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Title: ARGUMENTATIVE CONNECTOR USE AMONG CONGOLESE SECONDARY SCHOOL STUDENTS.

Recommendation:

Accept as it is .....

Accept after minor revision.....

Accept after major revision .....

Do not accept (*Reasons below*) .....

Rating	Excel.	Good	Fair	Poor
Originality		✓		
Techn. Quality		✓		
Clarity	✓			
Significance	✓			

Reviewer Name: Dr. Mithilesh kumar shukla

Reviewer's Comment for Publication:

This study examines argumentative connector use among 267 upper secondary humanities students in Brazzaville, Congo, analyzing written scripts and six classroom teaching logs. Findings show relatively good command of common connectors (par exemple, en plus, ensuite, mais, parce que) but substantial difficulties with concession, opposition, and restriction markers. Frequent errors include inappropriate or mechanical use, confusion between connector functions, and excessive repetition, suggesting limited control of semantic values. The authors recommend explicit instruction, integration of connectors into writing and rewriting activities, and exercises developing understanding of logical relations. Notably, the study carefully avoids claiming causal links between teaching practices and performance, acknowledging limitations in sampling and coding.

Recommendation: Accept after minor revision.

Detailed Reviewer's Report

STRENGTHS:

1- The study is tightly framed around a specific question—what difficulties students face with argumentative connectors
2- The paper Combining quantitative analysis of 267 scripts with qualitative examination of six teaching logs provides both breadth.
3- A corpus of 267 student scripts drawn from two different schools (Nganga Edouard and Lumumba) offers a reasonably substantial evidentiary base for descriptive claims.
4- The analysis separates semantic appropriateness from grammatical accuracy (e.g., noting that sentence-initial *car* is not itself an error.
5- The paper acknowledges that isolated extracts may lack preceding context and treats "inappropriate" uses cautiously.
6- The paper offers concrete, actionable remedial strategies—classification exercises, visual mapping of logical relations, gap-filling, rewriting activities—that teachers can implement directly.

WEAKNESSES:

1- The paper acknowledges the "absence of reported independent coding checks," meaning the correctness judgments for connector use rest on a single coder's.
2- Limited Treatment of Teaching Logs.
3- The study is set in Congo, where students likely operate in a multilingual environment (French as L2, plus Lingala, Kituba, etc.),