

Sudan University of Science & Technology

College of Graduate Studies

College of Languages

**Investigating the Difficulties Encountered by
Secondary School students in Using English
Conjunctions in Written Texts**

تقصي الصعوبات التي تواجه طلاب المرحلة الثانوية في استخدام
الروابط الإنجليزية في النصوص المكتوبة

**A Thesis Submitted in Partial Fulfillment of the
Requirement for M.A Degree in English Language
(Linguistics)**

Submitted by: Alnour Yagoub Mohammed Nasir

Supervised by: Dr. Annourani Mohammed Ahmed Ali

2019

Quranic Verse

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

قال تعالى:

وَمِنْ آيَاتِهِ خَلْقُ السَّمَاوَاتِ وَالْأَرْضِ وَالاخْتِلافُ اَلْسِنَتِكُمْ وَالْوَالِنِكُمْ ۗ اِنَّ فِى ذٰلِكَ لآيَاتٍ لِّلْعَالَمِينَ

سورة الروم (الاية 22)

Preface

(And of His signs are the creation of the heaven and earth and the diversity of your languages and your colors. Indeed in that are signs for those of knowledge)

Quran verse [22:30]

DEDICATION

To my parents

To my brothers and sisters

ACKNOWLEDEMENTS

All praise is due to Allah the Almighty, without whose support this task would have not been a success. Deeply thanks are also due to my supervisor Dr. Annourani Mohammed. For his patience, constant support, encouragement, precious, guidance and maximized support throughout the process of this thesis. I would like also to extend my thanks and appreciation to the teaching staff members at Sudan University of Science and Technology, College of languages, Department of English Language for their support and encouragement. My sincere thanks are extended to expert doctors who checked the tools to ensure the validity; Dr. Alsadig Osman Dr. Muntasir Mubarak and Dr. Abas Mukhtar.

Significant gratitude is extended to Dr. Hillary Marino Pitia for his guidance, and checking and proofreading.

ABSTRACT

This study aims at investigating the difficulties encountered by secondary school students in using English conjunctions in written text. The study adopts the descriptive analytical methods of research. The researcher used a test and questionnaire to collect the data. The sample of the study consisted of 30 students which were chosen randomly from second year's students at Algabas Secondary Schools. The data was analyzed by using a computer program me known as (SPSS) Social Package for Statistical Sciences. The study findings revel that the majority of EFL learners face difficulties in using conjunction in terms of meaning and function. In addition to that EFL learners experienced great difficulty in using types of conjunctions. Beside The researcher also finds out that EFL learners need intensive practice in writing skills to improve their performance in this area. Based on these findings the researcher recommends that, Secondary school students must be taught English conjunctions in separate written texts. Secondary school English teachers should introduce students to different types of conjunctions with help of examples.

مستخلص

تهدف هذه الدراسة الي تقصي الصعوبات التي تواجه طلاب المدارس الثانوية في إستخدام روابط اللغة الإنجليزية في النصوص المكتوبه. وتبنت الدراسة الطريقة الوصفية التحليلية واستخدم الباحث الاختبار والاستبيان كأداة لجمع البيانات وقد تم تحليل البيانات باستخدام برنامج في الحاسب الالي يعرف بالحزم الاحصائية للدراسات الاجتماعيه. تم اختيار عينه الدراسة من ثلاثين طالبا من مدارس القبس الثانوية من طلاب الصف الثاني بطريقة عشوائية. واهم النتائج التي توصلت اليها الدراسة اناغالبية دارسي اللغة الانجليزية لغة اجنبية واجهوا صعوبات في استخدام روابط اللغة الانجليزية من حيث المعني، الوظيفة، والنوع. وقد وجد الباحث ان دارسي اللغة الانجليزية لغة اجنبية يحتاجون لممارسة مكثفة في مهارة الكتابة لتحسين ادائهم في هذا المنحى. وبناءا علي هذه النتائج يوصي الباحث علي يجب تدريس روابط اللغة الانجليزية في فقرات مستقلة.

و علي اساتذه اللغة الانجليزية في المرحلة الثانوية تعريف الطلاب بانواع الروابط المختلفه مع الامثله

Table of Contents

No.	Topics	Page No.
	استهلال Preface	
	DEDICATION	I
	ACKNOWLEDGEMENTS	II
	ABSTRACT	III
	ABSTRACT (ARBIC VERSION)	VI
	TABLE OF CONTENTS	V
	List OF Tables	X
	List OF figures	XI
CHAPTER ONE INTRODUCTION		
1.0	Introduction	1
1.1	The Statement of the Problem	2
1.2	Significance of the Study	2
1.3	Objective of the Study	2
1.4	Research Hypotheses	2
1.5	Questions of the study	3
1.6	Research Methodology	3
1.7	Limitation of the study	3
CHAPTER TWO LITERATURE REVIEW AND PRVIOUS STUDIES		
2.0	Introduction	4
2.1	Definitions of Conjunctions	4

2.2	Types of Conjunction	5
2.2.1	Coordinating Conjunction	5
2.2.2	Kind of coordinating conjunction	6
2.2.2.1	Cumulative or Copulative Conjunctions	6
2.2.2.2	Adversative Conjunctions	7
2.2.2.3	Disjunctive or Alternative Conjunctions	7
2.2.3	Subordinating Conjunctions	7
2.2.3.1	Time	9
2.2.3.2	Cause or Reason	9
2.2.3.4	Results or Consequence	9
2.2.3.5	Purpose	10
2.2.3.6	Condition	10
2.2.3.7	Circumstance	10
2.2.3.8	Concession	11
2.2.3.9	Comparison	11
2.2.4	Coordinating Complete Sentence	11
2.2.5	Correlative Conjunction	14
2.2.6	Conjunctive Adverbs (Adverbial Conjunctions)	15
2.2.7	The functions of Conjunctions	16

2.2.8	Previous Studies	17
CHAPTER THREE RESEARCH METHODOLOGY		
3.0	Introduction	22
3.1	Methodology of the Study	22
3.2	Population	
3.3	Sample of the Study	22
3.4	Tools of data Collection	22
3.5	Validity and Reliability of the Study	23
3.6.1	Validity of the Test	22
3.7.2	Statistical Reliability	23
3.8.3	Statistical Reliability and validity for student's Test	24
CHAPTER FOUR DATA ANALYSIS		
4.0	Introduction	25
4.1	The responses to the Questionnaire	25
4.2	Analysis of the Questionnaire	25
4.3	Analysis of the test	38
4.4	Verification of Hypotheses	41

**CHAPTER FIVE
MAIN FINDINGS, RECOMMENDATIONS
AND SUGGESTIONS FOR FURTHER STUDIES**

5.0	Introduction	41
5.1	Summary of the Research	42
5.2	Main Findings	42
5.3	Recommendations	43
5.4	Suggestions for Further Studies REFERENCE APPENDIX I APPENDIX II	43

List of Tables

NO	table	Page
3.1		
4.1	the frequency and percentage distribution for the respondent's answers according to the question(1)	25
4.2	the frequency and percentage distribution for the respondents' answers according to the question (2)	27
4.3	the frequency and percentage distribution for the respondents' answers according to the question(3)	29
4.4	the frequency and percentage distribution for the respondents' answers according to the question (4)	30
4.5	the frequency and percentage distribution for the respondents' answers according to the question (5)	31
4.6	the frequency and percentage distribution for the respondents' answers according to the question (6)	32
4.7	the frequency and percentage distribution for the respondents' answers according to the question (7)	33
4.8	Table (4.8) the frequency and percentage distribution for the respondents' answers according to the question (8)	35

TABLE OF FIGURES

NO	FIGURES	PAGES
4.1	Teachers of English do not use the right teaching technique for introducing conjunctions.	26
4.2	Teachers do not adopt new techniques for teaching conjunctions.	27
4.3	Teachers do not provide students with interesting text to practice conjunction.	28
4.4	Secondary school students are not given more time to practice using conjunctions	31
4.5	Secondary school students do not familiar with the function of conjunctions.	31
4.6	Syllabus cannot help secondary school students in learning conjunctions	32
4.7	There is no enough practice for English conjunctions in syllabus.	33
4.8	Secondary school students are unable to use the right conjunctions due to the lack of exercises	34

CHAPTER ONE
INTRODUCTION

CHAPTER ONE

INTRODUCTION

1.0 Background

The current study is concerning with the difficulties that encountered by secondary school students when they are using English conjunctions. The conjunctions are defined as a part of speech and they used as “joiner” for words, phrases, and clauses in a particular sentence. It links these words or groups of words together, in such a way that certain relationships among these different parts of the sentence will be established, and the thoughts that all of these convey will be connected.

Malmkjar and R,Kirksten,(1991: 478) defined conjunctions as "an indeclinable part of speech that links other parts of speech, in company with which it has significance, by classifying their meaning or relations". According to Leung,Carrie (2005: 11) conjunctions have been studied under various labels and have drawn much attention from various scholars in the field of English/Linguistics over time: Halliday,M.A.K and Hasan, Ruqaiya, (1976: 13) treated them as "linguistic devices that create cohesion", while Sanders,T. and Maat,PanderH. (2006-2014) described them as a "semantic relation that is explicitly marked" According to Aidinlou and Reshadi (2014:611-615) conjunctions are a “semantic connection between two clauses”. Furthermore, Leung (2005:11) cites four scholars in this regard. These are: Schiffrin, who treated conjunctions as “discourse markers”, Fraser considered them as a “pragmatic class of lexical expressions”, or simply, “pragmatic markers”, while Rouchota states that conjunctions “encode different meanings.

According to Eckhard-Black (1992) there are different types of conjunctions; Coordinating conjunction, subordinating conjunction, correlative conjunctions. And also he divided conjunctions into two classes: coordinating and subordinating conjunctions.

These scholars leave out correlative conjunctions because, according to them, correlative conjunctions are similar to coordinating conjunctions.

1.1 Statement of the Problem

The current study investigates the difficulties encountered by secondary school students in using English conjunctions. It is considered a problematic area for EFL students particularly the secondary school students. In other words secondary school students find difficulties in English conjunctions. These difficulties are due to the nature of conjunctions structure in English and the interference of student's mother tongue.

1.2 Significance of the study

The significance of the study arises from the necessity in helping secondary school students with conjunctions to avoid confusion in usage. This study is considered to be significant because it is going to show the difficulties of English conjunctions when they are used secondary school students. The researcher will identify the difficulties at using conjunctions among secondary school students and explain how to avoid these difficulties. The result of this study will be implemented to promote the secondary school students performance to use conjunctions properly as well as to build vocabulary and enrich their writing and speaking.

1.3 Objectives of the Study

The objectives of the study arranged as following:

1. To find out whether secondary school students are able to use English conjunctions.
2. To investigate whether the secondary school students can identify the deferent types of English conjunctions.
3. To examine the causes behind students weakness in using English conjunctions.

1.4. Hypotheses of the Study

In considering the questions of the study, hypotheses can be stated as follow:

1. Secondary school students are unable to use English conjunctions correctly.
2. Secondary school students are unable to identify different types of conjunctions.
3. There are some causes behind the student's weakness in using English conjunctions.

1.5 Questions of the Study

In this study, the following questions raised:

1. To what extent secondary school students are unable to use English conjunctions correctly?
2. How secondary school students able to identify different types of English conjunctions?
3. What are the causes behind the weaknesses of using conjunctions?

1.6 Methods of the Study

To achieve the goals of this study, the researcher uses a descriptive analytical method, to investigate the difficulties encountered by secondary school students in using English conjunctions in written texts. The researcher employs a questionnaire and test as a tool for data collection. The questionnaire will be distributed to secondary school English teachers while the test sample is exclusively drawn from second year students at Algas secondary school.

1.7 Limits of the Study

This study is limited to secondary school students. The researcher investigates the difficulties encountered by secondary school students in using English conjunctions in Omdurman Locality, the academic year (2018_2019).

CHAPTR TWO
LITERTURE REVIEW & PREVIOUS STUDIES

CHAPTER TWO

LITERATURE REVIEW AND PREVIOUS STUDIES

2.0 Introduction

This chapter consists of two parts, part one consists of the following:

Definitions of English conjunctions with their different subcategories, types of conjunctions and functions of conjunctions, whereas, the second part will deal with the previous studies.

2.1 The Definition of Conjunctions

According to Martha and Funk (2010: 281) “Conjunctions connect words and phrases and clauses within the sentences themselves. Within the sentence the most common connectors are the simple coordinating conjunctions”.

Also conjunctions are words that join two or more words, phrases or clauses. The most common conjunctions include (and or but) conjunctions are often used to join sentences together. The word (but) shows a contrasting idea. These common conjunctions are used in the written text.

Other definition conjunctions are "linguistic elements that link two or more words, phrases, clauses, or sentences within a large unit in such a way that a specific semantic relation is established between them". In the literature, conjunctions are also referred to as “connectives” and “linker”. Conjunctions are crucial devices in the organization and cohesion of discourse because they not only build complex units but also guide speakers to word the interpretation and processing of utterances with respect to each other and with respect to context. Conjunction joins two clauses within a sentence

Holliday and Hassan (1976: 227) argued that: in describing conjunction as a cohesive device, we are focusing attention not on the semantic relations 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 each other linguistic elements that occur in succession but are not related by other structural means".

2.2. Types of Conjunction

There are three type of conjunctions adopted in English language as stated by A.J. Thomson and .V. Martinet (1986: 288) as follow:

Coordinating conjunction, subordinating conjunction, correlative conjunction coordination conjunction and subordination conjunction deal with the relationships between sentences. Coordination places equal importance between sentences while subordination shows that one sentence may be less or more important than other sentence. Both coordination and subordination can be achieved through signal words and phrases, such as subordinating and coordinating conjunction. The following links are intended to help by giving information on both coordination and subordination.

2.2.1 Coordinating Conjunctions

A coordinative conjunction joins two sentences together that do not rely on each other for meaning. Thomas and Martinet (1986:326) (And, but, both...and, or, either....or, neither...nor, not only....but also) these join pairs of noun /adjectives/ adverbs/ verbs/ phrases/ clauses:

Example

He plays squash and rugby.

I make the payments and keep the accounts.

He works quickly and /but accurately.

He is small but strong.

She is intelligent but lazy.

We came in first but (we) didn't win the race.

Both men and women were drafted into army.

Ring tom or Bill.

He can't (either) read or write.

You can (either) walk up or take the cable car.

He can neither read nor write.

Not only men but also women were chosen.

2.2.2. Kinds of Coordinating Conjunction

According to Murthy (2007), coordinating conjunctions are divided into three kinds. They are:

1. Cumulative or Copulative Conjunctions
2. Adversative Conjunctions and
3. Disjunctive or Alternative Conjunctions

Also, we will consider them one after the other:

2.2.2.1 Cumulative or Copulative Conjunctions

These are used to join statements, or they add one statement to another. They include: *and, so, both ... and, as well as, not only ... but also, no less than, etc.*

Sentential examples:

1. He looked *and* smiled at me.
2. He is my father *so* I respect him.
3. They *both* gave me money *and* stood by me in my trouble.
4. *As well as* writing the letter for me, he posted it.
5. She, *no less than* her friend, tried to cheat me.

2.2.2.2 Adversative Conjunctions

According to Halliday and Hassan (1976), the meaning of the adversative relation is "contrary to expectation". The expectation may be derived from the content of what is being said, or from the communication process, in a speaker-hearer situation. They include: *but, still, only*, etc. Sentential examples:

1. She is beautiful *but* poor.
2. You are intelligent *still* you have to work hard.
3. He is a good servant *only* he has greed for food.

2.2.2.3 Disjunctive or Alternative Conjunctions

These are used to express a choice between two alternatives. They include: *or, nor, either...or, neither...nor, else, whether...or, otherwise*, etc.

Sentential examples:

1. You must tell me the truth *or* I cannot help you.
2. She is not a teacher *or* a typist.
3. You must *either* return my money *or* sell your house to me.
4. She *neither* loved him *nor* liked to marry him.
5. You must do the work sincerely *else* you will lose the job.

2.2.3 Subordinating Conjunction

Subordinating conjunctions are words which are used to link subordinate clauses with the main clauses in a complex sentence. Conjunctions are used to join clauses of unequal rank. In other words, they are used to join an independent or main (principal) clause with a dependent (subordinate) one that relies on the main clause for meaning and relevance. This means that main clauses can stand alone and do not depend on subordinate clauses while subordinate clauses cannot stand alone. As Aarts (2001) noted, "another way of putting this is to say that subordination is a

type of *hypostasis*, a Greek term that means originally "syntactic underneath arrangement". This means that a subordinating conjunction causes the clause it appears in to become dependent, and that it will only be a sentence fragment unless it is joined to an independent clause. Simply, subordinating conjunctions are called subordinators and the art of using a subordinator to join two clauses together is referred to as *subordination*. According to Quirk and Greenbaum (2004), subordination is a non-symmetrical relation, holding between two clauses in such a way that one is a constituent or part of the other. Also according to Huddleston (1988), subordination in contrast with coordination, involves inequality, that is, a relation between a dependent (the subordinate element) and a head (the superordinate one). A subordinating conjunction can appear at the beginning or in the middle of a sentence. According to Sahebkeir and Aidinlou (2014: 125), subordinating conjunctions are also known as transitional conjunctions. They include: *after, because, if, that, though, although, till, before, unless, as, when, where, while, than, whether, in order that, nevertheless, etc.*

Sentential examples:

He came *after* I had finished my work.

He was sacked from office *because* of his stance against corruption.

I wonder *if* he will ever change.

He thinks *that* we will agree.

Though he is your brother, you should not trouble him like that.

We waited *till* the President arrived.

The plane was hijacked *before* it arrived at the airport.

Unless I marry Mary, I will never be happy in life.

Do *as* I said and nothing more!

John came *when* I was writing my dissertation, etc.

According to Baskervill and Sewell (2015: 3), subordinating conjunctions are divided into eight classes. They include: time, cause or reason, purpose, result or consequence, condition, circumstance, concession and comparison, we will consider them one after another:

2.2.3.1 Time

These are subordinators that express consequence in time or succession in time between clauses.

Examples include: *before, after, till, since, when, while*

Mary had left before my arrival.

I began my work after they had gone.

I have not seen Mercy since she was married.

She will be happy when her mother returns from the market.

He was speaking with his friends while I was trying to sleep.

2.2.3.2 Cause or Reason

These are subordinators that express causal relations in the simplest form that mean "*as a result of this*" or "*because of this*". Examples include: *because, since, as, and for*.

Sentential examples:

He travelled home because of the death of his mother.

Since it is dark, take the torch with you.

As she is my sister, I like her.

2.2.3.3 Result or Consequence

Result/consequence and cause/reason are closely related but the main subordinator here is *so* and *that*. These have the relation that is expressed to mean "for this reason" which leads to something else.

Sentential examples:

He talked *so* fast that I could not understand him.

I was *so* tired *that* I could not eat after cooking.

2.2.3.4 Purpose

Purpose and cause/reason are closely related and the subordinators involved have the sense of "for this reason" or "for this

Reason" or "for this purpose" They include: *that*, *so that*, *in order that*, *lest*, etc.

Sentential examples:

We eat *that* we may live.

I will help him now *so that* he can help me tomorrow.

Emeka travelled to Abuja *in order that* he could see his brother.

He walked quietly *lest* he should wake the child.

2.2.3.5 Condition

According to Quirk and Greenbaum (2004: 323), conditional subordinators state the dependence of one circumstance or set of circumstances on another. The main subordinators in English are *if* and *unless*. The *if*-clause could either be a positive or negative condition while the *unless*-clause is a negative one. For example:

If you do the job well, I will pay you.

If you do not do the job well, I will not pay you.

2.2.3.6 Circumstance

These subordinators express a fulfilled condition, or to put differently, a relation between a premise in the subordinate clause and the conclusion drawn from it in the main clause. An example of this is a special circumstantial compound conjunction: *seeing that*. Sentential example:

Seeing that the weather has improved, we shall enjoy our game.

2.2.3.7 Concession

These are subordinators that express the sense of "reluctant yielding". They are usually introduced by *though* and its more formal variant *although*, *even if* and occasionally *if*. Others include *however*, *whereas*, etc. Sentential examples:

No goals were scored, *though* it was an exciting game.

Although I enjoyed myself, I was glad to come here

However hard he tried, he failed the exam

Whereas Sule seems rather stupid, his brother is clever.

Even if you dislike music, you would enjoy this concert.

2.2.3.8 Comparison

These are subordinators that express comparison between dependent and independent clauses. They are introduced by

"Then, as-as, as", etc

Sentential examples:

She respected me more *than* I thought.

Uchendu walks *as* beautifully *as* a film star.

As sugar attracts ants, John is attracted by Mary.

2.2.4 Coordinating Complete Sentences

According to Martha and Funk (2010:219) we have three methods of joining independent clauses to produce compound sentences:

1. Using coordinating conjunctions.
2. Using the semicolon, either with or without conjunctive adverbs.
3. For limited situations, using the colon.

The compound sentence with a coordinating conjunction such as *and* shows up at an early stage of the writers' development:

We went to the fair, and we had a good time.

Robby is means, and I don't like him.

Such sentences can, of course, be effective when they are used sparingly, but they will strike the reader as immature when overused. The compound sentence is most effective when the coordinate ideas have relatively equal importance when the two ideas contribute equal weight; I disapprove of her spending money on lottery tickets, and I told her so. The curtain rose to reveal a perfectly bare stage, and a stillness settled over the audience.

Pete filled the bags with hot roasted peanuts, and stapled them shut.

Note that the punctuation rule that applies to the compound sentence differs from the rule regarding internal coordinate constructions.

Between the sentences in a compound sentence do use a comma with the conjunction; between the parts of a coordinate structure within the sentence we do not. When the clauses of a compound sentence are quite short and closely connected, however, we sometimes omit the comma.

The following sentence, for example, would probably be spoken without the pitch change we associate with commas:

October came and the tourists left. The coordinating and or can link a series of three or more sentences: Pete filled the bags, and I stapled them shut, and Marty packed them in the cartons.

The kids can wait for me at the pool, or they can go over to the shopping center and catch the bus, or they can even walk home. In these two sentences, the first conjunction can be replaced by a comma:

Pete filled the bags, I stapled them shut, and Marty packed them in the cartons. But usually joins only two clauses:

Jill wanted to Waite for her, but I refused. But can introduce the final clause when and or joins the first two:

Pete filled the bags, and I stapled them, but Marty refused to lift a finger. The kids can wait for me at the pool, or they can walk to the bus stop, but I really think they ought to walk home.

Semicolons. Martha and Funk (2010:220) when semicolon connects two coordinate clauses, the conjunction can be omitted:

Pete packed the hot roasted peanuts in to bags, I stapled them shut. The curtain rose, stillness settled over the audience.

The semicolon is also used when a conjunctive adverb intradoses the second clauses. Note, too, that the conjunctive adverb is set off by a comma:

We worked hard for the consumer party candidates, ringing doorbells and stuffing envelopes; however, we knew they did not stand a chance.

We knew our candidates did not have a hope of winning; nevertheless, for weeks on end we faith fully rang doorbells and stuffed envelopes.

Of all adverbial conjunctions, only yet and so can be used a comma instead of a semicolon between clauses: several formations of birds were flying northward, yet I suspected that winter was far from over.

In both of these sentences, a semicolon could replace the comma, depending on the writer's emphasis. The semicolon would put extra emphasis on the second clause. So and yet straddle the border between the coordinating conjunctions and the conjunctive adverbs, they are often listed as both. In meaning, so is similar to therefore and (yet) to however, but unlike these conjunctive adverbs, so and yet always introduce the clause, so in this respect they are perhaps closer to the coordinating conjunctions. Sometimes we use both the conjunctions and the adverbial: and so; but yet.

Because they are also adverbials, most conjunctive adverbs are movable; they can appear in the middle of the clause or at the end, as well as at the beginning:

We worked hard for the consumer party candidates; we knew, however, they didn't stand a chance.

When one action occurs at the same time as another or in the span of another:

When it is wet the buses are crowded.

When we lived town we often went to the theatre.

When one action follows another:

When she pressed the button the life stopped.

When the second action occurs before the first is finished.

As I left the house I remembered the key before had no qualifications.

Although he had no qualifications he got the job.

(When) while and (as) are

Used to express time when is used with simple tense:

I had completed the action

Of leaving the house; I was probably still in the door way.

2.2.5 Correlative Conjunctions

According to Martha and Funk (2010:282) Correlative conjunctions are sort of like tag-team conjunctions. They come in pairs, and they are used in different places in a sentence. They I include pairs like:

(Both, and, either, or, neither, nor only, but also)

Connect both complete sentences and elements within the sentence.

Within the sentence either or and neither –nor are used like:

I will {either, neither} met you in the lobby {or, nor} come to your room.

As connect or of sentence, neither –nor requires the subject –auxiliary shift; either-or does not:

Neither I will meet you in the lobby, nor will I come to your room.

Not only but also can be used both within and between sentences:

Not only the coaches and players but also the fans had high hopes of defeating the crimson Tide.

Not only did the government’s experts understand mate the mortgage crisis that 2008 would bring, but they also delayed in taking action to change its course.

This sentence would be equally grammatical with either but or also, rather than both.

Both and does not connect complete sentences; it connects elements within the sentence only:

Franco is a good sport, both on and off the playing field.

Both Jeanne and Marie worked hard to get their manuscript finished on schedule.

2.2.6 Conjunctive Adverb (Adverbial conjunctions)

According to Martha and Funk (2010: 282) as their name suggests, the conjunctive adverbs join sentences to form coordinate structures as other conjunctions do, but they do so with an adverbial emphasis. The following list also includes some of the

most common simple adverbs and adverbial prepositional phrases that function as sentence connectors:

Result: therefore, consequently, as a result, of course

Concession: nevertheless, yet, at any rate, still, after all, of course

Apposition: for example, for instance, that is, namely, in other words

Addition: moreover, furthermore, also, in addition, likewise, further

Time: meanwhile, in the mean time

Contrast: however, instead, on the contrary, on the other hand, in contrast, rather,

Summary: thus, in conclusion, then

Reinforcement: further, in particular, indeed, above all, in fact

Conjunctive adverbs differ from other conjunctions in that, like many other adverbials, they tend to be movable within their clause; they need not introduce the clause:

2.2.7. The Functions of Conjunctions

Conjunctions serve different purposes within a text as:

1. Connecting Argument

Conjunctions are used to connect argument and to organize discourse, like “also”, and “further”, show that 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. Ordered Arguments

Holliday 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 a 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 a previously mentioned sentence. This is done through the use of conjunctions like: and, also, moreover, in addition, but, yet, on the contrary.

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 conjunctions include: therefore, because, as a result (<https://en.m.wikipedia.org>)

2.2.8 Previous Studies

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

First Study

Madden Babikir (2013), University of Kassala, 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 an advanced academic writing course at University of Kassala. The data were quantitatively analyzed to examine the correct and incorrect usage of different conjunctions. Further examination of the incorrect usage of conjunctions revealed the difficulties encountered and the strategies learners used to deal with conjunctions.

The findings supported the hypothesis that University of Kassala students writing demonstrated weak performance in writing skill at sentence level due to lack of knowledge about conjunctions in terms of meaning and functions. The results 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, teachers 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.

In Babikir's study deals with the Impact of Teaching Conjunctions in English Writing Proficiency at Sentence Level and the same is with my study. The both studies use of coordinating and subordinating conjunctions by students enrolled in an advanced academic writing course at University level. The main finding of the both studies revealed the students writing demonstrated weak performance in writing skill at sentence level due to lack of knowledge about conjunctions in terms of meaning and functions. The both studies recommended the teachers must focus on expanding the conjunctions knowledge of foreign language learners.

Second Study

Asabe Sadiya (2014), (Bauchi State University, Gadau, Nigeria) 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 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 texts. The conjunctive "and" is seem 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 demonstrative 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.

In Sadiya's study he uses various forms of conjunctions in writings of students in English as second language situations. In his study of Conjunctions as Cohesive Devices in the Writing of English as Second Language Learners. This study is similar to my study in difficulties use of conjunctions. The both researchers agreed to students of ESL and EFL have yet to master the mechanics of text connection through conjunctions and recommends extra effort towards the teaching of conjunctions.

Third Study

Abdullah Elnair. A (2018) University of SUST 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 program (SPSS). The analysis of the study shows that there was weakness in using some cohesive devices in written essay the students was unfamiliar with types of cohesive devices, for example ellipsis substitution and also misuse of cohesive devices affect the coherence of written text.

In Elnair study he uses the descriptive and analytical method to analyze the study, and the same is done in this study. In Elnair study the sample of the study consists of 60 students while my study was consist of 30 students for test and 20 teachers for questioner. In both studies the data analyzed by using the SPSS program. The both studies in main findings have shown that the students faced weakness in using conjunctions.

Forth Study

Tagwa Moh. Salih (2016) Sudan University, the study 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 devisee problems in Sudanese EFL student’s 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 weakness in the student’s written work. The students used and over used some of cohesive devices e.g. reference, conjunctions and repletion while unused other for instance substitution, synonyms and antonyms.

The both studies used a descriptive and analytical method to analyze the data. In the study i use questionnaire and test to collect the data but Salih uses the essay to collect the data to be analyzed. In Salih's study the sample of the study consisted of

40 students while in this study the sample of the study was 30 students and 20 teachers. The researcher analyzed the data by using the statistical program (SPSS). Also in both studies shows that there are weakness in the student's written work in using conjunctions.

CHAPTER THREE
METHODOLOGY

CHAPTER THREE METHODOLOGY

3.0 Introduction

The key objective of this chapter is to describe the method used by researcher to conduct the study. Furthermore, to analyze the data that 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 Method of the Study

This study is basically a descriptive analytical method. Hence, it describes and analyzes the difficulties that encountered by secondary school students in using English conjunction in written text at Omdurman Locality. The researcher used (SPSS) to analyze the collected data for the needed results.

3.2 populations

The subjects of this study involve both male and female secondary school students of the third year from Algabas School at Omdurman Locality (30) of them were selected randomly inside the class of the study.

3.3 Sample of the Study

The sample of this study com posed of (20) teachers were selected to answer teacher's questionnaire, and (30) secondary school student who were selected randomly for written test. All of them are Sudanese both male and female students.

3.4 Tools of Data Collection

The researcher used two tools for the data collection process, the first one is a questionnaire for teachers and second one is a test for students. 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.

3.5 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”.

3.6.1 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 Department of English Language College of Education Sudan University of Science and Technology. Dr. Sabir Marghani Department of English Language College of Education Sudan University of Science and Technology. Dr Hillary M. Pitia Department of English Language College of Education 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.

3.7.2 Statistical Reliability

Reliability refers to the reliability of any test, to obtaining the same results if the same measurement is used more than one time under the same conditions. In addition, the reliability means when a certain test was applied on a number of individuals and the marks of every one were counted; then the same test applied another time on the same group and the same marks were obtained; then we can describe this test as reliable. In addition, reliability is defined as the degree of the accuracy of the data that the test measures. Here are some of the most used methods for calculating the reliability:

- . Alpha-Cronbach coefficient.

On the other hand, validity also is a measure used to identify the validity degree among the respondents according to their answers on certain criterion. The validity is counted by a number of methods, among them is the validity using the square root of the (reliability coefficient). The value of the reliability and the validity lies in the range between (0-1). The validity of the questionnaire is that the tool should measure the exact aim, which it has been designed for.

In this study the validity calculated by using the following equation:

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

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

For calculating the validity and the reliability of the questionnaire from the above equation, the researcher distributed the questionnaires to 30 respondents to calculate the reliability coefficient using the Alpha-Cronbach coefficient.

3.8.3 Statistical Reliability and validity for student's Test

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

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

Alpha - Cronbach	N of Items
.860	12

CHAPTER FOUR
DATA ANALYSIS, RESULTS AND DISCUSSION

CHAPTER FOUR DATA ANALYSIS

4.0 Introduction

This chapter is devoted to the analysis, evaluation, and interpretation of the data collected through the questionnaire which was given to 30 respondents who represent the teachers' community in Sudanese universities.

4.1 The Responses to the Questionnaire

The responses to the questionnaire of the 30 teachers were tabulated and computed. The following is an analytical interpretation and discussion of the findings regarding different points related to the objectives and hypotheses of the study.

Each item in the questionnaire is analyzed statistically and discussed. The following tables will support the discussion.

4.2 Analysis of the Questionnaire:

The researcher distributed the questionnaire to determine the study sample and to construct the required tables for the collected data. This step consists of transformation of the qualitative (nominal) variables (strongly disagree, disagree, undetermined, agree, and strongly agree) to quantitative variables (1, 2, 3, 4, 5) respectively, also the graphical representations were used for this purpose.

Table (4.1) Teachers of English do not use the right teaching technique for introducing conjunctions.

Valid	Frequency	Percent
Agree	15	75.00%
Neutral	04	20.00%
Disagree	01	05.00%
Total	20	100.00%

The above table (4.1) shows that there are (15) candidates in the study's sample with percentage (75.00%) are agreed with “Teachers of English do not use the right teaching technique for introducing conjunctions. Which shows that students disability of using conjunctions. There are (4) candidates with percentage (20.00%) were not sure that and (1) candidates with percentage (05.00%) disagreed.

(75.00%) are agreed with “Teachers of English do not use the right teaching technique for introducing conjunctions” thus teachers should provide intensive lessons focusing on English conjunctions for students to tackle their problems.

Figure (4.1) Teachers of English do not use the right teaching technique for introducing

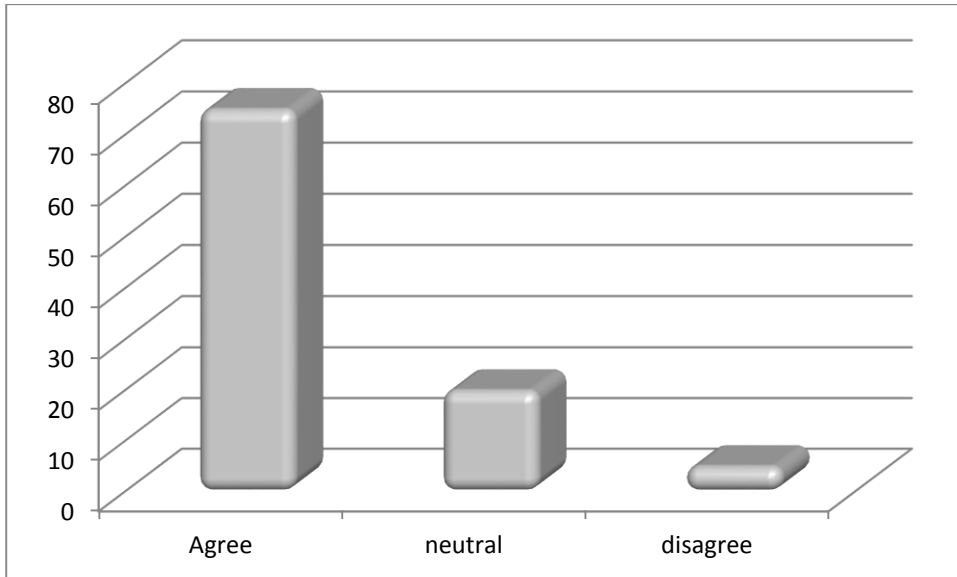


Table (4.2) Teachers do not adopt new techniques for teaching conjunctions

Valid	Frequency	Percent
Agree	17	85.0%
Neutral	02	10.00%
Disagree	01	05.00%
Total	20	100.00%

From the above table No. (4.2) and we can see that there are (17) participants in the study's sample with percentage (85.00%) are agreed with “Teachers do not adopt new techniques for teaching conjunctions. ”. Whereas, there are (42) participants with percentage (10.0%) were not sure whether the teachers adopt various techniques or not, while (1) participant with percentage (5.0%) disagreed. (85.00%) agreed with “Teachers do not adopt new techniques for teaching conjunctions.” Thus teachers should use suitable ways teaching which can help students to know the rules of English conjunctions.

Figure (4.2) the frequency and percentage distribution for the respondents' answers according to statement (2)

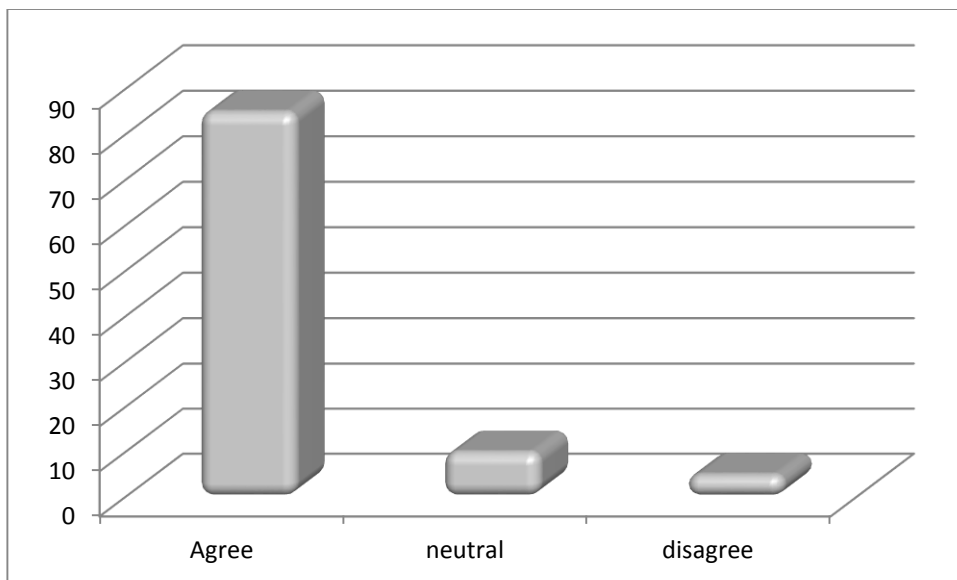


Table (4.3) Teachers do not provide students with interesting text to practice conjunction.

Valid	Frequency	Percent
Agree	16	80.00 %
neutral	01	5.00 %
disagree	03	15.0 %
Total	20	100.0 %

From the above table no. (4.3) and figure No (4.3) we can see that there are (16) persons in the study's sample with percentage (80.0%) are agreed with “Teachers do not provide students with interesting text to practice conjunctions. ”. There are (1) persons with percentage (5.00%) were not sure that and (3) persons with percentage (15.0%) disagreed. So teachers should provide the students with interesting text to practice conjunctions.

Figure (4-3) Teachers do not provide students with interesting text to practice conjunctions.

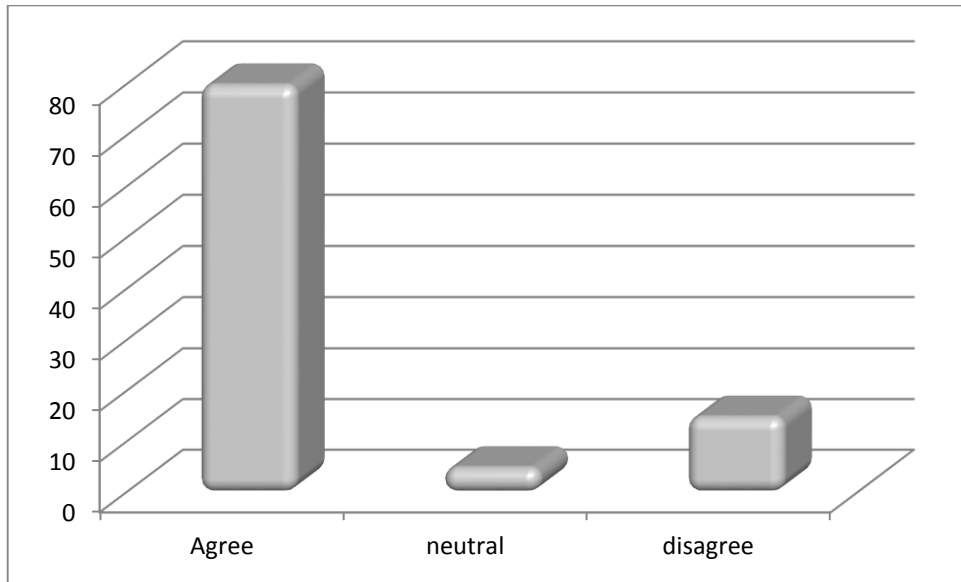


Table (4.4) Secondary school students are not given more time to practice English conjunctions

Valid	Frequency	Percent
Agree	14	70.0%
Neutral	03	15.0%
Disagree	03	15.0%
Total	20	100.0%

From the above table No.(4.4) and figure No (4.4) it is clearly that there are (14) participants in the study's sample with percentage (70.00%) are agreed with "Secondary school students are not given more time to practice using conjunctions ". There are (3) participants with percentage (15.00%) were not sure, and (3) participants with percentage (15.00%) disagreed. Thus teachers should give students more time to practice their English conjunctions.

Figure (4-4) the frequency and the percentage distribution of the respondents' answers according to statement (4)

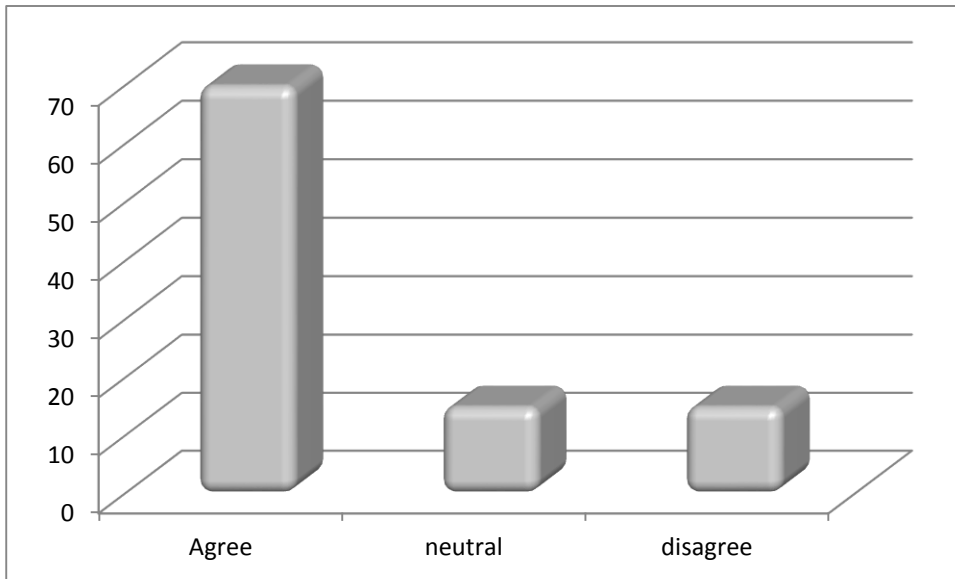


Table (4.5) Secondary school students are unfamiliar with the function of conjunctions.

Valid	Freque ncy	Percent
Agree	15	75.0%
neutral	02	10.0%
Disagree	3	15.0%
Total	20	100.0%

From the above table No (4.5) and figure No (4.5) we can see that there are (15) persons in the study's sample with percentage (75.0%) are agreed with “Secondary school students do not familiar with the function of conjunctions. There are (2) participants with percentage (10.0%) were not sure that and (3) participants with percentage (15.0%) disagreed. So, teachers should use an easy ways to make

students feel more familiar with the function of conjunctions. As mentioned above using of interesting texts.

Figure (4-5) Secondary school students are unfamiliar with the function of conjunctions.

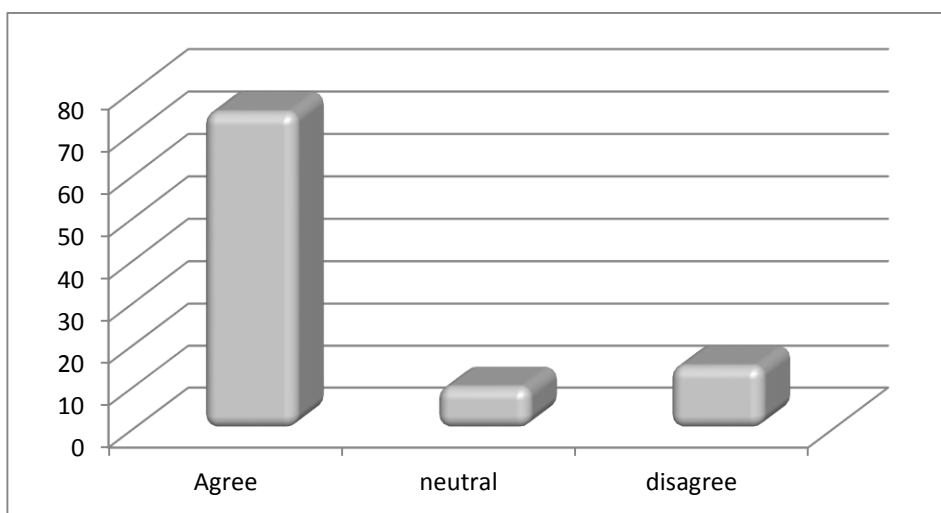


Table (4.6) English Syllabus cannot help secondary school students in learning conjunctions

Valid	Frequency	Percent
Agree	16	80.0%
neutral	01	5.0%
disagree	03	15.0%
Total	20	100.0%

From the above table No (4.6) and figure No (4.6) we can see that there are (16) participants in the study's sample with percentage (80.0%) are agreed with "Syllabus cannot help secondary school students in learning conjunctions ". There are (1) participant with percentage (20.0%) were not sure that, and (3) participants with percentage (15.0%) disagreed.

Figure (4-6) English Syllabus cannot help secondary school students in learning conjunctions

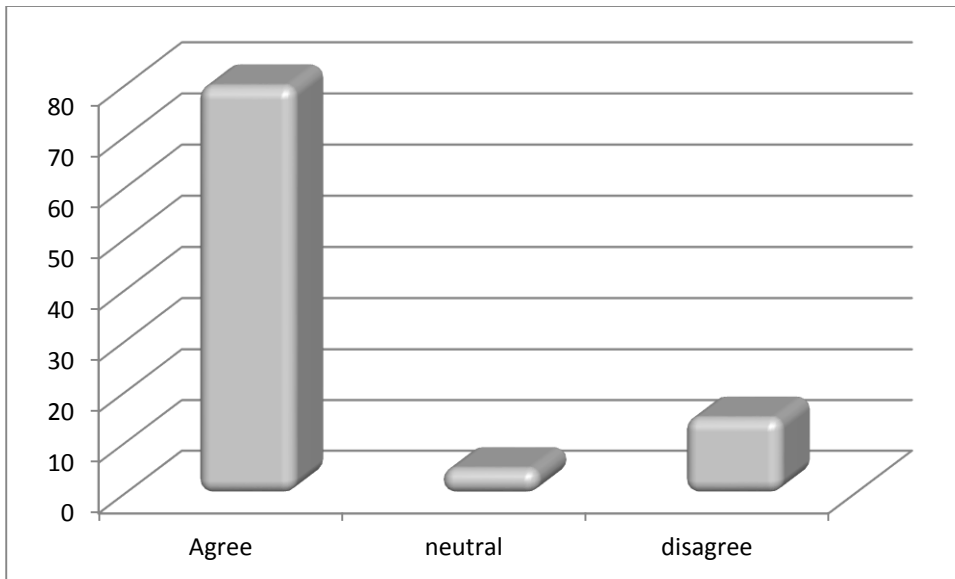


Table (4.7) There is no enough practice for English conjunctions in the syllabus.

Valid	Freque ncy	Percent
Agree	18	90.0%
neutral	01	5.0%
disagree	01	5.0%
Total	20	100.0%

From the above table No.(4.7) and figure No (4.7) it is evidently that there are (18) participants in the study's sample with percentage (90.0%) are agreed with "There are no enough practice for English conjunctions in syllabus . "There are (1) persons with percentage (5.0%) were not sure that and (1) participant with percentage (5.0%) disagreed.

Figure (4-7) There are no enough practice for English conjunctions in syllabus.

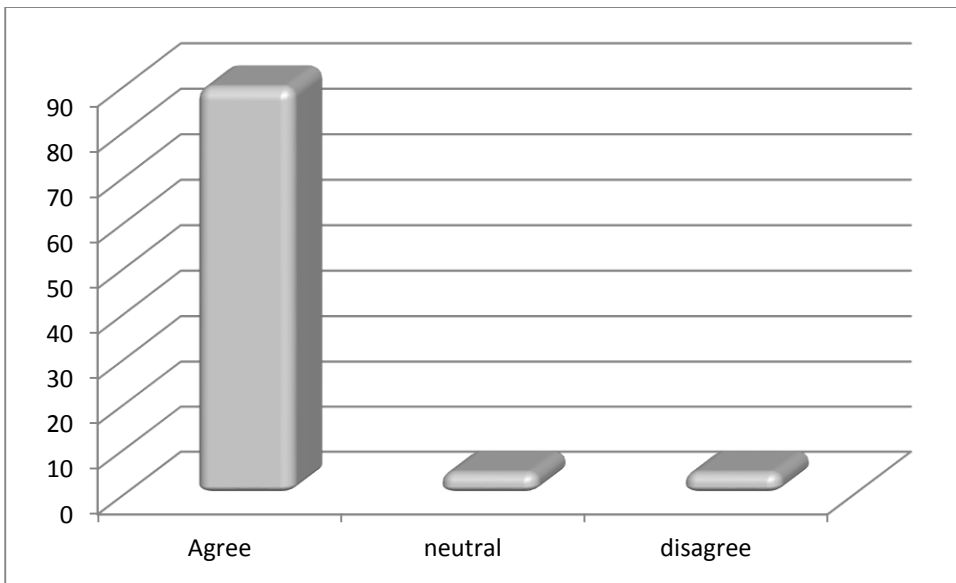


Table (4.8) Secondary school students are unable to use the right conjunctions due to the lack of exercises.

	Frequency	Percent
Valid		
Agree	18	90.0%
Neutral	01	5.0%
Disagree	01	5.0%
Total	20	100.0%

From the above table No.(4.8) and figure No (4.8) it is obviously that there are (18) participants in the study's sample with percentage (90.0%) are agreed with "There is(1) participant with percentage (5.0%) were not sure that and (1)participant with percentage (5.0%) disagreed.

Figure (4-8) Secondary school students are unable to use the right conjunctions due to the lack of exercises.

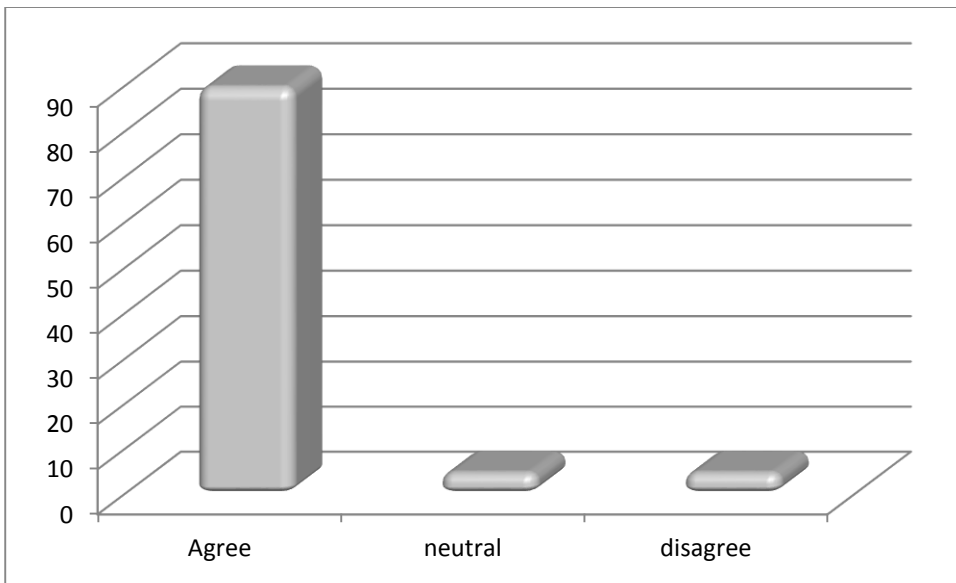


Table (4-9) questionnaire testing by using chi-square test

Nom	Statement	Mean	SD	Chi square	p-value
1	Teachers of English do not use the right teaching technique for introducing conjunctions.	3.4	0.7	20	0.000
2	Teachers do not adopt new techniques for teaching conjunctions	3.4	0.5	24.0	0.000
3	Teachers do not provide students with interesting text to practice conjunctions.	3.3	0.8	24	0.000
4	Secondary school students are not given more time to practice using conjunctions	3.9	0.6	24.4	0.000
5	Secondary school students do not familiar with the function of	2.6	0.8	27	0.000

	conjunctions.				
6	Syllabus cannot help secondary school students in learning conjunctions	2.4	0.9	25	0.000
7	There are no enough practice for English conjunctions in syllabus.	2.4	0.5	35	0.000
8	Secondary school students are unable to use the right conjunctions due to the lack of exercises	2.4	0.7	25	0.000

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (1) question was (20) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.22). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "***Teachers of English do not use the right teaching technique for introducing conjunctions .***

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (2) question was (24.0) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.22). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "***Teachers do not adopt new techniques for teaching conjunctions .***

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (3) question was (26) which is greater than the

tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.22). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement “***Teachers do not provide students with interesting text to practice conjunctions.***”

The calculated value of chi-square for the significance of the differences for the respondents’ answers in the No (4) question was (24.4) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.22). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement “***Secondary school students are not given more time to practice using conjunction***”

The calculated value of chi-square for the significance of the differences for the respondents’ answers in the No (1) question was (27) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.22). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement “***Secondary school students do not familiar with the function of conjunctions.***”

The calculated value of chi-square for the significance of the differences for the respondents’ answers in the No (2) question was (25) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.22). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement “***Syllabus cannot help secondary school students in learning conjunctions***”

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (3) question was (35.0) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.22). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "***There are no enough practice for English conjunctions in syllabus .***

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (4) question was (25.0) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.22). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "***Secondary school students are unable to use the right conjunctions due to the lack of exercises***

According to the previous results the hypothesis of this study is accepted

(B) The Responses to the Diagnostic Test

The responses to the diagnostic test of the 30 students were tabulated and computed. The following is an analytical interpretation and discussion of the findings regarding different points related to the objectives and hypotheses of the study.

Each statement in the test is analyzed statistically and discussed. The following table will support the discussion.

Table (4.1) title

	<u>Reliability</u>	<u>Validity</u>	<u>N</u>
ALPH CRONBACH	0.86	0.91	30

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

From the above table it is shown that the validity of the test is very high (0.91). This indicates that if we repeat the test we are sure with 93% that it's going to give us the same results.

4-3. Analysis of the Test:

The researcher distributed the test to the students to obtain the results that will be shown in the tables and the figures below, each table and figure will be accompanied by a comment.

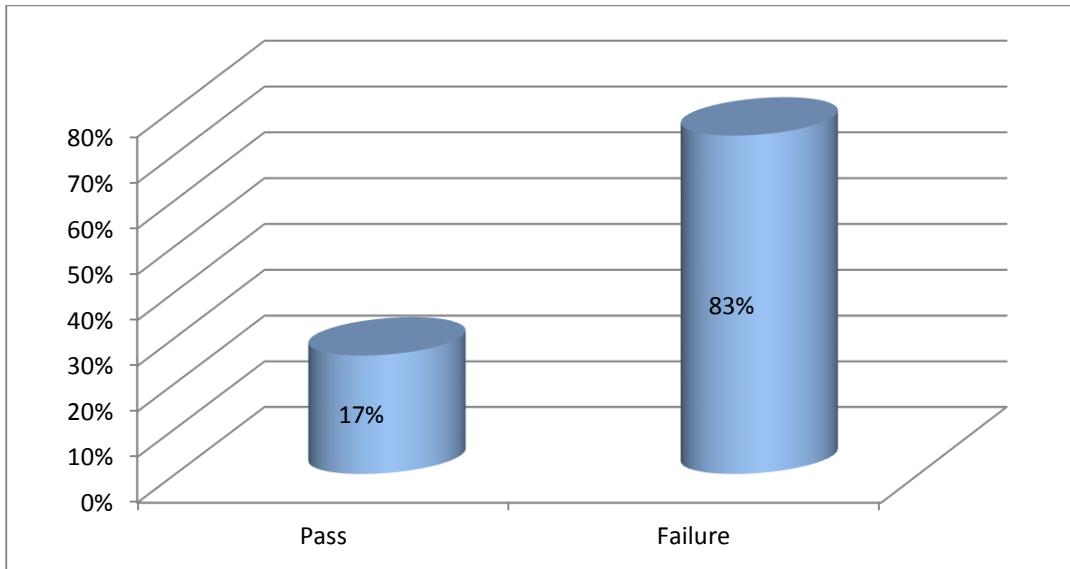
Question One:

Table (4.1) Fill in the gaps with the suitable conjunctions to make meaningful sentences.

Valid	Frequency	Percentage
Pass	6	17%
Failure	24	83%
Total	30	100

The above table and figure illustrate the percentage and frequency of the answers of the study sample that concern with the questions and shows that most of the sample answers were failure which are represented by the percentage (83%). This justifies that students need to be given adequate activities on vocabulary that focus heavily on written academic texts.

Figure (4-1) Fill in the gaps with the suitable conjunctions to make meaningful sentences.



Question Two: Match (A) with (B)

Table (4.11) Match (A) with (B)

Valid	Frequency	Percentage
Pass	7	23%
Failure	23	77%
Total	50	100

The above table and figure illustrate the percentage and frequency of the answers of the study sample that concern with the questions and shows that most of the sample answers were failure which are represented by the percentage (77%). This justifies that students need to be trained and developed in understanding written academic texts.

Figure (11) question (2) Match (A) with (B)

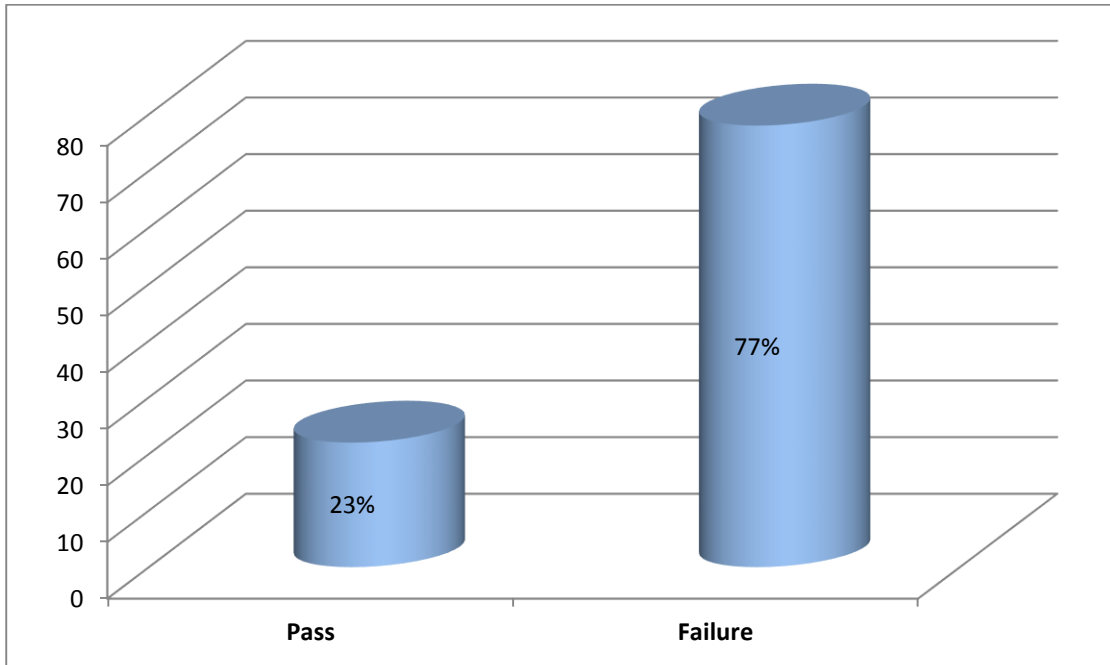


Table (4.14) one sample T-TEST for the questions of the study

Question s	N	SD	t-value	DF	p-value
1	30	7.2	11	29	0.00
2	30	9.81	17	29	0.00
For all	30	8.03	15	29	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 (11) which is greater than the tabulated value of T – TEST at the degree of freedom (49) and the significant value level (0.05%) which was (6.54). This indicates that, there are 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 (2) was (17) which is greater than the

tabulated value of T – TEST at the degree of freedom (49) and the significant value level (0.05%) which was (6.54). This indicates that, there are statistically significant differences at the level (0.05 %) among the answers of the respondents. This means that our second hypothesis is accepted.

4.4 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 (83%) failed to use conjunctions correctly in written texts. The second hypothesis states that, the students are unable to identify types of conjunctions this hypothesis is true. The result show that (77%) of the answers are wrong.

CHAPTER FIVE
FINDINGS, RECOMMENDATIONS, AND SUGGETION FOR
FURTHER STUDIES

CHAPTER FIVE

MAIN FINDINGS, RECOMMENDATIONS AND SUGGESTIONS FOR FURTHER STUDIES

5.0: Introduction:

This study aims to investigating the difficulties that encountered by secondary school students in using English conjunctions in written text.

The researcher has attempted to explore these difficulties. The analysis of the data is focused on the answers of the students in the test and the questionnaire for teachers.

5.1 Summary of the Chapter

The study attempted to investigate the difficulties that encountered by secondary school students in using English conjunctions in written text. The researcher tackled this topic by applying both descriptive and analytical method.

To investigate the difficulties of the study, the researcher raised the following questions:

1. To what extent are secondary school students un able to use English conjunctions correctly?
2. Are secondary school students able to identify of different type of English conjunctions?
3. What are the causes behind these weaknesses?

Based on these questions the three hypotheses are put.

These hypotheses are as following:

1. Secondary school students are unable to use English conjunctions correctly.
2. Secondary school students are unable to identify different types of conjunctions.

3. There are some causes behind the student's weakness in using English conjunctions.

To test these hypotheses, the researcher conducted a test for the students and questionnaire for teachers. The analysis revealed the difficulties that students encountered in using conjunctions.

5.2 The main Findings

Base on the results on chapter four, the study reveals the following results:

1. Secondary school students are unable to use English conjunctions properly.
2. Secondary school students are unable to identify the different types of conjunctions.
3. The result of the questionnaire shows that, teachers don't use the appropriate techniques for teaching English conjunctions, and there are no enough practice for conjunctions in the syllabus.

5.3 Recommendations:

With reference to the findings of the study, the researcher recommends the following:

1. Secondary school students must be taught English conjunctions in separate paragraphs.
2. Secondary school syllabus designers should pay more attention to conjunctions.

5.4 Suggestions for the further Studies

Based on the findings of this study, the researcher suggests the following:

1. To investigate the difficulties encountered by secondary school students in using English conjunctions in sentence structure
2. To explore the impact of conjunctions knowledge in writing stories.

REFERENCES

References

- A.J. Thomson and .V. Martinet (1986: 288). English practical grammar. Oxford university press.
- Aarts, Bars. English Syntax and Argumentation. 2nd ed. New York: Palgrave, 2001. Print.
- Abase Sadiya (2014), conducted an M.A study under the title “Conjunctions as Cohesive Devices in the Writing of English as Second Language Learners”
- Abdullah Elnair. A (2018) conducted an M.A study entitled “Investigating the Difficulties Facing EFL Learners in Using Cohesive Devices in Writing Essay”.
- Aidinlou, Nader Assadi and Reshadi, Elnaz, (2014) pp. 611-615 Vol. 5, No. 3. “A Comparative Study of the Use of Conjunctions and References in Electronic Mails vs. Paper-based Letters” in Journal of Language Teaching and Research
- Baskervill, W. M. and Sewell, J. W. “An English Grammar”.1896. <http://classiclitt.about.com/library> accessed on 1st August, 2015.
- Eckhard-Black,(1992). Christine. Cassel Language Guides (German): A Handbook of Grammar, Current Usage and Words, British Library.
- Haliday, M.A.K. and Hasan, Ruqaiya,(1976). Cohesion in English. Longman Group Limited.
- Huddleston, Rodney. English Grammar: An Outline. Cambridge University Press. 1988. Print.
- IMadden Babikir (2013), conducted an M.A study entitled “the Impact of Teaching Conjunctions in English Writing Proficiency at Sentence Level”.

-Leung, Carrie, (2005). A Comparison of the Use of Major English Conjunctions by American and Hong Kong University Students. LUNDS University.

-Malmkj and R, Kirksten, (1991). The Linguistics Encyclopedia. Routledge, London and New York.

Martha and Funk (2010:281). Understanding English grammar. New York and San Francisco - Boston, London Toronto, Sydney Tokyo, Singapore, Madrid, Mexico City, Munich, Paris, Cape Town, Hong Kong, Montreal.

Martin and Rose, (2003). Working with discourse: beyond the clause. Amazon.com.

Murthy, J. D. 2007 Contemporary Grammar of English. Book Palace

Nuruladilah Mohammed (2014) conducted an M.A study entitled "Use of Conjunctions in Argumentative Essay by Malaysian Undergraduate".

Quirk, Randolph and Sidney Greenbaum. A University Grammar of English. London: Pearson Education Limited, 2004. Print.

Sahebkhair, Farnaz and Aidinlou, Nader Asadi. "The Role of Explicit Instruction on Using Conjunctions in Iranian EFL Learners" Written Performance" in International Journal of Language and Linguistics. 2(2), pp.121-126. 2014. Print.

-Sanders, T. and Maat, Pander H. (2006-2014). Cohesion and Coherence: Linguistic Approach. Utrecht University, Netherlands. Elsevier Limited.

Tagwa Moh. Salih (2016) conducted an M.A study under the title "Investigating Cohesive Devices Problems Facing Sudanese EFL Students in their Written Work".

WEBSITES

http://WWW.hum.uu.nl/.../h.I.W.Pandermaat/Coherence_doc/ accessed on 30 the September, 2014.

<https://en.m.wikipedia.org>.

APPENDIX NO 1

Appendix (1)

Sudan University of Science and Technology

College of Graduate Studies

College of Languages

Department of English Languages

This test is designed to collect the data about a research entitled:

(Investigating the Difficulties Encountered by Secondary school Students in using English Conjunctions in Written Texts)

Students' test

Question one:

Fill the gap with the suitable conjunction to make meaningful sentence.

As , unless , however , and , or ,neither , but , both , when , if

1. He works at a school university.
2. She is fatquickly.
3. You will pass the exam.....work hard.
4. He did not play well.....he scored a goal.
- 5.....he arrived, the bus had left.
6. He chats.....he drives.
- 7.....will I meet you in lobby, nor will I come to your room.

8. Do you like coffee..... tea?

9.you hurry, you will miss the bus.

10.Omer and Ali are clever.

Question Tow:

Match (A) with (B) in (C):

A	B
1.Sub-ordinating Conjunctions	a. and, but ,both...and ,or neither..... nor
2.Co-ordinating Conjunctions	b. after , before , when ,even though
3.Co-rrelative Conjunctions	c. If, that, though, although, unless, when.

APPENDIX NO 2

Appendix (2)

Sudan University of Science and Technology

College of Graduate Studies

College of Languages

Teachers' Questionnaire

Dear Teachers:

You are kindly requested to respond to the statements of the following questionnaire for research entitled :(Investigating the Difficulties Encountered by Secondary School Students in using English Conjunctions in Written Texts)

Hypotheses

1. Secondary school students are unable to use English conjunctions correctly.
2. Secondary school students are unable to identify different types of conjunctions.
3. There are some causes behind the student's weakness in using English conjunctions.

No.	Statement	Agree	neutral	disagree
1.	Teachers of English don't use the right teaching techniques for introducing conjunctions			
2.	Teachers should adopt new techniques for teaching conjunctions			
3.	Teachers should provide the students with interesting texts to practice conjunctions			
4.	Reading texts which include a set of conjunctions help learners to have a better understanding of conjunctions			
5.	Secondary school students are not familiar the functions of conjunctions			
6.	Syllabus cannot help secondary school students in learning English conjunctions			
7.	There are no enough practice for English conjunctions in the syllabus			
8.	Secondary school students are unable to use the right conjunctions due to the lack of exercises			