge about transition signals, and the easiest method to understand transition.

In the study, the rationale, aims, method, scope and design of the study are mentioned in part one in hope that the readers can have an overview of my study.

Part two includes three chapters

Chapter one introduce the theoretical background including an overview of Academic writing, an overview of a paragraph, definitions and classification of transition signals.

In chapter two, I present transition signals in writing English paragraph. I go into the topic ( their function, position, usage in each paragraph) so that learners can collect necessary information of transition.

And then, some common mistakes facing Vietnamese learners and some suggestions are given in chapter three, which helps learners avoid such mistakes and perfect their ability of using transitions in writing process. Chapter two and three are considered the most important parts of my study.

I am fully aware that shortcomings and mistakes are unavoidable. I wish to receive any comments and contributing ideas from others . I also hope that my Graduation paper will be a very useful for those who learn English.

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  - 8.5 <http://lrs.edu/students/F.Scott.Walters/compcnt.html>
  - 8.6 <http://lrs.ed.uiuc.edu/students/fwalters/para.html>
  - 8.7 [http://www.kishwaukeecollege.edu/faculty\\_sites/files/](http://www.kishwaukeecollege.edu/faculty_sites/files/)
  - 8.8 <http://english120.pbworks.com/process+paragraph>
  - 8.9 [www.lc.unsw.edu.au/onlib/trans1.html](http://www.lc.unsw.edu.au/onlib/trans1.html)
  - 8.10 [www.writing.umn.edu](http://www.writing.umn.edu)
  - 8.11 [www.masofa.wordpress.com/2008](http://www.masofa.wordpress.com/2008)
  - 8.12 [www.englishclub.com/conjunction](http://www.englishclub.com/conjunction)
  - 8.13 [www.rit.edu/conjunction](http://www.rit.edu/conjunction)
  - 8.14 [www.usingenglish.com/grammaticalcomjunction.com](http://www.usingenglish.com/grammaticalcomjunction.com)

## APPENDIX A: CHART OF TRANSITION SIGNALS

Meaning/ Function	Sentence Connectors	Clause Connectors		Others
		<i>Coordinators</i>	<i>Subordinators</i>	
To introduce a similar additional idea	Also, Too Besides Furthermore In addition Moreover	And Nor (“and not”)		Another An additional
To compare things	Also Likewise Similarly Too	And Both...and Not only...but also Neither...nor	As Just as	As...as Like/ alike Just like Similar to Be alike Be similar
To introduce an opposite idea, and to contrast things	However In contrast Instead In/ by comparison	But Yet	Although Even though Though Whereas While	Despite In spite of Compared to/with
To introduce an example	For example For instance			Such as Like An example of

Meaning/ Function	Sentence connectors	Clause connectors		Others
		<i>Coordinators</i>	<i>Subordinators</i>	
To introduce an alternative	Otherwise	Or	If Unless	
To signal chronological order	First, second, etc... First of all Then, next Now, then, soon Last, finally Meanwhile Gradually After that Since then		After As As soon as Before Since Until When While	The first, the second The next, the last, the final ( before the lunch After the war Since 19__ In the year 20____ Any time expression)
To indicate order of importance	Above all First and Foremost More/ most importantly/ significantly Primarily			A more important The most important The second most significant The primary



Meaning/ Function	Sentence connectors	Clause connector		Others
		<i>Coordinators</i>	<i>Subordinator</i>	
To emphasize	In fact			
To explain and restate	Indeed That is			
To introduce cause and reason		For	Because Since As	Result from Be the result of Due to Because of The effect of The consequence of As a result of As a consequence of
To introduce an effect or result	Accordingly As a result As a consequence Consequently Hence, thus Therefore	So		Result in Cause, Affect Have an effect on The cause of The reason for

<b>Meaning/ Function</b>	<b>Sentence connector</b>	<b>Clause connectors</b>		<b>Others</b>
		<i>Coordinators</i>	<i>Subordinators</i>	
To conclude	All in all In brief In conclusion In short In summary Indeed			It is clear that... We can see that... The evidence suggests that... These example show that...

(Oshima, A, 2004: 254-255)

## APPENDIX B: CHART OF ADVERBIAL SUBORDINATORS

	<b>Subordinators</b>	<b>Meaning</b>
Time	When Whenever While As soon as After Since As Until Before	A point of time/ short duration At any time At the same time/ longer duration Immediately at or instantly after the time that Following the time that From that time/ moment While/ when Up to the time of Earlier than the time when
Place	Where Anywhere Wherever Everywhere	A definite place Anyplace Anyplace everyplace
Distance/ frequency	As+ adverb+ as	Comparison
Manner	As As if As though	In the way or manner that/ like
Reason	Because As Since	For the reason that

	<b>Subordinators</b>	<b>Meaning</b>
<b>Result</b>	So+ adj+ that So+ adv+ that Such a(n)+ noun phrases+ that So much/many/little /few+ noun phrases+ that	With the result that
<b>Purpose</b>	So that In order that	For the purpose of
<b>Concession</b> (unexpected result)	Although Even though Though	Unexpected result
<b>Contrast</b> (direct opposition)	While Whereas	Direct opposition

(Oshima, A, 2004: 195)

## APPENDIX C: EXERCISES

Here are some exercises for the learners. They help learners understand clearly about use of transition signals in each context.

**Practice 1**: Circle the transition signals in the following paragraphs and punctuate the transition signals if necessary.

### Genetics' Engineering

Genetic research has produced both exciting and frightening possibilities. Scientist are now able to create new forms of life in the laboratory due to the development of gene splicing. On the other hand the ability to create life in the laboratory could greatly benefit humankind. For example it is very expensive to obtain insulin from natural sources but through genetic research, scientists have now developed a way to manufacture it inexpensively in the laboratory. Another beneficial application of gene splicing is in agriculture. Genetic engineers have created a new tomato that doesn't spoil quickly. Consequently tomato farmers can now let the tomatoes ripen on the plant and develop full flavor and color before they are picked- no more green, flavories tomatoes in grocery stores. In addition genetic engineers have created larger fish, frost- resistant strawberries, and more productive cows.

On the other hand not every is positive about gene- splicing technology. Some people feel that it could have terrible consequences. A laboratory accident for example might cause an epidemic of unknown disease that could wipe out humanity. Furthermore the ability to clone human beings is a possibility that frightens many people. In 1993, a researchers at George Washington University Medical Center cloned human embryos by splitting single embryos into twins and triplets. These embryos did not develop into babies but it is possible that they could do so in the future. Because the human embryos can be frozen and used at the later date, it could be possible for parents to have a child and then, years later, to use a cloned, frozen embryos to give birth to its identical twin.

(Oshima, A, 2004: 47)

**Practice 2:** Choose the transition signals that best show the relationship between the sentences in each group from the choices given in parentheses. Write the signals in the space. Add punctuation and change capital letters to small letters if necessary.

1. A recent article in Era magazine suggested ways to reduce inflation. The article suggested that the president reduce the federal budget: \_\_\_\_\_ suggested that the government reduce federal, state, and local taxes. ( however, in contrast, furthermore)

2. The same article said that the causes of inflation were easy to find \_\_\_\_\_ the cure for inflation was not so easy to prescribe. ( however, for example, therefore).

3. Era also suggested that rising wages were one of the primary causes of inflation \_\_\_\_\_ the government should take action to control wages ( however, therefore, for example).

4. In physics, the weight of an object is the gravitational force with which the Earth attracts it \_\_\_\_\_ if a man weights 150 pounds, this means that the earth pulls him down with a force of 150 pounds.( moreover, therefore, for example ).

5. The farther away from the Earth a person is , the less the gravitational force of the Earth \_\_\_\_\_ a an weighs less when he is 50,000 miles from the Earth than when he is only 5,000 miles way. ( in conclusion, therefore, however ).

6. A tsunami is a tidal wave produced by an earthquake on the ocean floor. The waves are very long and low in open water, when they get close to land, they encounter friction because they the water is shallow \_\_\_\_\_ the waves increase in height and can cause considerable damage when they finally reach land. ( on the other hand, as a result, for example )

(Oshima, A, 2004: 48)

**Practice 3:** Using the most appropriate transition signals to fill in the blank.

### **Internationalization of Japan**

For many years, Japanese consumers have been very slow in accepting foreign goods, mainly because they are very selective and will only purchase high- quality products. Lately \_\_\_\_\_(1)\_\_\_\_\_ the consumers market has been changing. According to a recent article in The Wall Street Journal, *kokusaika*, which is defined as “ internationalization”, is influencing young Japanese consumers, who are very eager to purchase and enjoy products from countries around the world. The greatest access into Japanese market has been by the food industry. Traditionally, the protein staple in Japan has been fish products, \_\_\_\_\_(2)\_\_\_\_\_ in the last decade or so, the Japanese have been consuming more beef. In fact, annual per capita consumption is expected to be about seven kilos in the next decade.

\_\_\_\_\_ (3)\_\_\_\_\_ they have acquired a taste for imported beverages, both of the nonalcoholic or low alcohol varieties, like beer drinks and “light” wines imported from the England, Germany, Switzerland, the United States, and Australia. \_\_\_\_\_(4)\_\_\_\_\_ young people, especially women who are aware of the importance of health and fitness, are eating Western- style breakfasts. \_\_\_\_\_(5)\_\_\_\_\_ they enjoy fruit, milk, and bran- type cereals imported from the United States.

Not only Western countries but also Asian nations \_\_\_\_\_(6)\_\_\_\_\_ South Korea, Taiwan, Singapore, and Thailand have been benefiting from that changing diets of the Japanese consumers. \_\_\_\_\_(7)\_\_\_\_\_ Japan is importing eels (fish) from the Taiwan, asparagus ( vegetable) from Thailand, and mangoes ( fruit) from the Philippines. \_\_\_\_\_(8)\_\_\_\_\_ the Japanese trend toward internationalization should become even greater as we approach the twenty- first century. It will certainly increase international trade, which will definitely be advantageous to many countries of the world.

(Oshima, A, 2004: 49)

**Practice 4:** Choose the correct transition signals in the space. There are often more than one possibility

We all need to do something to refresh ourselves. If we do something that both refreshes us and gives us much needed exercise, the benefit is doubled. Hiking is an activity that provides both. It can be done alone, but it is best done with others. Hiking with friends in the mountains of California has benefits. \_\_\_\_\_(1)\_\_\_\_\_ ( *for example, first of all, in addition, firstly, in contrast*) there is more safety in hiking with friends in the mountains of California \_\_\_\_\_(2)\_\_\_\_\_ ( *while, since, as, whereas, despite, for example* )hundreds of people are injured in those mountains every year, safety is a major concern. \_\_\_\_\_(3)\_\_\_\_\_ ( *for example, just as, as a result, for instance, since*) often times, an injured hiker cannot walk, and a hiking partner goes for help. In this case it is useful to have at least two hiking partners, one to bring help back and one to stay with the injured hiker.

\_\_\_\_\_ (4)\_\_\_\_\_ ( *beside, also, nevertheless, since, as*) hiking with a friend could prevent the attack of a mountain lion in the mountains of California. \_\_\_\_\_(5)\_\_\_\_\_ ( *while, since, whereas, despite, for example*) a mountain lion might attack someone walking alone, one would probably stay away from a group of people. The final and most important safety feature of hiking with friends is the availability of help if one falls off of the trail. This is a danger \_\_\_\_\_(6)\_\_\_\_\_ ( *due to, since, therefore, as a result of, even though*) many trails have a steep drop of around 200 meters. Every year people die in the mountains of California \_\_\_\_\_(7)\_\_\_\_\_ ( *while, due to, beside, because of, until*) falling down. In this case falling down could mean falling off of the trail. Without a friend to rescue the victim of a fall, or to go for help, the injured hiker would die.

Another important benefit of hiking together is the convenience of not having to carry everything yourself. \_\_\_\_\_(8)\_\_\_\_\_ ( *however, in contrast, since, for*



*example, as* ) during a recent hike, I carried food and a water filter in my pack, and one of my partners had a first aid kit in his pack and a camera on his belt. The third member of this hike, who was smaller than the two of us, didn't have a pack.

\_\_\_\_(9)\_\_\_\_ ( *while, as, since, even though, whereas*) most of us can carry enough food and water along with everything else we need for an hour or two, this convenience or not might not matter if the hike is very short. \_\_\_\_ (10)\_\_\_\_ ( *however, moreover, even though, instead, nevertheless*) when the hike takes four to eight hours, the less we have to carry better.

\_\_\_\_(11)\_\_\_\_( *also, thirdly, finally, after that, in addition*) hiking with others offers the pleasure of having someone to talk to and to enjoy the surroundings with. Some hikers are willing to accept the risks and inconvenience of hiking alone, and that's their choice. \_\_\_\_ (12)\_\_\_\_ ( *instead, whereas, because of, besides, despite*) the aforementioned fact that friends are unnecessary to enjoy the wilderness, we do enjoy sharing the experience. Often we hike in silence and speak only when we see something of special interest. That's the time when it is really nice to have a friend to share with, when we experience something on the trail that is really great.

\_\_\_\_(13)\_\_\_\_ ( *besides, in summary, to conclude, finally, in contrast*) having friends along on a hike is good for safety, convenience, and pleasure. Lots of people do hike alone and there is nothing wrong with that. \_\_\_\_ (14)\_\_\_\_ ( *after that, however, nevertheless, as a result, despite* ) one should realize the risks and accept that the hike might not be as enjoyable without a friend. I've done both and I much prefer the company of others.

(<http://efl.isikun.edu.tr/weblessons/WtransS/TransS2.html>)

**Practice 5:** Read the paragraphs below. Use appropriate comparison or contrast transition signals to complete the paragraphs.

There are many differences between my grandmother and me. I think the first and the greatest difference is our age. She is 70 years old, \_\_\_\_\_1\_\_\_\_\_ I am only 25. Second, my grandmother has blue eyes; my eyes, \_\_\_\_\_2\_\_\_\_\_, are brown. In addition, my grandmother is very fat. In fact, she weighs about 200 pounds. \_\_\_\_\_3\_\_\_\_\_, I weigh only 120 pounds. We also have different personalities. \_\_\_\_\_4\_\_\_\_\_ my grandmother is always happy, I am often angry. She smiles all the time, even at people on the street. \_\_\_\_\_5\_\_\_\_\_ her, I smile only when I feel very happy. Finally, my grandmother talks so much that her sons say, “Don’t talk all the time because it is very bring,” and she answers, “It’s good for your to hear me.” \_\_\_\_\_6\_\_\_\_\_, I don’t like to talk much. I prefer to think. \_\_\_\_\_7\_\_\_\_\_ my grandmother and I are very different, I am fortunate because we are good friends.

(Joy M.Reid, 1991: 145)

## ANSWER KEY( for exercises)

### Practice 1:

- |                       |                       |
|-----------------------|-----------------------|
| 1, due to             | 8, On the other hand, |
| 2, On the other hand, | 9, , for example,     |
| 3, For example,       | 11, Furthermore       |
| 4, Another            | 11, In 1993           |
| 5, Consequently,      | 12, but               |
| 6, before             | 13, Because           |
| 7, In addition,       | 14, years later       |

### Practice 2:

- |                  |                   |
|------------------|-------------------|
| 1, ;furthermore, | 4, ;for example,  |
| 2, ;however,     | 5, ;therefore,    |
| 3, ;for example, | 6, ; as a result, |

### Practice 3:

- |                |                |
|----------------|----------------|
| 1, however     | 5, For example |
| 2, but         | 6, such as     |
| 3, Beside      | 7, In fact     |
| 4, Furthermore | 8, Indeed      |

### Practice 4:

- |                                       |                           |
|---------------------------------------|---------------------------|
| 1, first of all, firstly, in addition | 8, for example            |
| 2, since, as                          | 9, as, since              |
| 3, for example, for instance          | 10, however, nevertheless |
| 4, also                               | 11, finally               |

5, while, whereas

6, since

7, due to, because of

**Practice 5:**

1, but

2, however

3, instead

4, while

12, despite

13, in summary, to conclude

14, however, nevertheless

5, unlike

6, in contrast

7, although