

Exploring the Role of Parallel Structures in Enhancing Cohesion and Coherence in EFL Writing: Perceptions, Effectiveness, and Alignment with Performance

Do Thi Minh Tam¹, Pham Thi Hang Nga
Dai Nam University, Hanoi, Vietnam

DOI: 10.29322/IJSRP.15.04.2025.p16028
<https://dx.doi.org/10.29322/IJSRP.15.04.2025.p16028>

Paper Received Date: 24th March 2025
Paper Acceptance Date: 22nd April 2025
Paper Publication Date: 30th April 2025

Abstract

This study investigates the role of parallel structures in enhancing the cohesion and coherence of writing among 143 third-year English as a Foreign Language (EFL) students at the Banking Academy of Vietnam. The study also examines how these students perceive their ability to use parallel structures and how well their self-perceptions align with actual improvements in their writing performance. The research employed a primarily quantitative approach, utilizing structured writing assessments and self-perception surveys.

The findings reveal that parallel structures significantly contribute to writing clarity and organization, with a strong positive correlation between the effective use of parallelism and the overall cohesion and coherence of students' writing ($r = .582$, $p = .000$). Students who were more aware of parallel structures and perceived their impact on writing quality tended to produce more cohesive and coherent texts. However, the study also identified discrepancies between students' self-perceptions and their actual writing performance, particularly among those who believed they were proficient but did not demonstrate corresponding improvements in cohesion and coherence.

These results suggest that while students' beliefs about the effectiveness of parallelism can positively influence their writing, there is a need for more targeted feedback and instruction to bridge the gap between perception and actual performance. The study highlights the importance of integrating parallel structure instruction into EFL curricula to enhance students' writing skills.

Keywords: Parallel Structures, Writing Cohesion, EFL Learners, Self-Perception, Writing Skills, Language Learning, Banking Academy of Vietnam, English Writing

1. Introduction

1.1. Background of the Study

1.1.1. Overview of the Importance of Advanced Grammar in EFL Writing

In the journey of learning English as a Foreign Language (EFL), mastering advanced grammar is crucial for effective communication in both academic and professional contexts. Advanced grammar enables learners to express complex ideas clearly and confidently. As students' progress in their language studies, the correct use of grammatical structures like modal verbs and complex sentences becomes essential for conveying precise meanings and avoiding misunderstandings (Celce-Murcia & Larsen-Freeman, 2019). This proficiency is particularly important as students tackle more challenging writing tasks such as research papers or business

¹ Corresponding author

reports, where clarity and precision are paramount. In professional settings, the correct application of advanced grammar not only helps avoid misunderstandings but also signals competence and professionalism, opening doors to new opportunities (Basturkmen, 2022).

Advanced grammar also plays a crucial role in developing critical thinking skills. The ability to use complex grammatical structures like subordination allows learners to build well-organized arguments, which is essential in tasks requiring persuasive writing or debate. This skill becomes even more vital as students' progress in their academic careers, where the strength of an argument often hinges on the clarity and structure of the language used (Thornbury, 2023). However, without explicit instruction in advanced grammar, learners are at risk of developing persistent errors in their language use. Lightbown and Spada (2022) emphasize that targeted instruction can prevent these issues, leading to a more polished and fluent command of English.

1.1.2. Parallel Structures as a Key Element for Achieving Cohesion and Coherence in Writing

Parallel structures, or parallelism, are fundamental in creating writing that is both clear and cohesive. Parallelism involves using the same pattern of words to show that two or more ideas have the same level of importance. This technique is not just a matter of style but a powerful tool for making writing easier to read and understand. When similar parts of a sentence are presented in a consistent structure, it creates a rhythm that enhances the readability and overall flow of the text (Celce-Murcia & Larsen-Freeman, 2019).

Cohesion in writing refers to how well the components of the text fit together, forming a unified whole. Parallel structures contribute to this cohesion by establishing patterns that readers can easily follow. For example, in the sentence "She enjoys reading, writing, and painting," the repetition of the "-ing" form creates a smooth, connected flow that ties the elements together. This structural consistency not only helps in maintaining the flow but also ensures that the writing remains clear and logically organized (Larsen-Freeman, 2022).

Coherence, on the other hand, is about how well ideas are organized and how clearly they come across. Parallelism plays a critical role in achieving coherence by linking related concepts through consistent grammatical structures. This consistency signals to the reader that the ideas are connected and equally important, enhancing the overall clarity of the text (Thornbury, 2023). Furthermore, parallel structures make writing more engaging by adding a rhythmic quality, which is particularly effective in persuasive writing. However, it is important to use parallelism correctly, as inconsistencies can lead to confusion rather than clarity (Ellis, 2023).

1.2. Statement of the Problem

1.2.1. Challenges Faced by EFL Learners in Using Parallel Structures Effectively in Writing

Parallel structures are a powerful tool in writing, but many EFL learners find mastering them challenging. One of the first hurdles understands what parallel structures are and why they matter. Unlike more straightforward grammar rules, parallelism can seem abstract and isn't always emphasized in language classes, leading to a lack of awareness among students (Celce-Murcia & Larsen-Freeman, 2019). Additionally, linguistic interference from a learner's native language can result in errors when attempting to apply parallelism in English. The differences in sentence structure between languages often lead to awkward or incorrect applications of parallel structures, disrupting the flow of writing (Ellis, 2023).

Another significant challenge is identifying and maintaining parallel elements in writing, particularly in complex sentences involving lists, comparisons, or multiple clauses. As sentences become longer and more complex, keeping everything parallel requires careful attention to detail, which can be difficult for learners (Larsen-Freeman, 2022). Moreover, the limited practice and feedback on advanced grammar topics in many EFL classrooms mean that students often do not get the reinforcement they need to master parallel structures, making it harder for them to use these techniques effectively in their writing (Thornbury, 2023).

Even when learners attempt to use parallel structures, they may overgeneralize the rules, leading to errors. For example, they might mistakenly apply parallelism where it is not required, resulting in sentences that are either too rigid or awkwardly forced. This issue of

overgeneralization is common in language learning, particularly with complex grammar topics like parallelism (Lightbown & Spada, 2022).

In conclusion, while parallel structures are essential for clear and effective writing, EFL learners face several challenges in mastering them. These challenges range from a lack of awareness and linguistic interference to difficulties in maintaining parallelism in complex sentences. Addressing these challenges through targeted instruction and regular feedback is crucial for helping learners improve their writing skills.

1.2.2. The Gap in Current Teaching Practices Regarding the Emphasis on Parallelism in Grammar Instruction

One of the key gaps in current EFL teaching practices is the insufficient emphasis on parallelism in grammar instruction. While basic grammar rules are generally well-covered in classrooms, parallelism often receives less attention, which can hinder students from developing well-organized and cohesive writing. This gap becomes particularly evident as students' progress to more advanced writing tasks, where the ability to use parallel structures effectively is critical for clarity and coherence. Without sufficient focus on parallelism, students may find it difficult to produce writing that meets the expectations of academic and professional contexts.

1.3. Purpose of the Study

The primary goals of this research are twofold: to examine how parallel structures contribute to enhancing cohesion and coherence in EFL writing, and to explore learners' self-perceptions regarding the effectiveness of using parallel structures. Additionally, the study aims to investigate whether these self-perceptions correlate with actual improvements in writing performance. By addressing these areas, the study seeks to provide insights into both the theoretical significance of parallelism in EFL writing and the practical implications for language instruction.

1.4. Research Questions

To achieve the objectives of this study, it is essential to explore both the theoretical and practical aspects of using parallel structures in English as Foreign Language writing. Understanding the role of parallelism in enhancing cohesion and coherence, as well as examining learners' self-perceptions regarding their use of these structures, will provide a comprehensive view of its significance in language education. Therefore, the following research questions have been formulated;

1.4.1. How do parallel structures contribute to enhancing the cohesion and coherence of English as a Foreign Language (EFL) learners' writing?

1.4.2. How do EFL learners perceive their ability to use parallel structures in their writing, and what do they believe about the effectiveness of parallelism in improving their writing quality?

1.4.3. To what extent do EFL learners' self-perceptions of their use of parallel structures align with actual improvements in their writing performance?

2. Literature Review

2.1. The Role of Advanced Grammar in EFL Writing

Advanced grammar is a cornerstone of effective writing for learners of English as a Foreign Language (EFL). As students advance in their language proficiency, the ability to use complex grammatical structures becomes essential for crafting clear and compelling written texts. Beyond simply stringing words together, advanced grammar enables students to express nuanced ideas, construct sophisticated arguments, and engage with the demands of academic and professional writing (Ellis, 2022). However, mastering advanced grammar is no small feat, especially for learners whose native languages have different grammatical rules. Common challenges include the correct use of complex structures, which, if misapplied, can lead to ambiguity or misunderstandings in writing. This is where targeted instruction becomes crucial. Teachers play an important role by providing explicit grammar lessons, incorporating grammar exercises into

writing tasks, and giving feedback that helps students learn from their mistakes (Bitchener & Ferris, 2018).

Moreover, integrating grammar instruction with practical writing tasks is key to helping students internalize these structures. Instead of treating grammar as a separate component, it is more effective to teach it in the context of actual writing activities. For example, tasks that involve sentence combining or the use of authentic writing scenarios can give students the practice they need to apply advanced grammar naturally and effectively (Ferris, 2020).

2.2. Understanding Parallel Structures

Parallelism, also known as parallel structure or parallel construction, is a powerful tool in writing that involves using the same pattern of words or grammatical forms within a sentence or across multiple sentences. This technique is essential for creating clarity, balance, and rhythm, making sentences not only easier to read but also more engaging and impactful (Fogarty, 2019). At its core, parallelism is about consistency. It occurs when two or more elements of a sentence, such as words, phrases, or clauses are presented in a similar grammatical structure. For example, in the sentence "She enjoys reading, writing, and jogging," the parallel structure is achieved by using three gerunds ("reading," "writing," "jogging"), which creates a sense of harmony and balance. This consistency is key to making the sentence flow smoothly and ensuring that each part of the sentence holds equal weight.

Parallelism also adds a rhythmic quality to writing, which can be particularly effective in rhetorical or persuasive contexts. For instance, Martin Luther King Jr.'s famous line, "I have a dream that one day this nation will rise up and live out the true meaning of its creed," uses parallel structures to create a rhythm that strengthens the overall impact of the message (Nordquist, 2021). This rhythmic quality not only makes the sentence more memorable but also enhances its emotional resonance.

Parallelism is also essential when listing items or making comparisons. It ensures that each element is presented with equal emphasis, making the sentence more cohesive. For example, in the sentence "The coach was respected for his leadership, his dedication, and his strategic thinking," the parallel structure of "his leadership, his dedication, and his strategic thinking" ensures that each quality is given equal importance, enhancing the clarity and impact of the sentence (Oshima & Hogue, 2018).

2.3. The Impact of Parallelism on Writing Quality

Parallel structures play a vital role in enhancing the clarity, rhythm, and flow of writing. They make sentences more understandable, engaging, and smooth, allowing the reader to easily follow the writer's ideas. The consistent use of parallel structures ensures that each part of a sentence or series of sentences is balanced, making the writing clearer and more cohesive (Fogarty, 2019). In persuasive writing, parallelism adds a rhythmic quality that amplifies the impact of the message, making it more memorable and engaging for the reader (Nordquist, 2021).

However, failing to use parallelism correctly can result in awkward, unclear, or even confusing sentences. For example, the sentence "She likes dancing, to sing, and reading books" mixes gerunds and infinitives, disrupting the flow and making the sentence harder to follow. Correcting the sentence to "She likes dancing, singing, and reading books" restores the parallel structure, making the sentence clearer and easier to understand (Lunsford, 2020). Thus, mastering parallel structures is essential for creating writing that is not only clear and rhythmic but also fluid and compelling.

3. Research Methodology

3.1. Research Design

This study utilized a primarily quantitative research design to investigate the role of parallel structures in enhancing the cohesion and coherence of writing among third-year English as a Foreign Language (EFL) students at the Banking Academy of Vietnam. The study also explored

students' perceptions of their ability to use parallel structures and the alignment between these perceptions and their actual writing performance. The quantitative component of the study involved the collection and analysis of data through structured writing assessments and self-perception surveys. The primary data were gathered from a writing task where students were evaluated on the use of parallel structures, with specific attention to how these structures contributed to the cohesion and coherence of their writing.

3.2. Sampling and Participants

The study focused on a sample of 143 third-year students from the Banking Academy of Vietnam. These students were selected through a combination of convenience and purposive sampling, ensuring they had sufficient exposure to English writing instruction and were at a level where the use of parallel structures could be meaningfully assessed. The sample was representative of intermediate to advanced EFL learners, making the findings relevant to similar educational contexts.

3.3. Procedures

The research was conducted in a single phase, beginning with the administration of the writing task and the self-perception survey. The writing task required students to produce a piece of writing that was then evaluated for its use of parallel structures, as well as its overall cohesion and coherence. Following the writing task, students completed the self-perception survey, which gathered data on their confidence in using parallel structures and their beliefs about the impact of these structures on their writing. The data collected from both the writing tasks and the surveys were analyzed using SPSS. Correlation and regression analyses were conducted to examine the relationships between self-perception, the use of parallel structures, and writing performance. The results provided insights into how EFL learners' self-perceptions align with their actual improvements in writing, offering implications for both teaching practices and future research.

4. Results

4.1. Contribution of Parallel Structures to Writing Cohesion and Coherence

The correlation analysis reveals several significant relationships between cohesion/coherence and the variables Awareness and Understanding of Parallel Structures, Perceived Impact on Writing Quality, Challenges in Using Parallel Structures, Application and Practice, and Overall Perception on the Use of Parallel Structure. These correlations provide insight into how different factors contribute to the cohesion and coherence of writing (Table 1).

Cohesion/Coherence shows a moderate positive correlation with Awareness and Understanding of Parallel Structures ($r = .496$, $p = .000$), indicating that as participants' awareness of writing techniques increases; their ability to produce cohesive and coherent writing improves. The strongest relationship observed is between Cohesion/Coherence and Perceived Impact on Writing Quality ($r = .582$, $p = .000$), suggesting that participants who perceive a greater impact of writing techniques on their work tend to produce more cohesive and coherent writing. This significant correlation highlights the importance of understanding and valuing the effectiveness of writing strategies in enhancing writing quality.

Cohesion/Coherence is also moderately correlated with Challenges in Using Parallel Structures ($r = .477$, $p = .000$), suggesting that encountering more challenges in writing is associated with improved cohesion and coherence. This relationship may reflect the idea that overcoming writing challenges requires greater attention to structure and detail, leading to better writing quality. Additionally, the correlation between Cohesion/Coherence and Application and Practice ($r = .430$, $p = .000$) indicates that the more frequently or effectively participants apply writing techniques, the better their writing tends to be in terms of cohesion and coherence.

Lastly, there is a weaker but still significant positive correlation between Cohesion/Coherence and Overall Perception on the Use of Parallel Structure ($r = .329$, $p = .000$). This suggests that a more positive overall perception of one's writing is associated with better cohesion and

coherence, although the relationship is not as strong as with other variables. This finding implies that while self-perception plays a role in writing quality, it may be less influential than other factors like perceived impact and application.

Table 1: Correlations Parallel Structures to Writing Cohesion and Coherence

		Cohesion/ Coherence	Awarene ss	Perceived Impact	Challeng es	Applicat ion	Overall perception
Cohesion /Coherence	Pearson Correlation	1	.496**	.582**	.477**	.430**	.329**
	Sig. (2- tailed)		.000	.000	.000	.000	.000
	N	143	143	143	143	143	143
Awareness	Pearson Correlation	.496**	1	.473**	.413**	.373**	.370**
	Sig. (2- tailed)	.000		.000	.000	.000	.000
	N	143	143	143	143	143	143
Perceived Impact	Pearson Correlation	.582**	.473**	1	.708**	.423**	.383**
	Sig. (2- tailed)	.000	.000		.000	.000	.000
	N	143	143	143	143	143	143
Challenges	Pearson Correlation	.477**	.413**	.708**	1	.479**	.375**
	Sig. (2- tailed)	.000	.000	.000		.000	.000
	N	143	143	143	143	143	143
Application	Pearson Correlation	.430**	.373**	.423**	.479**	1	.323**
	Sig. (2- tailed)	.000	.000	.000	.000		.000
	N	143	143	143	143	143	143
Overall perception	Pearson Correlation	.329**	.370**	.383**	.375**	.323**	1
	Sig. (2- tailed)	.000	.000	.000	.000	.000	
	N	143	143	143	143	143	143

** . Correlation is significant at the 0.01 level (2-tailed).

4.2. Learners' Perceptions of Their Ability to Use Parallel Structures

The descriptive statistics provide a detailed overview of the participants' responses across five key variables: Awareness and Understanding of Parallel Structures, Perceived Impact on Writing Quality, Challenges in Using Parallel Structures, Application and Practice, and Overall Perception on the Use of Parallel Structure. The data set consists of 143 participants, with each variable measured on a scale from 1 to 5 (Table 2).

Starting with Awareness and Understanding of Parallel Structures, the mean score is 3.3671, indicating that participants generally have a moderate level of awareness regarding writing techniques. The range of scores from 1.00 to 5.00, combined with a standard deviation of 0.88483, suggests some variability among participants in their awareness levels. The variable Perceived Impact on Writing Quality shows a slightly higher mean score of 3.5385, reflecting that participants generally perceive a moderate to high impact of writing techniques on their work.

For Challenges in Using Parallel Structures, the mean score is 3.5133, indicating that participants experience a moderate level of challenges in their writing. The mean score for Application is slightly lower, at 3.3269, suggesting that participants moderately apply the writing techniques they are aware of. Finally, Overall Perception on the Use of Parallel Structure has the highest mean score at 3.6294, suggesting that participants generally have a positive perception of their writing abilities.

Table 2: Descriptive Statistics of Learners' Perceptions Use Parallel Structures

	N	Minimum	Maximum	Mean	Std. Deviation
Awareness	143	1.00	5.00	3.3671	.88483
Perceived Impact	143	1.00	5.00	3.5385	.93311
Challenges	143	1.00	4.80	3.5133	.84213
Application	143	1.00	5.00	3.3269	.71775
Overall perception	143	1.00	5.00	3.6294	1.07092
Valid N (listwise)	143				

4.3. Alignment between Self-Perceptions and Actual Writing Performance

The regression analysis explores how various factors contribute to predicting Cohesion/Coherence in EFL learners' writing. The results indicate that certain variables significantly influence writing cohesion and coherence, while others do not (Table 3&4).

Awareness and Understanding of Parallel Structures has a moderate positive effect on Cohesion/Coherence, with a significant relationship indicating that as learners become more aware of writing techniques, their ability to produce cohesive and coherent writing improves. Perceived Impact on Writing Quality emerges as the most influential predictor, significantly enhancing writing performance in terms of cohesion and coherence.

In contrast, Challenges in Using Parallel Structures do not appear to significantly affect Cohesion/Coherence, suggesting that facing challenges in writing does not directly correlate with improvements in cohesion and coherence when other factors are considered. Application and Practice of writing techniques is another significant predictor, suggesting that actively applying writing techniques can lead to better cohesion and coherence in writing.

Table 3: ANOVA^a

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	58.608	5	11.722	20.374	.000 ^b
1 Residual	78.819	137	.575		
Total	137.427	142			

a. Dependent Variable: Cohesion/Coherence

b. Predictors: (Constant), Overall perception, Application, Awareness, Challenges, Perceived Impact

Table 4: Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	
	B	Std. Error	Beta			
1	(Constant)	.027	.357		.075	.940
	Awareness	.263	.085	.236	3.077	.003
	Perceived Impact	.388	.102	.368	3.821	.000
	Challenges	.032	.112	.027	.284	.777
	Application	.221	.105	.161	2.108	.037
	Overall perception	.035	.067	.038	.523	.602

a. Dependent Variable: Cohesion/Coherence

5. Discussion

This study aimed to explore the role of parallel structures in enhancing the cohesion and coherence of EFL learners' writing, their perceptions of their ability to use parallel structures, and the alignment between these self-perceptions and actual writing performance. The findings from the analyses provide significant insights into these aspects, highlighting the importance of both the structural elements of writing and the perceptions learners hold about their writing abilities.

The results from the first research question indicate that parallel structures play a crucial role in enhancing the cohesion and coherence of EFL learners' writing. The regression analysis demonstrated that awareness of parallel structures and their application were significant predictors of improved writing cohesion and coherence. This suggests that when learners are aware of and effectively apply parallel structures, their writing tends to be more organized, logically structured, and easier to follow. These findings align with existing literature that emphasizes the role of parallelism in creating balanced and rhythmically consistent sentences, which in turn supports the overall flow and clarity of a text.

The second research question explored EFL learners' perceptions of their ability to use parallel structures and their beliefs about the effectiveness of parallelism in improving writing quality. The data revealed that learners generally perceive parallel structures as a valuable tool for enhancing their writing. However, there was variability in how confident learners felt about their ability to use these structures effectively. The strong positive correlation between perceived impact and writing performance underscores the importance of learners' beliefs in the effectiveness of parallel structures. Those who believed strongly in the value of parallelism tended to perform better in terms of cohesion and coherence, suggesting that positive perceptions may translate into more deliberate and effective use of these structures in writing.

The third research question examined the alignment between learners' self-perceptions of their use of parallel structures and actual improvements in their writing performance. The correlation and regression analyses revealed a moderate alignment between self-perceptions and actual performance, with perceived impact and awareness being significant predictors of writing quality. However, the results also highlighted some discrepancies, particularly among learners who perceived themselves as proficient but did not exhibit corresponding improvements in writing cohesion and coherence. This misalignment suggests that while self-perception is important, it may not always accurately reflect actual performance, indicating the need for more targeted feedback and instruction to bridge this gap.

6. Conclusion

This study contributes to our understanding of how parallel structures can enhance the cohesion and coherence of EFL learners' writing, as well as the role of learners' perceptions in this process. The findings confirm that parallel structures are a key element in improving writing quality, particularly in terms of making texts more cohesive and coherent. Moreover, the study

highlights the importance of learners' beliefs about their writing abilities and the effectiveness of parallel structures, which significantly influence their actual writing performance. However, the study also identifies areas where learners' self-perceptions do not fully align with their actual writing outcomes, suggesting that more targeted feedback and instruction are needed to help learners accurately assess and improve their use of parallel structures. Future research could explore the specific instructional strategies that are most effective in bridging the gap between perception and performance, as well as investigate how these strategies can be tailored to individual learners' needs.

In conclusion, enhancing EFL learners' writing requires a dual focus on both the technical aspects of writing and the psychological factors that influence how learners perceive and apply these techniques. By addressing both areas, educators can better support learners in developing the skills necessary to produce clear, cohesive, and coherent writing.

References

- Basturkmen, H. (2020). *Developing courses in English for specific purposes*. Palgrave Macmillan.
- Basturkmen, H. (2022). *Developments in English for specific purposes research and practice*. Cambridge University Press.
- Bitchener, J., & Ferris, D. R. (2018). *Written corrective feedback for L2 development*. Routledge.
- Celce-Murcia, M., & Larsen-Freeman, D. (2019). *The grammar book: An ESL/EFL teacher's course* (3rd ed.). Heinle ELT.
- Ellis, R. (2023). *Understanding second language acquisition* (2nd ed.). Oxford University Press.
- Ellis, R., & Shintani, N. (2014). *Exploring language pedagogy through second language acquisition research*. Routledge.
- Ferris, D. R. (2020). *Teaching L2 composition: Purpose, process, and practice* (3rd ed.). Routledge.
- Fogarty, M. (2019). *Grammar girl's quick and dirty tips for better writing*. Macmillan.
- Godwin-Jones, R. (2018). Emerging technologies in language learning. *Language Learning & Technology*, 22(1), 4-17.
- Halliday, M. A. K., & Hasan, R. (2014). *Cohesion in English*. Routledge.
- Hyland, K. (2019). *Second language writing* (3rd ed.). Cambridge University Press.
- Larsen-Freeman, D. (2018). *Complexity and applied linguistics*. Oxford University Press.
- Larsen-Freeman, D. (2022). *Teaching language: From grammar to grammaring* (2nd ed.). Heinle ELT.
- Leki, I. (2020). *Understanding ESL writers: A guide for teachers* (2nd ed.). Heinemann.
- Lightbown, P. M., & Spada, N. (2022). *How languages are learned* (5th ed.). Oxford University Press.
- Lunsford, A. A. (2020). *The everyday writer* (7th ed.). Bedford/St. Martin's.
- Nordquist, R. (2021). *Grammar and composition*. Routledge.
- Oshima, A., & Hogue, A. (2018). *Writing academic English* (5th ed.). Pearson.
- Swales, J. M., & Feak, C. B. (2020). *Academic writing for graduate students: Essential tasks and skills* (4th ed.). University of Michigan Press.
- Thornbury, S. (2017). *How to teach grammar* (2nd ed.). Pearson Education.
- Thornbury, S. (2023). *Beyond the sentence: Introducing discourse analysis* (2nd ed.). Macmillan.
- Wang, Y., & Lee, K. (2022). *Effective academic writing: The essay* (3rd ed.). Oxford University Press.

Appendices

Appendix 1: Self-Perceived Effectiveness of Parallel Structures Questionnaire

This questionnaire is designed to measure language learners' perceptions of the effectiveness of using parallel structures in their writing. It aims to assess how learners perceive the impact of parallelism on the clarity, coherence, and overall quality of their written work.

Instructions

Please read each statement carefully and indicate how much you agree or disagree with it. Use the following scale:

1: Strongly Disagree; 2: Disagree; 3: Neutral; 4: Agree; 5: Strongly Agree

#	Statements	Ratings				
Section 1: Awareness and Understanding of Parallel Structures						
1.	I understand what parallel structures are and how they function in writing.	①	⑤	③	④	⑤
2.	I can easily identify parallel structures in written texts.	①	⑤	③	④	⑤
3.	I feel confident using parallel structures in my own writing.	①	⑤	③	④	⑤
4.	I can differentiate between correct and incorrect use of parallel structures.	①	⑤	③	④	⑤
Section 2: Perceived Impact on Writing Quality						
5.	Using parallel structures helps make my writing clearer.	①	⑤	③	④	⑤
6.	Parallel structures improve the flow of ideas in my writing.	①	⑤	③	④	⑤
7.	When I use parallel structures, my sentences sound more balanced and polished.	①	⑤	③	④	⑤
8.	I believe that parallel structures contribute to the overall coherence of my paragraphs.	①	⑤	③	④	⑤
9.	My writing has become more persuasive since I started using parallel structures.	①	⑤	③	④	⑤
10.	I have noticed an improvement in my grades or feedback when I use parallel structures effectively.	①	⑤	③	④	⑤
Section 3: Challenges in Using Parallel Structures						
11.	I find it challenging to use parallel structures correctly in complex sentences	①	⑤	③	④	⑤
12.	I often struggle to maintain parallelism when writing longer texts.	①	⑤	③	④	⑤
13.	I sometimes make errors in parallel structure that affect the clarity of my writing.	①	⑤	③	④	⑤
14.	I need more practice or guidance to use parallel structures effectively.	①	⑤	③	④	⑤
Section 4: Application and Practice						
15.	I consciously try to use parallel structures when I write in English.	①	⑤	③	④	⑤
16.	I revise my writing to check for parallel structures before submitting it.	①	⑤	③	④	⑤
17.	I have received instruction or feedback specifically about parallel structures in my language classes.	①	⑤	③	④	⑤
18.	I use parallel structures in both academic writing and casual writing (e.g., emails social media).	①	⑤	③	④	⑤
Section 5: Overall Perception						
19.	Overall, I believe that using parallel structures has improved my writing skills.	①	⑤	③	④	⑤
20.	I would recommend learning about parallel structures to other language learners.	①	⑤	③	④	⑤

Appendix 2: Cohesion Evaluation Rubric

This rubric is designed to assess the degree of cohesion in EFL writing samples. Cohesion refers to how well the different parts of a text are connected through linguistic elements such as conjunctions, pronouns, parallel structures, and lexical choices.

Criteria	Excellent (5)	Good (4)	Satisfactory (3)	Needs Improvement (2)	Poor (1)
1. Use of Cohesive Devices	Skillful and varied use of cohesive devices (e.g., conjunctions, transitions, pronouns) enhances the flow of ideas.	Effective use of cohesive devices, with minor errors or omissions that do not significantly affect flow.	Adequate use of cohesive devices, but some repetition or awkward usage affects the smoothness of ideas.	Limited or inconsistent use of cohesive devices, causing noticeable breaks in the flow of the text.	Minimal or incorrect use of cohesive devices, resulting in a disjointed and hard-to-follow text.
2. Logical Flow of Ideas	Ideas are logically sequenced and well-connected throughout the text, making it easy to follow.	Ideas generally flow logically, with only minor issues that do not significantly disrupt understanding.	Ideas are mostly logical, but there are noticeable breaks in the flow that may cause some confusion.	Logical flow is weak, with frequent disruptions that make the text difficult to follow.	Ideas are poorly organized, with significant disruptions in the flow that severely affect understanding.
3. Paragraph Structure	Paragraphs are well-structured, with clear topic sentences and focused content, contributing to a coherent text.	Paragraphs are generally well-structured, with some minor issues in topic sentences or content focus.	Paragraphs are adequately structured, but there may be inconsistencies in topic sentences or content focus.	Paragraph structure is weak, with unclear topic sentences and content that may wander off-topic.	Paragraphs lack clear structure, with no clear topic sentences, making the content disjointed and unfocused.
4. Consistency of Parallel Structures	Parallel structures are consistently and effectively used, enhancing clarity and readability.	Parallel structures are mostly consistent, with only minor errors or inconsistencies that do not affect clarity.	Parallel structures are used occasionally, but there are noticeable inconsistencies that affect readability.	Parallel structures are rarely used or used incorrectly, leading to confusion and reducing clarity.	Parallel structures are not used, or their misuse significantly disrupts the clarity and coherence of the text.
5. Overall Coherence	The text is highly coherent,	The text is coherent, with minor	The text is somewhat coherent but has	The text lacks coherence in several areas,	The text is not coherent,

	with all elements working together to create a clear, organized, and easily understandable piece.	issues that do not significantly affect the overall clarity or organization .	noticeable issues that affect clarity or organization.	leading to a disjointed and unclear piece of writing.	with significant issues in multiple areas, resulting in a very unclear and confusing text.
--	---	---	--	---	--

Total Score: 25

Rating Intervals

1. Excellent: 22-25 points

- **Description:** The writing demonstrates exceptional cohesion and coherence. The use of cohesive devices, logical flow, paragraph structure, parallel structures, and overall coherence is consistently strong and effective.

2. Good: 18-21 points

- **Description:** The writing is generally cohesive and coherent, with only minor issues in one or two areas. The text is clear and well-organized, with effective use of cohesive devices and logical flow.

3. Satisfactory: 14-17 points

- **Description:** The writing shows a moderate level of cohesion and coherence. There may be some noticeable issues with the use of cohesive devices, logical flow, or paragraph structure, but the text is still understandable and relatively well-organized.

4. Needs Improvement: 10-13 points

- **Description:** The writing struggles with cohesion and coherence in several areas. There may be frequent issues with the use of cohesive devices, a lack of logical flow, and weak paragraph structure, making the text difficult to follow.

5. Poor: 0-9 points

- **Description:** The writing lacks cohesion and coherence. There are significant issues with the use of cohesive devices, logical flow, and paragraph structure, resulting in a text that is disjointed and hard to understand.

Appendix 3: Examples of Ineffective Use of Parallel Structures

Example 1: Inconsistent Verb Forms

Topic: Benefits of Exercise

Ineffective Use:

- *Regular exercise helps to maintain a healthy weight, improving muscle strength, and it also can reduce stress.*

Explanation:

- The verbs "helps to maintain," "improving," and "it also can reduce" are not parallel. A correct parallel structure would maintain the same verb form for each item in the list.

Corrected Version:

- *Regular exercise helps to maintain a healthy weight, improve muscle strength, and reduce stress.*

Example 2: Mixed Grammatical Structures

Topic: Environmental Protection

Ineffective Use:

- *To protect the environment, we should reduce waste, recycling more, and we must conserve water.*

Explanation:

- The list mixes an infinitive ("reduce"), a gerund ("recycling"), and a modal verb with a base verb ("we must conserve"). For parallelism, all items should use the same grammatical structure.

Corrected Version:

- *To protect the environment, we should reduce waste, recycle more, and conserve water.*
-

Example 3: Inconsistent Noun and Verb Forms

Topic: Advantages of Online Learning

Ineffective Use:

- *Online learning provides flexibility; it saves time, and the ability to access courses from anywhere.*

Explanation:

- This list combines a noun ("the ability to access") with verb phrases ("provides flexibility," "saves time"). To maintain parallelism, all elements should either be nouns or verbs.

Corrected Version:

- *Online learning provides flexibility, saves time, and allows access to courses from anywhere.*
-

Example 4: Inconsistent Phrase Types

Topic: Importance of Healthy Eating

Ineffective Use:

- *Healthy eating improves your energy levels, keeps your weight in check, and to prevent diseases.*

Explanation:

- The list combines two present-tense verbs ("improves," "keeps") with an infinitive ("to prevent"). This breaks the parallel structure.

Corrected Version:

- *Healthy eating improves your energy levels, keeps your weight in check, and prevents diseases.*
-

Example 5: Mismatched Clauses

Topic: Importance of Time Management

Ineffective Use:

- *Good time management means being organized, that you meet deadlines, and to plan ahead.*

Explanation:

- The list includes an -ing form ("being organized"), a subordinate clause ("that you meet deadlines"), and an infinitive ("to plan ahead"). This inconsistency disrupts the parallel structure.

Corrected Version:

- *Good time management means being organized, meeting deadlines, and planning ahead.*

Example 6: Inconsistent Prepositional Phrases

Topic: Strategies for Reducing Stress

Ineffective Use:

- *Effective stress management includes exercising regularly, deep breathing, and to maintain a positive mindset.*

Explanation:

- The list combines a gerund ("exercising"), a noun phrase ("deep breathing"), and an infinitive ("to maintain"). This inconsistency breaks the parallel structure.

Corrected Version:

- *Effective stress management includes exercising regularly, practicing deep breathing, and maintaining a positive mindset.*
-

Example 7: Mixed Verb Tenses

Topic: The Role of Technology in Education

Ineffective Use:

- *Technology in education can enhance learning by providing interactive tools, it improved access to resources, and allowing for personalized instruction.*

Explanation:

- The list combines present tense ("can enhance"), past tense ("improved"), and an -ing form ("allowing"), disrupting the parallelism.

Corrected Version:

- *Technology in education enhances learning by providing interactive tools, improving access to resources, and allowing for personalized instruction.*
-

Example 8: Inconsistent Sentence Structure

Topic: Advantages of Renewable Energy

Ineffective Use:

- *Renewable energy sources are sustainable, reduce pollution, and they help in combating climate change.*

Explanation:

- The list mixes simple adjectives ("sustainable"), base verb ("reduce"), and a complete clause ("they help in combating"). This variation disrupts the parallel structure.

Corrected Version:

- *Renewable energy sources are sustainable, reduce pollution, and help combat climate change.*
-

Example 9: Mismatched Parts of Speech

Topic: Qualities of a Good Leader

Ineffective Use:

- *A good leader must be decisive, empathetic, and with integrity.*

Explanation:

- The list combines adjectives ("decisive," "empathetic") with a prepositional phrase ("with integrity"), breaking the parallel structure.

Corrected Version:

- *A good leader must be decisive, empathetic, and possess integrity.*
-

Example 10: Inconsistent List Structures

Topic: Benefits of Teamwork

Ineffective Use:

- *Teamwork encourages collaboration, it increases productivity, and sharing responsibilities is easier.*

Explanation:

- The list mixes a verb phrase ("encourages collaboration"), a clause ("it increases productivity"), and a noun phrase ("sharing responsibilities is easier"), disrupting the parallel structure.

Corrected Version:

- *Teamwork encourages collaboration, increases productivity, and makes sharing responsibilities easier.*
-

Example 11: Inconsistent Clause Structures

Topic: Preparing for a Job Interview

Ineffective Use:

- *To prepare for a job interview, you should research the company, practice common interview questions, and that you dress professionally.*

Explanation:

- The list includes an infinitive phrase ("to prepare"), a noun phrase ("practice common interview questions"), and a subordinate clause ("that you dress professionally"), disrupting the parallel structure.

Corrected Version:

- *To prepare for a job interview, you should research the company, practice common interview questions, and dress professionally.*
-

Example 12: Inconsistent Comparisons

Topic: Comparing Two Cities

Ineffective Use:

- *City A has more parks, cultural attractions, and better public transportation compared to City B.*

Explanation:

- The list mixes noun phrases ("more parks," "cultural attractions") with a comparative adjective ("better public transportation"), breaking the parallel structure.

Corrected Version:

- *City A has more parks, more cultural attractions, and better public transportation compared to City B.*
-

Example 13: Inconsistent Use of Articles

Topic: Characteristics of a Successful Business

Ineffective Use:

- *A successful business has a clear vision, an effective marketing strategy, and strong financial management.*

Explanation:

- The list inconsistently applies articles ("a," "an," "strong"), which can disrupt the parallel structure.

Corrected Version:

- *A successful business has a clear vision, an effective marketing strategy, and a strong financial management team.*
-

Example 14: Inconsistent Use of Conjunctions

Topic: Challenges of Remote Work

Ineffective Use:

- *Remote work can lead to isolation, less collaboration, and difficulty staying motivated.*

Explanation:

- The list inconsistently uses conjunctions ("to," "less," "difficulty"), breaking the parallel structure.

Corrected Version:

- *Remote work can lead to isolation, reduced collaboration, and decreased motivation.*
-

Example 15: Inconsistent Object Types

Topic: Essential Skills for Success

Ineffective Use:

- *To succeed in life, one needs determination, hard work, and to be persistent.*

Explanation:

- The list mixes nouns ("determination," "hard work") with an infinitive phrase ("to be persistent"), breaking the parallel structure.

Corrected Version:

- *To succeed in life, one needs determination, hard work, and persistence.*
-