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Investigating the Difficulties Encountered by Sudanese EFL Learners in Using English Conjunctions

تقصي الصعوبات التي تواجه دارسي اللغة الانجليزية لغة اجنبية في استخدام الروابط في اللغة
الانجليزية

*A thesis submitted in partial fulfillment of the requirements for M.A. degree
in English Language " Applied Linguistics "*

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November , 2018

Dedication

This work is dedicated

To my parents

To my Brothers and sisters

To my best friends

To all my Relatives

To the dearest persons to my heart

Thank you

For all your encouragement and above all your love

Thank you for patience and support

Acknowledgments

All praise is due to Allah the Almighty for the enormous graces, he bestowed me to achieve this research . Blessing and peace be upon prophet Mohammed , his family and his companions .My sincere gratitude is extended to my supervisor **Dr. Nagla Taha Bashrie** for her remarkable guidance ,advice and patience . I'm also greatly indebted to **Dr .Sami Balla Sanhori** , Dr. Alsadig Osman **and Dr. Sabir Margani** who were very co-operative with me in designing the test of the study.

Abstract

This study aimed at investigating the difficulties encountered by Sudanese EFL Learners in using English conjunctions . The descriptive analytical method was adopted . The researcher used a test to collect the data .The sample of the study consisted of 40 students which were chosen randomly from Second Year Students at the Department of English College of Languages Sudan University of Science and Technology. The data collected was analyzed by using (SPSS) statistical packages of social sciences. The most important findings of the study are the majority of EFL learners have difficulties in using conjunctions in terms of meaning and function. The EFL learners experienced great difficulty in using adversative conjunctions . The researcher also found out that EFL learners need intensive practice on writing skills to improve their performance in this exact area . At the end of the study , the researcher presented some recommendations . EFL learners' awareness of using conjunctions should be increased due to their importance in yielding well-organized text. Teachers must help the learners in using conjunctions in correct ways.

المستخلص

هدفت هذه الدراسة لتقصي صعوبات استخدام الروابط الانجليزية التي تواجه دارسي اللغة الانجليزية لغة اجنبية في استخدام الروابط في اللغة الانجليزية . تم اتباع المنهج الوصفي التحليلي في الدراسة. وقد استخدم الباحث الاختبار التشخيصي اداة لجمع البيانات بعد التأكد من صدقيته و ثباته , ثم اختيرت عينة عشوائية من 40 طالب و طالبة من المستوى الثاني , قسم اللغة الإنجليزية كلية اللغات جامعة السودان للعلوم و التكنولوجيا . لتحليل البيانات استخدم الباحث برنامج تحليل الحزم الاحصائية الاجتماعية (SPSS) اهم النتائج التي توصلت اليها الدراسة , ان غالبية الدارسين الذين شملتهم الدراسة لديهم صعوبات في استخدام الروابط على المستوى المعنوي و الوظيفي .وقد واجه الدارسين مشكلة كبيرة في استخدام الروابط الاستدراكية و ايضا توصل الباحث على ان دارسي اللغة الانجليزية لغة اجنبية يحتاجون الى ممارسة مكثفة في مهارات الكتابة , لتطوير ادائهم في هذا المجال و في الختام و على ضوء النتائج المتحصل عليها , اوصى الباحث بضرورة زيادة معرفة الدارسين بكيفية استخدام الروابط لما لها من اهمية في تماسك النصوص كما اوصى الباحث بان يقوم المعلمين بمساعدة الدارسين على استخدام الروابط بطريقة صحيحة .

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CHAPTER ONE

INTRODCTION

CHAPTER ONE

INTRODUCTION

1.0. Background:

There is no doubt that language studies constitute a very important field of human knowledge because they deal with one of the most important phenomena in human life .it is language which every human needs regardless of time , place of religion . Nobody can live normal life without a language . Furthermore ,it is a sign of honor that Allah has given to human being . By language , the human becomes distinctive among other creates .

According to Sapir (1921,p7) language is a purely human and non-instinctive method of communicating ideas , emotions and desires by means of voluntarily produced symbols. Concerning English , it is considered to be the language of wider communication . it is the dominant business language , language of technology , and to access to an incredible amount of information on the internet . in this globalization era English is widely used whether as a second language or as a foreign language to interact across cultures in a way that has never been done before . So , learning English has become a must for students , researchers and scholars .

Learning English is not an easy task but one that needs serous efforts to be done by students in all aspects : writing , reading , listening and speaking . therefore , the basic aim of TEFL programs is to improve learners awareness and performance of English language skills .

Discourse is essential in communicating thoughts and ideas. people a round the world communicate their ideas through stretches of language . In order to understand any discourse , it must achieve cohesion one essential element of function words is the class of the cohesive devices which represent the necessity for choosing the language . we cannot use cohesive devices without content words , nevertheless function and content words will be meaningful .

Cohesive devices are fundamental parts of the system of language are expressed partly through the grammar and partly through vocabulary . if the writer applies grammatical rules mechanically , he will make the text as a group of isolated sentences with no relations to one another . therefore , it is important to logical relation in a text and help readers to

connect different units and paragraphs to make sense of the text using the appropriate linking words . Mohdy (2003, p71) states that arranging words , phrases and sentences in the right order to create a unified text is a considerable problem of students.

Thus ,TEFL learner must know how to use cohesive devices in order to organize his thoughts and ideas coherently and in a logical way .The research topic is actually related to the domain of discourse analysis . In fact , any piece of discourse whether written or spoken has given regularities to be followed so as to be put in a way which ensures its cohesion . for that ,grammatical cohesion is used as one a way to have cohesive discourse .

According to Brown and Yule (1983,p192) grammatical devices fall in to four broad categories of ellipsis , reference , substitution and conjunction.

In this study the researcher would like to find out the frequency of using conjunctions by university students in their writing showing different functions and the students appropriate and inappropriate use of conjunctions.

1.1.Statement of the problem:

The researcher has had an experience of teaching writing courses for many years . Here the researcher noticed that lack of knowledge about conjunctions is the most difficult area of English language for students in writing . The correct usage of conjunction is one of the problems that students face.The students seem to have serious problems with conjunctions .Thus it seems reasonable to conduct this study to find out what the real problems are across different aspects of conjunction among university students.

1.2.Objective of the study:

This study aims at:

- 1- Investigating the difficulties encountered by EFL learners in using conjunctions.
- 2- Finding out how for adversatives are the most problematic conjunctions for EFL learners .

1.3.Questions of the study :

This study attempts to answer the following questions:

- 1-Are EFL learners unable to use English conjunctions correctly ?
- 2-To what extend adversative are the most problematic conjunctions for EFL learners ?

1.4.Hypotheses of the study :

The researcher assumes the following :

- 1-EFL learners are unable to use English conjunctions correctly .
- 2-Advesatives are the most problematic conjunction for EFL learners .

1.5.Significance of the study:

The study is important for the following reasons :

- 1-It help English teachers to be aware of their learners' needs as for as conjunctions are concerned .
- 2-It shows teachers of English the importance of learning conjunctions .
- 3-It helps both teachers and learners to understand the concepts and problems related to use of conjunctions.

1.6. Methodology of the study:

The methodology of this study is a descriptive and analytical method , the researcher used (SPSS) program for statistical analysis of data. A researcher designed a test for collecting data (select sample) from both males and females randomly . That will be administrated to Sudan University of Science and Technology , College of Language, English department 2nd – years students .

1.7. Limits of the study:

This study exclusively focuses on grammatical devices (conjunctions) it was be conducted at SUST , College Language , English Department , targeting 2nd year students . time is limited to academic year 2017-2018 .

CAPTER TWO
LETERATURE REVIEW AND PREVIOUS
STUDIES

CHAPTER TWO

LITERATURE REVIEW AND PREVIOUS STUDIES

2.0.Introduction

This chapter contains two parts , part one deals with reviewing related literature namely discourse analysis , cohesion conjunctions , types of conjunctions and function of conjunction and part two deals with review of previous literature.

2.1. part one : Literature review

2.1.1.Discourse Analysis

For many years linguists were concerned with the analysis of single words where the focus was on morphology and phonology areas . Then attention is shifted to the sentence level by the advent of Chomsky TGG (1956). However, the analysis was not really adequate because it still focused on the formal properties of language rather than achieving meaning (Coulthard 1977). Cook (1989) , states that linguists have become aware of the use of context and language function . this awareness came with Harris's paper entitled "Discourse Analysis" in (1952). However , Harris was sentence grammarian , he shifted attention towards sentences in combination i.e there was a sequence to produce coherent stretches of language. Then , it is important to notice that earlier there was an attempt in discourse analysis where the emergence of other disciplines such as semiotics , sociology and psychology etc. These disciplines were influenced by the study of language in context and led from 1960s to 1970s to the work of Austin (1962) , Halliday and Hassan (1976) , and McCarthy (1991) , states that :

discourse analysis has grown into a wide ranging and heterogeneous discipline which finds its unity in the description of language above the sentence and an interest in the context and cultural influence which affect
Language in use (1991 ,p7).

Text grammarians on discourse analysis worked mainly with written language where they assume texts as language elements hung together to give a relationship with the other parts of the text, i.e., to give a linked text with necessary elements.

2.1.2. definition of discourse analysis

Discourse analysis is the process of describing the rules that govern a series of connected utterances such as conversation, story, lecture or any other communication events, (Bruce and Diane, 2016, p174).

The principal concern of discourse analysis is to examine how any language produced by given participants whether spoken or written is used in communication for a given situation in a given context. Thus, discourse analysis is concerned with written and spoken forms.

the organization of stretches of language greater than a sentence (it) can focus on conversation, written language, when searching for patterning of the language. discourse analysis must determine the units of these larger stretches of language, how these units are signaled specific linguistic markers and the process involved in producing comprehending larger stretches of language.

(Fine, 1988, p1).

According to Nunan (1993), discourse analysis is defined as a technique that involves the study of language in use in order to show and interpret the relationship between language and meaning and purpose expressed.

M. Stubbs's text book (1983, p1), in which discourse analysis is defined as concerned with language use beyond the boundaries of a sentence, utterance, concerned with the interrelationship between language and society and with the interactive or dialogue properties of everyday communication.

Another definition of discourse analysis is quoted from Allen and Corder (1973, p 200), " discourse analysis is taken to be the investigation into the formal devices used to connect sentences together ". All the above definitions agreed that discourse analysis is generally the study of language beyond the sentence level .

2.1.3. Discourse Analysis and Grammar :

The relationship between the grammatical forms of a sentence and the wider context in which it occurs lies in the intersection between grammar and discourse analysis . cohesion plays an extended role in this relation where the inclusion of the concept theme and rheme are important in the progression of any discourse.

English learners consciously acquire the structure of the English sentence either by repetition or drills or by mere grammatical analysis. Thus discourse analysts are interested in the implication of these different structural options for the creation of the text. It seems well-known that English has a quite fixed word order , normally summarized as " SVOA " . That is subject + verb + object + adverb " SVOA " means that a declarative statement must carry a subject at the front of a sentence . However, McCarthy (1991) states that , there is a variety of ways in English in which we can reorder the basic elements of the sentence by altering different elements to the front of a sentence . This movement is called " fronting devices " as illustrated in :

e.g : sometimes Joyce reads the guardian.

A S V O

e.g : what Joyce reads the guardian

S V O

e.g; It is the guardian Joyce reads.

O S V

The writer decides where to start the sentence and the beginning of each sentence is its theme . The rest of the sentence tells the reader something about the theme. That the rest of the sentence is called the rheme . The rheme is the frame work of the point of the departure of the message. The theme is what the addresser wants to convey about the theme (McCarthy 1991).

Theme and rheme are also used to organized information in the text . Thus , the theme in one sentence becomes the theme in the following sentence . theme / rheme assignment is a general way organizing information and carrying reference over from one proposition to the text , (Widdowson , 2007 , p43) . Furthermore , this is a thematic organization of the paragraph . In English , the sentence of a paragraph is also a theme of that paragraph (topic sentence) , whereas the following sentence has a rhematic value (supporting sentence) , which develops the idea proposed by the theme by means of examples , arguments etc.

2.1.4. Cohesion

Cohesion is usually interpreted in contrast with coherence . scholars pay attention to the fact that both terms can be easily confused . Thus , it is necessary to differentiate between the two terms . It is not easy to define the unique characteristics of cohesion and coherence . Both terms refer to text-formation mechanism , but it doesn't presuppose that they are synonyms.

Some discourse analysts determine these concepts from contextual or linguistic point of view . This cohesion is either as an evaluative measure of text or as linguistic devices used for putting sentences together (Stoddard 1991 , p13). There is no doubt that the basic concept of cohesion concentrate on connection made by grammatical or lexical items , whereas coherence is a mental phenomena that refers to the mind of the writer or reader . Hoey (1991)

The term cohesion is used to refer to the property of connectedness that characterizes a text in contrast to a mere sequence of words . sometimes cohesion is contrasted with coherence where the former focuses on features on the textual surface and the latter describes underlying meaning relationships which can, but need not , be reflected by features on the surface text (de Beau Grande and Dressler, 1981). Cohesion can contribute to the readability of a text and have an impact on the comprehensibility and clarity of the argument . Cohesion generally refers to the presence and absence of linguistic cues in the text that allow the reader to make connections between ideas in the text . Generally , these cues are local in nature , but they can also based on global or text cohesion . Examples of local cohesion cues include overlapping words and concepts between sentences and explicit connectives such as because , therefore , and consequently (Halliday and Hassan , 1976). Examples of global cohesion cues includes semantic and lexical overlap between paragraphs in a text (Foltz , 2007) such that words or ideas in one paragraph are related in subsequent paragraph. Cohesion is a semantic property of a text sticking together in some way i.e, a cohesive text tends to link its sentences together semantically . This semantic aspect of cohesion has a relation with the reader who interprets the elements in a given co-text depending on the other elements within the same co-text. Halliday and Hassan assert that : " cohesion occurs where the interpretation of some elements in the discourse dependent on that of the others . The one presupposes the other in the sense that it can't be effectively decoded except by resources to it " .

In fact , the presupposition is an important aspect in cohesion because it extracts the unrelated sentences by the connected one . Thus , relations in meaning of any sentence depending on the surrounding elements . In other words " cohesion refers to the range of possibility

that exist for linking together something with what has gone before . since this linking is achieved through relations in meaning " , (Halliday and Hassan , 1976, p10) .

In brief , cohesion refers to the quality of a text in which the words emerged not as a random sequence of sentences and thoughts but as well-arranged units (Shoe bottom , 2017) . Further , Halliday and Hassan (1976) state that : " cohesion refers to the range of possibilities that exist for linking something with what has gone before " . This cohesion can be achieved by a device called cohesive tie or cohesive device . Halliday and Hassan (1976) divide cohesive device into two kinds : lexical cohesion and grammatical cohesion.

2.1.4.1. Lexical Cohesion :

Halliday and Hassan (1976) defined lexical cohesion that " lexical cohesion comes about through the selection of items that are related in some way to those have gone before " . Halliday and Hassan divide lexical cohesion into reiteration (repetition , synonymy , super ordinate etc) and collocation.

2.1.4.2. Grammatical Cohesion :

Grammatical cohesion refers to the various grammatical devices that can be used to make relations among sentences more explicit . Cohesive devices are used to tie pieces of text together in specific way . The aim is to help the reader understand the items referred to , the one replaced or even the item omitted (Hamer , 2004) . Furthermore, the combination of sentences using cohesive devices which have semantic relation need a shared linguistic environment to interpret items .

A sentence such as " He said so " is semantically correct as it is grammatically in that it means what it means though we don't know who is meant by " he " and what is meant by " so " . To analyze a sentence we have to seek in the surrounding environment what " he " and " so" refer to

many examples on the various cohesive situations are going to be dealt with in the coming sections covering types of grammatical cohesion .

2.1.4.3. Types of grammatical cohesion:

Halliday and Hassan (1976) , provide us with basic categories of grammatical cohesion pointing that we can systematize this concept by classifying it into smaller number of distinct categories , they refer to them as reference , substitution , ellipsis and conjunctions .

(A) Reference :

According to Rankema (2004 , p104) , reference is the relation between two linguistic units , one of which is used to refer to the other . A word which has a meaning that can be associated with another word is called reference . Fadjin (2011 , p13) explains that " reference is the relation between an element of the text and something else to which it is interpreted in the given sentence " . Reference can be seen in the use of pronouns (I , you , they , he , she , etc) and determiners (this , that) . For example :

I saw a girl in white yesterday . she sat under the tree .

In this example , the pronoun " she " is used to refer back to a " girl" in the first sentence . " she " as a pronoun refers to the person who has been mentioned before .

(B) Substitution :

According to Shahriar and Pathan (2012, p376) substitution can be explained as connection between two words cohesively . Baker and Ellence (2011, p144) state that substitution is " a technique of cohesion whereby a word or a phrase which has already been encountered in a text is substituted by another word . For example :

He said that this book has a great story and I think so .

The substitute in this example is " he said that this book has a great story"

(C) Ellipsis :

Ellipsis is when a word or a clause is omitted . (Rankema , 2004, p103) . Ellipsis refers to resources for omitting a clause or some part of a clause or group , in context where it can be assumed . Azouz (2009,p29) states that a linguistic unit is not mentioned in the text but the meaning can be understood is known as ellipsis . For example :

A: Do you prefer mango or orange ?

B: orange .

From this example , it can be seen that the answer is not a complete sentence . the part of the sentence in the answer " prefer " is omitted but the meaning still can be understood.

(D) Conjunctions :

Conjunction is the fourth subcategory of grammatical cohesion , and it is the research topic , so it will be discussed thoroughly .

Conjunction is achieved to have grammatical cohesion in a text which shows the relationship between sentences . Nunan (1993) points out they use features to refer to the parts of the text in order to make relationship between sentences extremely understood . Halliday and Hassan (1978,p227) , describes it as follows :

in describing conjunction as cohesive device , we are focusing attention not on the semantic relation as such as realized throughout the grammar of the language , but on one particular aspect of them namely the function they have of relating to other linguistic elements , that occur in succession but are not related by other structural means.

Halliday and Hassan (1976, p226) , define the term conjunction as " conjunctive elements are cohesive in themselves , but indirectly by virtue of their specific meaning ; they are not primarily devices for reaching out

preceding or following text , but they express certain meanings which presuppose the presence of other components in the discourse " .

Mahenda (1991, p46) thought , a conjunction is a way of linking different parts of a text to create cohesiveness .Cohesiveness was demanding to learn and use conjunction correctly in a foreign language . It means conjunction refers to the way used to create cohesiveness in different parts of text become correctly language. Conjunction as described by Bloor and Bloor (1995, p98) , acts as a cohesive tie between clauses or sections of a text in such a way to demonstrate a meaningful pattern between them .

2.1.5. Types of conjunctions :

Halliday and Hassan (1976) classify conjunctions into four subcategories : additive , adversative , causal , and temporal.

2.1.5.1 Additive:

The additive conjunctions to coordinate or link by adding to the presupposed item . it means additive relation is expression as link by adding to the proper item with purpose to get understanding to a sentence.

Example for additive conjunction include :

And	in addition	likewise
Also	including	for example
As well as	moreover	or
Besides	similarly	furthermore

(Halliday and Hassan ,1976,p242). There were some words ,phrases ,clauses and sentences that join with additive conjunctions as in the following:

1-would rather have beans or corn?

2-the boy is clever and handsome

The conjunction "and " and "or" were simple forms of additive relation because they used alone as a cohesive item.

2.1.5.2 Adversative:

The adversative conjunction was contrary to expectation as the basic meaning of the adversative relation derived from the content of what is being said or from the communication process , and the speaker hearer situation the adversative conjunction acts to indicate "contrary to expectation " , (Halliday and Hassan ,1976,p242) . Examples for adversative conjunctions such as:

Alternatively	in contrast	nevertheless
But	if not	however
Except	then	rather
Instead of	only	whereas
Though	on the other hand	actually

There are some words , phrases , clauses and sentences that join with adversative conjunction as in the following :

" the girl was brave though she dared not to enter into the dark room" In the above example the adversative relation is visible from though as conjunction that joins in the sentence. The conjunction though shows contrary with the fact about the girl.

2.1.5.3. Causal :

The causal conjunction expresses " result , reason and purpose" (Halliday and Hassan , 1976, p256). It means the causal relation has meaning result , reason and purpose if joins with words , phrases , clauses and sentences . Example for causal conjunctions such as :

Although	despite	then
As a result	due to	for
Because	for that reason	in case
Consequently	in order	since

There are some words , phrases , clauses and sentences that joins with causal conjunctions as in the following :

" But where would Annie find a partner ? some have the gout in their toes , some are stiff with age , some feeble with disease , some are so lean that their bones would rattle , but many have leaden feet , because their hearts are heavier than lead " .

In the above sentence , the conjunctions " so " and " because " show the result and the reason .

2.1.5.4. Temporal :

The temporal conjunction signals sequence or time (Halliday and Hassan , 1976 , p261) . It means the temporal relations are relations between two successive sentences and these relations in external term as content may be simply one of them sequence in time and the one is subsequent to the other. Example for temporal conjunctions include the sense of inclusiveness by items such as :

After	at first	before
As soon as	at once	then
Meanwhile	finally	next
Up to now	secondly	when.

(Halliday and Hassan , 1976, p243) . There are some words , phrases , clauses and sentences that join with temporal conjunctions as in the following :

" see how he uplifts the bell in his right hand , and shakes it slowly at first ,then with a hurried motion till the clapper seems to strike both sides at once , and the sounds are scattered forth in quick succession far and near"

The above data shows " then " as a simple form of temporal relation and " at once " as complex form . the conjunction then has a meaning sequential and at once has a meaning immediate .

2.1.6. The functions of conjunction:

Conjunctions serve different purposes within a text such as :

1-Connecting arguments :

Conjunctions are used to connect argument and to organize discourse , like " also " , and "further" , show that there is more to say to support the argument. On the other hand , the conjunction "thus" tells the reader that what follows is a conclusion . These additive conjunctions link logical steps within the text . They are also used to organize the stages of a text . (Martin and Rose , 2003).

2-Comparing arguments :

Conjunctions are used to exemplify are used to compare general statements with specific instance. This includes conjunctions such as " for example" , "for instance" in order to convince the reader .

3-Ordering arguments :

There are also some conjunctions that tell the reader what a new stage is beginning . this conjunction play a significant role in organizing the whole discourse . therefore , they are called global discourse markers such as : firstly secondly ,thirdlyand finally (Wikipedia) .

Halliday and Hassan (1976) state that conjunctions play three significant roles in ordering and organizing discourse . these roles are explained as follows:

1-Elaboration:

It is relationship of restatement by which one sentence represents the previous one . the conjunctions that are used to realize this function are :in other words , for example , that is to say

2-Extension:

It is a relationship for either addition or variation . A sentence may add or change the meaning of previously mentioned sentence . this is

done through the use of conjunction like : and ,also, moreover , in addition , but , yet , on the contrary (Wikipedia).

3-Enhancement :

It refers to the way by which one sentence develops on the meaning of another one in terms of dimensions such as : comparison ,cause , and effect . comparative conjunctions include :likewise , similarly ;causal conjunction include : therefore , because , as a result (Wikipedia) .

2.2 Review of previous Studies :

The researcher found some researches written on conjunctions and cohesive devices in which conjunctions are included . The previous studies are local and international .

1. Imadedeen Babikir (2013) , conducted an M. A study entitled "**The Impact of Teaching Conjunctions in English Writing Proficiency at Sentence Level**". This study investigates the use of coordinating and subordinating conjunctions by students enrolled in advanced academic writing course at University of Kassala . The data were quantitatively analyzed to examine the correct and incorrect usage of different conjunction . further examination of the incorrect usage of conjunction revealed the difficulties encountered and the strategies learners used to deal with conjunctions .

The findings supported the hypothesis that University of Kassala student 's writing demonstrated weak performance in writing skill at sentence level due to lack of knowledge about conjunctions in terms of meaning and functions . The result indicated that the subjects had limited conjunctions knowledge that did not enable them to express their ideas clearly , precisely and made them prone to produce erroneous sentences . Such inadequate conjunctions did not enable them to produce well - structured sentences. Therefore , it seems that foreign language instruction needs to focus on expanding the conjunctions knowledge of foreign language learners . In addition, teacher of writing skills need to engage their students in conscious learning tasks that are designed to make them aware of the gaps in the conjunctions knowledge .

2. Asabe Sadiya (2014) , conducted an M. A study under the title "**Conjunctions as Cohesive Devices in the Writing of English as Second Language Learners** " This paper examine the use of

various forms of conjunctions in writings of students in English as second language situations. It has found significant difference in the use of "and" between high and low rated text. The conjunctive "and" is seen to have a less unifying function. It is therefore avoided in the high rated text but vigorously utilized in the low rated text. In addition, the study further reveals that there is no significant difference in the use of other conjunctions. For example with "temporal" and demonstratives these are scarcely employed in any text. The conclusion drawn is that, these ESL students have yet to master the mechanics of text connection through conjunctions and recommends extra effort towards the teaching of conjunctions to achieve the proficiency level required of students.

3. Nuruladilah Mohammed (2014) conducted an M.A study entitled "**Use of Conjunctions in Argumentative Essay By Malaysian Undergraduate**". This study examines one aspect that contributes to writing quality in argumentative essay which is the usage of cohesive devices, specifically the usage of conjunctions. Cohesion is regarded as an essential textual component both in creating organized text and interpreting the content that are comprehensible to readers. The objectives of the study are to determine the frequency of conjunctions used by Malaysian ESL undergraduates in their academic essay to identify the semantic categories of conjunctions mostly used by learners. The data of this study comprised 50 argumentative essays on a specific topic written by 50 undergraduate and semi-structured interviews to elicit information. Findings reveal that there are appropriate and inappropriate applications of conjunctions in the essay due to lack of exposure to different categories of conjunctions and difficulties to use other conjunctions that share the same meaning.

4. Abdallah Elnair .A (2018) conducted an M . A study entitled "**Investigating the Difficulties Facing EFL Learners in Using Cohesive Devices in Writing Essay**". This study aims at investigating the difficulties facing EFL learners in using cohesive devices in writing essay . To achieve this purpose the researcher adopted descriptive and analytical method by using a written essay as a test. The sample of the study consisted of 60 students drawn from college of languages , department of English language second year students at SUST . The collected data were analyzed by using statistical programme (SPSS) . The analysis of the data showed that there was weakness in using some cohesive devices in written essay the students were unfamiliar with the types of cohesive devices , for example ellipsis substitution and also misuse of cohesive device affect the coherence of written text .

5. Tagwa Moh . Salih (2016) conducted an M.A study under the title "**Investigating Cohesive Devices Problems Facing Sudanese EFL Students in their Written Work** " . This study aims at investigating cohesive devices problems in Sudanese EFL students written work at SUST. The researcher used a descriptive and analytical method to analyze the research . The researcher used an essay for students and the validity and reliability of the essay was confirmed . The sample of the study consisted of 40 students of college of language , department of English third level . The researcher analyzed the data by using the statistical program (SPSS). The data analysis showed that there are is weakness in the students written work . The students used and over used some of cohesive devices e.g reference , conjunctions and repetition while unused others for instance substitution , synonyms and antonyms

CHAPTER THREE
RESEARCH METHODOLOGY

CHAPTER THREE

Research Methodology

3.0 Introduction :

The key objective of this chapter is to describe the method used by the researcher to conduct the study . Furthermore to analyze the data collected for the study , and the researcher adopted the descriptive analytical method . It shows population ,sample ,instrument , the method of data analysis and procedure

3-1 Methodology of the study :

This study is basically a descriptive analytical method. Hence , it describes and analyzes the current state of second year students at SUST. A number of analytical and descriptive statistical techniques are used to arrive at the results .

3.2 Sample of the study :

The subject involved in the study consists of 40 EFL learners of second Year at the department of English College of language at SUST. They are male and female Students which have been chosen randomly from SUST .the choice has fallen on those subject because , when students reach second year , they may be accepted as having a more or less homogenous level in English , and thus capable of understanding what can make up a given discourse connected .

3.3 Tools of data collection :

The researcher used written test for data collection . The reason behind choosing a test lies in the fact that ,the test will reinforce the purpose of the study . It provides us with necessary information which is relative to knowledge about conjunctions. The students are asked to answer two questions .The first question is to examine cognitive abilities to connect sentences using appropriate conjunctions

. The second question is to test students' knowledge about the concept of conjunctions .

3.4 Validity and Reliability of the study :

The Validity and Reliability of the results of the present study as Brown (1997) argued that validity is " the degree to which the results can be accurately interpreted and effectively generalized . Whereas ,he defined the reliability as " The degree to which the results of study are consistent .

3-4-1 Validity of the test :

Validity refers to factors that the data collection tool measures what it supported to measure .As for the test validity it was examined by the English language department teachers who agreed to its validity for collecting the data of the research . E.g. Dr Alsadig Osman English language department college of education Sudan University of Science and Technology Dr. Sabir Margani English language department college of education Sudan University of Science and Technology who provided some comments that are incorporated in to the final version and Dr Sami Balla Sanhori English language department college of languages Sudan University of Science and Technology in addition to that the supervisor checked the validity of the test to collect the data of the study.

3-4-2 Reliability of the test :

Reliability refers to reliability of any test , to obtain the same results of the same measurement if used more than one time under the same conditions . Reliability is defined as the degree of the accuracy of the data that the test measures . Here are some of the most used method for calculating the reliability :

Alpha - Cronbach coefficient .

The reliability coefficient was calculated for the measurement which was used in the test using Alpha - Cronbach coefficient Equation as the following:

$$\text{Validity} = \sqrt{\text{Reliability}}$$

For calculating the validity and the reliability of the test , from the above equation , the researcher distributed the test to respondents to calculate the reliability coefficient using the Alpha - Cronbach coefficient the results have been showed in the following table
Reliability statistics :

Cronbach's Alpha	Number of questions
81%	40

3.5 procedure :

A written test was chosen as the tool of the study . the researcher chose 40 second year students from Sudan University of Science and Technology , English department for data collection . the students were unaware of the purpose of the test .the test consisted of two questions and the students were given (20) minutes to answer the questions.

3-6 Summary of the chapter

In this chapter the researcher described the methodology of the research . The tools procedures used for conducting the study . This chapter provide full descriptions of population of the study and the selected sample . Moreover , it gave full descriptions of the tools of the research . In addition to that, it discussed the validity and reliability of the study tool and the procedure that followed for conducting the research .

CHAPTER FOUR
DATA ANALYSIS , RESULT AND
DISCUSSION

CHAPTER FOUR

Data Analysis ,Result and Discussion

4.0 Introduction

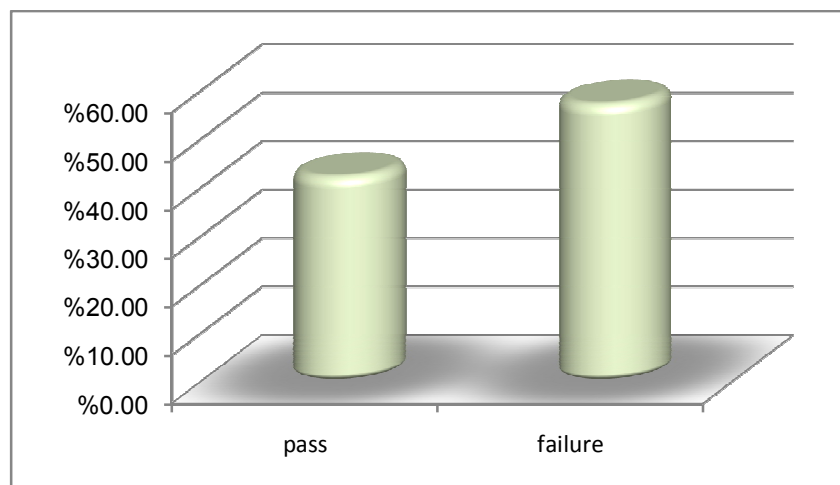
This chapter discussed the analysis of data and result as well as general discussion of the data . Firstly , the analysis of students test . This chapter tests the hypothesis and finally general comment of the results .

4.1 Analysis of students test:

This section discusses the analysis of the data which were collected from second year students of SUST . The discussion was done by finding out the frequency and the percentage of students responses .

Table No (4-1) The Frequency Distribution for the Respondent's Answers of question number (1)

Result	Frequencies	Percentage
Pass	17	42.5%
Failure	23	57.5%
Total	40	100%

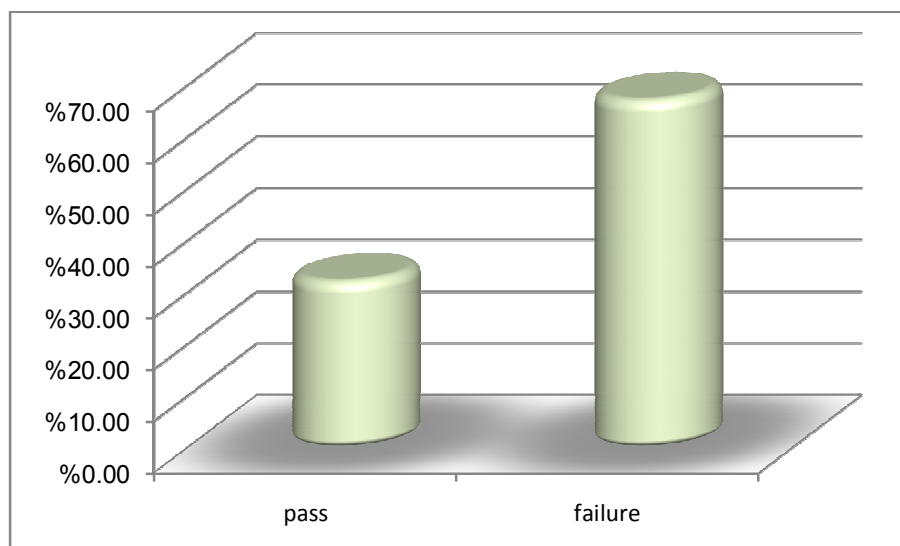


Graph (4.1) shows the percentage of Respondents ' answer of question (1)

from the above table No.(1) and figure No (1) its shown (23) persons with percentage of (57.5 %) have the wrong answers . This means that the majority of the students lack of knowledge about conjunctions . It supported the study conducted by Nuvuladilah . Moh (2014) which showed that the students disability of using conjunctions due to the lack exposure to different categories of conjunctions and difficulties to use conjunctions that share the same meaning .

Table No (4-2) The Frequency Distribution for the Respondent's Answers of question number (2)

Result	Frequencies	Percentage
Pass	13	32.5%
Failure	27	67.5%
Total	40	100%



Graph (4.2) shows the percentage of Respondents ' answer of question (2) From the above table No (4-2) and graph (4-2) , it is shown that (67 %) of students have wrong answers . so the majority of have failed in conjunctions correctly . Thus , this study proved the study by Imadeen .

Babiker (2013) which revealed that university students demonstrated weak performance in writing skills at sentence level due to lack of knowledge about conjunctions in terms of meaning and function .

Table No (4-3) The Frequency Distribution and decisions for the Respondent’s Answers of all questions

Questions	Correct		wrong		Decision
	<i>Frequency</i>	<i>Percentage</i>	<i>frequency</i>	<i>Percentage</i>	
Question 1	17	42.5	13	32.5	Accept
Question 2	23	57.5	27	67.5	Accept

This table No.(4.3) it shows the summary of the results . for the **Question 1** it is clear that the number of students who having the correct answers (17)with percentage of (42.5) which is smaller than the number of wrong answers (23) with percentage of (57.5%) so we accept our first hypothesis of the study for the **Question 2** its clear that the number of students who having the wrong answers (13) with percentage of (32.5) which is also greater than the number of students who having the correct answers (23) with percent (67.5%) so the second hypothesis of the study is accepted .

Table (4-4) one sample T-TEST for the questions of the study

Question s	N	mean	SD	t-value	DF	p-value
1	40	5.4	1.2	13	39	0.00
2	40	3.7	2.81	8	39	0.00
For all	40	11.33	3.00	15.51	39	0.00

The calculated value of T – TEST for the significance of the differences for the respondent's answers in the question No (1) was (13) which is greater than the tabulated value of T – TEST at the degree of freedom(39) and the significant value level (0.05%) which was (2.34). this indicates that, there is no statistically significant differences at the level (0.05 %) which was (2,34) . this indicates that , there is no statistically significant differences at the level (0.05%) among the answers of the respondents . this means that our first hypothesis is accepted .The calculated value of T– TEST for the significance of the differences for the respondent's answers in the question No (1) was (8) which is greater than the tabulated value of T – TEST at the degree of freedom (39) and the significant value level (0.05%) which was (2.34). this indicates that, there are statistically significant differences at the level (0.05 %) among the answers of the respondents . this mean that our second hypothesis is accepted

4.2 Verification of Hypotheses :

In this section the hypothesis will be discussed . The first hypothesis states that the students of the study are unable to use English conjunctions correctly. This hypothesis is true the result show that (57,5%) failed to use conjunctions correctly in their written discourse The second hypothesis states that ,adversatives are the most problematic type of conjunctions for University Students . This hypothesis is true . The result has shown that (67,5%) of the answers are wrong .

4.3 Summary of the Chapter :

This chapter discussed analysis of data , results findings and conclusion , moreover , it provided verification of the hypotheses.

CHAPTER FIVE
FINDINGS , SUMMARY ,
RECOMMENDATIONS AND SUGGESTINS
FOR FURTHER STUDIES

CHAPTER FIVE

Findings, summary , Recommendation and Suggestion for further studies

5.0 Introduction :

This is the final chapter of the study . it provides a summary of the study ,conclusion of the study ,recommendation and suggestion for further studies .

5- 1 The main findings of the study are :

The present study has come out with the following :

1. EFL learners are unable to use English conjunctions correctly .
2. EFL learners face more difficulties in using and understanding the adversative conjunctions .
- 3-The majority of EFL learners have difficulties with conjunctions in terms of meaning and function.
- 4-The researcher found out that EFL learners need intensive practice on writing skills to improve their performance in that exact area .
- 5-The researcher found out that EFL learners need more exposure to different categories of conjunctions .

To sum up , according to the result of the test , this study showed that EFL learners do not know to use English conjunctions in their written discourse

5.2 Summary :

This study investigates the difficulties of using English conjunctions that encountered by Sudanese EFL learners .

The researcher dealt with this study through both descriptive and analytical methods .The study contained five chapters . Two hypotheses were set by the researcher , the first hypothesis is that ,

EFL learners are unable to use English conjunctions correctly . The second hypothesis ,Adversative are the most problematic conjunctions for EFL learners .

The researcher used a test at SUST for data collection . The sample of this study consisted of 40 Students . They are male and female Students which have been chosen randomly from SUST .

According to the result of data analysis , the study reveals the following findings as relates to the hypotheses which are made to see whether they are confirmed or not . The first hypothesis states that EFL learners are unable to use English conjunctions correctly ,this hypothesis is true the result show (57,5%) failed to use conjunctions correctly . The second hypothesis states that adversatives are the most problematic conjunction for EFL learners. This hypothesis is true the data respondents and percentage shows about (67,5%) face problems in using and understanding conjunctions .

5.3 Recommendations :

Based on the findings of this study , the researcher has made the following recommendations:

- 1- EFL learners' awareness of using conjunctions should be increased due to their importance in yielding well organized text .
- 2- Teachers must help learners in using conjunctions in correct way .
- 3- EFL learners should practice using conjunctions in their writing

5.4 Suggestion for further studies :

Based on findings of this study the researcher suggests the following

- 1- Investigating difficulties of teaching lexical cohesion .
- 2- Investigating problems of using ellipsis and substitution .
- 3- Investigating into references in Students' written discourse .

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APPENDIX

Appendix

Sudan University of Science and Technology

College of Language

Diagnostic Test

Dear / Student :

Time (30) minutes

Question (1) : Fill in the gaps with correct conjunction from the list below :

as soon as - therefore - still - since - so - otherwise - so that -
and - or but

- 1- She is noble kind too .
- 2- We eat We remain healthy .
- 3- Rami is poor he is honest .
- 4- The Sun rose the fog disappeared .
- 5- She saw the tiger , she shouted .
- 7- Thomas worked very hard he did not stand first .
- 8- He has been ill he reached China .
- 9- The box was heavy he could not lift it .
- 10- She must cry she will die .

Question (2) Tick (/) the best answer :

(A) Rather than means :

- 1- Instead of ()
- 2- For that reason ()
- 3- precisely ()

(B) However, is used to :

- 1- Add supporting Idea ()
- 2- Give contrasting Idea ()
- 3- Give example ()

(C) Never the less , is used to :

- 1- express reason ()
- 2- express result ()
- 3- express contrast ()

(D) Whereas , is used to :

- 1- Show sequence ()
- 2- Show similarity ()
- 3- Show difference ()