Sudan University of Science and Technology

College of Graduate Studies

Investigating the Causes of Errors in Using Conjunctions in Writing among EFL Undergraduate Students

تقصي أسباب الأخطاء عند استخدام أدوات الربط في الكتابة لدي طلاب الجامعة

دارسي اللغة الانجليزية كلغة أجنبية

(A case study of English Language students 3rd year – College of Languages – Sudan University of Science and Technology)

A thesis Submitted in fulfillment for the Requirements of PhD in Applied Linguistics

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DEDICATION

To the soul of my father (rest in peace), my mother, my sisters, my sisters' daughters and my brother Majid.

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Abstract

This study aimed at investigating the causes of errors in using conjunctions in writing among EFL undergraduate students. .the researcher Adopted the descriptive analytical method. The researcher used a questionnaire, the interview, and the test for EFL students as tools for collecting data. The population of the study consisted teachers of English language from Sudanese Secondary Schools, experts in teaching English language from Sudan University of Science and Technology (SUST) and third year English language students at (SUST). The data has been analyzed with SPSS program using descriptive and non-parametric methods. Some results include: using conjunctions in English language writing have positive effect on developing vocabulary among EFL students; it can help teachers to facilitate explanation of the meaning of new vocabulary and also enhance students' ability in writing coherence.

Based on the results, the researcher recommended the following: English language teachers should take into account the importance of using conjunctions in teaching English language writing and also on all levels, English language teachers should be aware of the role of visual objects especially pictures and images in teaching English language conjunction, teachers should well trained on how to write an effective , well arranged texts and how to use conjunctions to make their students" writings more coherent, students should be encouraged to know how to interpret conjunctions in their writing classrooms' activities because it can facilitate and understand the texts and make them well arranged and more comprehensible

Abstract

(Arabic Version)

هدفت هذه الدراسة تقصي أسباب الأخطاء عند استخدام أدوات الربط في الكتابة لدى طلاب الجامعة دارسي اللغة الإنجليزية لغة أجنبية. استخدم الباحث المنهج الوصفي التحليلي ومن ادواته الاستبانة والمقابلة والاختبار. وتكون مجتمع الدراسة من معلمي اللغة الانجليزية في المدارس الثانوية السودانية وخبراء تدريس اللغة الانجليزية بجامعة السودان للعلوم والتكنولوجيا وطلاب السنة الثالثة (تخصص اللغة الانجليزية) في الجامعة نفسها. تم تحليل البيانات عبر احصاء وصفي ولا بارميتري باستخدام برنامج SSPS. اسفرت الدراسة الي نتائج منها ان استخدام الروابط في الكتابة في اللغة الانجليزية لها تاثير ايجابي في تطوير مفردات اللغة الانجليزية لدارسي اللغة الانجليزية ، كما انها تسهل علي معلمي اللغة الانجليزية شرح معاني المفردات الجديده وايضا تعزيز مقدرة الطلاب للكتابة بصورة متماسكة.

بناءا علي النتائج السابقة ، يوصي الباحث بالاتي: ينبغي علي مدرسي اللغة الانجليزية الاخذ بعين الاعتبار اهمية استخدام الروابط في الكتابة في اللغة الانجليزية وايضا قي كل مستويات اللغة الانجليزية.ينبغي ان يكون معلمي اللغة الانجليزية علي دراية عرض الكائن المرئي وخاصية الصور في تدريس الروابط في اللغة الانجليزية . ان يكون معلمي اللغة الانجليزية مدربين جيدا في كتابة موضوعات منسقة وفاعلة عن استخدام الروابط . يجب تشجيع الدارسين علي معرفة تفسير الروابط واستخدامها بصوره اكثر فهما في النشاطات داخل فصولهم الدراسية.

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CHAPTER ONE
INTRODUCTION

1.0 Overview:

This chapter provides a brief background to the role of using English conjunction. It shades light on using conjunction in writing English sentences; it also focuses mainly on the problem, questions, hypotheses, and objectives of the study. Moreover, it provides brief notes about the methodology and justifies the importance of the study .Furthermore; it defines the limitation of the study, and provides definitions of some terms of the study.

1.1 Background of the study:

Writing ability is one of the most important elements that determine the students' success in the field of language teaching and learning. However, FL learners usually have difficulty in writing due to the lack of grammatical knowledge, namely in the area of English language tenses, unfamiliarity with appropriate rhetorical styles in English, and sometimes lack of experiences in writing for English academic students requires writing well at the sentence level, the paragraph level, and at the organizational level. At the sentence level, students should be able to identify and write simple, compound, and complex sentences. At the paragraph level, students should be able to identify and write paragraphs including topic sentences and supporting details. At the organizational level, students should learn how to write essays of the following genres: giving instructions, cause and effect, comparison and contrast, and persuasion (Hyland, 2002). Also the students should understand what a procedure text is? A procedure text is a set of steps which should be completed in the right sequence to get the goal. The language features of procedure text consist of five principle components such as the use of imperative to tell people how to do things. The use of action verb which is

used to express physical or mental action, the use of conjunction (or numbering) to show

Someone how is the use of adverbial phrase and the use of simple present tense to indicate an event action or occurrence which is happen now.Based on my experience, there were some problems occur when determining writing materials to the students, especially texts. The first problem is that, the students' writing is not comprehensible because the content of the composition is not relevant to the topic. The second problem is that students produce some errors in spelling and grammar especially in using conjunctions. Conjunction is one of the items inside grammar and with so many choice of conjunction that can be used by the students; it makes students confused to use conjunction, they frequently misused between additive (And Or) and adversative (but).

Based on the problems found by doing texts. This study intended to know cause and effect of errors and the common conjunction errors which occurred within students'' written texts.

1.2 Statement of the Problem:

The researcher has had an experience of teaching writing courses for many years. Here, the researcher has noticed that lack of knowledge about coordinating and subordinating conjunctions in terms of meaning and functions is the most difficult area of English language for University of SUSTstudents in writing. The correct usage of connectors is one of the problems that students face. They 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 conjunctions among University of Sudan for Science and technology students.

1.3 Objectives of the study:

This study aims to:

1- Investigate the conjunction aspects in writing by determining the frequency of errors occurrence.

2. Examine incorrect usage of conjunction in foreign language writing at the sentence level.

3. Identify the strategies employed and the difficulties faced by students.

4. Propose methods and techniques for FL writing teachers so they can help students produce meaningful and unified writing

5. Identify and describe the types of English conjunction where errors make by students.

6. Identify and describe the causes of making errors by the students in using conjunction in writing texts.

1.4 Significance of the study:

This study is necessary for the following reasons:

The research is useful to the English Language teachers. It makes them aware of the problematic areas concerning conjunctions for students .it makes teachers improve and enhance their teaching skills and methods in teaching conjunctions. It is also useful to the planners and designers of English Language syllabuses to put more emphasis on techniques and activities of teaching conjunction aspects. It is useful to the researchers in the area of English Language teaching as a foreign language to discover and identify the problems and the difficulties that learners experienced or might face in conjunction knowledge when writing.

1.5 Questions of the Study:

This study is expected to answer the following questions:

1. What is the real problems students face in writing at

The sentence level, using the concepts of coordination and subordination?

2. Which conjunctions aspects is the most difficult for students?

3. What are the main causes of difficulty in coordinating and subordinating ideas?

4. What types of errors in English conjunction made by students?

5. What is reason makes the students commit errors when using connection in writing texts?

1.6 Hypotheses of the Study

It was hypothesized that University of SUST's students demonstrated weak performance in the writing skill at the sentence level due to lack of knowledge about coordinating and subordinating conjunctions in terms of meaning and functions. Errors in foreign language especially English are the cases which are difficult to avoid. There are some experts who conducted errors in English writing specially when using conjunction (subordinating and coordinating like additive (And and OR) and adversative (but) ,which confused students. .

So, the study sets out to test the following hypotheses:

1. Using conjunctions is important in writing coherence.

2. Using conjunctions can help learners to avoid difficulties in writing.

3. A useful techniques can help students to overcome errors.

4. Conjunctions are important aspects that help students in improving students' analytical skills.

1.7 Methodology of the study:

This study adopted the descriptive analytical method, as well as qualitative and quantitative data. It attempts to explore the use of conjunction in English texts by learners and also the study will attempt to explore the different aspects of the problem and it shed light on the areas that need to pay teachers' attentions.

 The tools of collecting data include: Questionnaire, test, and interview will be as tools for collecting data. The researcher is going to use a questionnaire for English teachers and an interview for experts from English Language department.

1.8 Limits of the study:

This research is narrowed down to explore the use of subordinating and coordinating conjunctions in English language writing at Sudan University of Science and Technology,(SUST)- English Language students during the academic year 2019.

Chapter Two

Literature Review and previous studies

CHAPTER TWO

Literature Review and Previous Studies

2.0 Overview

This chapter deals with the literature review and the theoretical framework of the study and previous studies. It discusses topics that are related to this study. It focuses on clarifying what is meant by Conjunction, In addition to that, the chapter includes a review of literature to the previous studies that related to the current study.

Part (1): Theoretical Framework

2.1Teaching Grammar:

Grammar as an essential component of language, has ever been absent from any teaching/ learning syllabus / curriculum throughout the world. Within the context of discourse analysis, the researchers would then introduce a core point of this study that is the importance of teaching grammar techniques in English Language writing.

Teaching grammar or studying grammar has become "a must "in spite of the reluctance of some and the disbelief in its efficiency or lack of enthusiasm for others. Hence, regardless of which approach or what methods areused, most foreign language students will find themselves complete to study grammar whether taught implicitly or explicitly. Here is a short account of how and why grammar is taught.

Traditional teachers of English considered grammar as an integral part of the language curriculum, they felt that it was no possible for a learner to speak or write English correctly if she/ he did not know the grammar of English language.

Recent years there has been a re- thinking about grammar teaching while as a reaction to the structural approach, the learner in a communicate class room were expected not puzzle their heads with grammar; it is being increasingly accepted that ' language learning is essentially learning how

grammar functions in the achievement of meaning (Widdowson; 1995) ,but instead of isolated sentences which were mostly used for drill and practice in the structural approach, the emphasis is now on providing suitable context to make the learners realize the communicative value of grammar in the achievement of meanings in sum, grammar instruction on the whole should be tailor- made to meet ultimately the needs of students and should weave both , prescriptive and descriptive practices into relevant ,meaningful instruction. Finally, as grammar closely related to discourse analysis, not say they often complement each other we feel it is necessary to deal with the term discourse as well as some of its aspects.

2.2 Definition of Conjunctions:

Conjunction is a word which is used to link or join words, phrase, clauses, In a sentence; most of conjunctions are from another parts of speech, especially from preposition (Kardimin; 2004: 167).Conjunction joins words to form phases and join phrases to form clauses. They also join clauses o each other to form compound and complex sentences; within sentences there are three types of conjunction; coordinating, subordinating and correlative. Subordination and coordination are two syntactic features that are employed in writing in both English and Arabic. It is often argued however that the two language differ in their preference for either syntactic relation , English as it is said makes use of more subordination than coordination ; while Arabic favors the use of coordination rather than subordination.

STRUCTURE OF CONJUNCTIONS:

Conjunctions are a grammatical resource for indicating links within texts (Schleppegrell, 272). This is because they join similar grammatical elements: noun or pronoun to noun or pronoun, verb to verb, adjective to adjective, adverb to adverb, preposition to preposition, phrase to phrase and clause to clause. Like prepositions, conjunctions do not have inflection

because they belong to the closed class, that is, they are not expandable. This means that they cannot be inflected through suffixation (prefixes and suffixes) to make them change from one grammatical class to the other like nouns, verbs and adjectives. In other words, nouns, verbs and adjectives can generate more grammatical classes when inflected through suffixation but that is not applicable to conjunctions. In this regard, conjunctions are like prepositions, as both of them belong to the closed class. This implies that prepositions too are not expandable, or cannot be inflected through suffixation to generate more grammatical classes

IMPORTANCE OF CONJUNCTIONS:

Conjunctions are important tools both in speech and in writing. In effect, Siddiqui(1) says a conjunction is one of the most important parts of a sentence and helps in maintenance of a strong flow of communication in any language.

A good knowledge and understanding of various conjunctions enable us to maintain both ways of communication (that is, verbal and written conveniently. It is important to note here that ability to use conjunctions appropriately will aid one greatly in speaking in a confident manner.

In addition, conjunctions breathe creative life into one's writing by allowing one to combine ideas and compare clauses without having to break up sentences into abrupt fragments. That is why Leung notes, "Conjunctions contribute to a better understanding of the use of discourse and they affect the way texts are perceived" (4). In the words of McClure and Steffensen (3), conjunctions act as clues drawing attention to and making explicit the logical relationship between propositions. In oral discourse, these relationships may be made clear by context. However, in the written mode, conjunctions are extremely important. This is because readers who fail to note a conjunction or who misunderstand it may interpret the proposition it connects as either totally unrelated, or related in

ways unintended by the author. Thus, they may comprehend each sentence or clause but fail to understand the passage as a whole.

Conversely, authors who fail to make judicious use of conjunctions leave their readers guessing about the connections between ideas they have presented. Halliday and Hasan (226-227) note that one important linguistic resource in communicating information is its conjunctive relation. It is a "specification of the way in which what is to follow is systematically connected to what has gone before.

2.3 Coordination and Subordination in English:

In English, compound sentences (coordination) are used to express related thoughts which are more or less equal and carry approximately the same weight that is; when both clauses of the sentence are offered as new information ,

2.4 Conjunction Introduction

1. A word used to connect clauses or sentences or to coordinate words in the same clause.

2. The state of being joined together.

3. The temporal property of two things happening at the same time.

4.Other kinds of conjunctions bring groups together, such as organizations working in conjunction to present a big event or bring objects together, like a conjunction in a house's plumbing system where pipes meet.

5. The action or an instance of two or more events or things occurring at the same point in time or space.

6. Conjunction is the part of speech used as a joiner for words, phrases, or clauses in a particular sentence.

7. It links these words or groups of words together.

8. The concert will be held in conjunction with the festival.

9. The medicine is typically used in conjunction with other treatments.

10. A situation in which two or more things happen at the same time or in the same place.

2.4.1 Subordinating Conjunction Introduction

- Subordinating conjunctions, also called subordinators, are conjunctions that join an independent clause and a dependent clause, and also introduce adverb clauses.

- A subordinate conjunction performs two functions within a sentence.

- A conjunction that introduces a subordinating clause.

- A subordinate conjunction performs two functions within a sentence.

- Subordinating conjunctions are parts of speech that join dependent clauses

- To independent clauses.

- Sometimes referred to as subordinators or subordinate conjunctions, these important words and phrases may also introduce adverb clauses. Subordinating conjunctions are essential parts of complex sentences with include at least two clauses, with one of the clauses being main.

- (Independent) and the other being subordinate (dependent).

- First, it illustrates the importance of the independent clause.

- Second, it provides a transition between two ideas in the same sentence.

- The transition always indicates a place, time, or cause and effect relationship.

2.4.2 Coordinating Conjunction Introduction

- The definition of a coordinating conjunction is a word that connects

- Phrases and words.

- A conjunction placed between words, phrases, clauses, or sentences of equal rank.

- A conjunction that connects two grammatical elements of identical

- construction.

A conjunction (as and or or) that joins together words or word groups of equal grammatical rank.

- Whereas coordinating conjunctions join parts of a 'sentence', the purpose

- Of transitional words and phrases usually is to join two 'sentences'.

- A conjunction that connects two identically constructed or syntactically

- Equal grammatical elements, such as or in They don't know whether they're coming or going.

- Conjunctions is placed in between the words or groups of words that it

- links together, and not at the beginning or at the end.

- A conjunction that connects coordinate words, phrases, or clauses.

- A conjunction that joins two grammatical elements of the same status or construction.

2.4.3 Correlative Conjunction Introduction

A correlative conjunction is a coordinating conjunction that pairs up with other words to connect elements in a sentence.

- A paired conjunction that links balanced words, phrases, and clauses.

- The elements connected by correlative conjunctions are usually parallel

- That is, similar in length and grammatical form.

- Correlative Conjunctions are those conjunctions which are in the form of pair of words.

- They help indicate the relationship between elements they connect in a sentence.

- Correlative conjunctions correlate, working in pairs to join phrases or

- Words that carry equal importance within a sentence.

Like many of the most interesting parts of speech, correlative conjunctions are fun to use.

- When using correlative conjunctions, ensure verbs agree so your sentences

- Make sense.

- When using correlative conjunctions, be sure to keep parallel structure

- Intact.

- When using correlative conjunctions, ensure verbs agree so your sentences

- Make sense.

- When you use a correlative conjunction, you must be sure that pronouns

- Agree.

- When using correlative conjunctions, be sure to keep parallel structure

- Intact.

- Equal grammatical units need to be incorporated into the entire sentence.

2.5 Examples for Correlative Conjunction in Sentences

Examples

1. She is both intelligent and beautiful.

2. I will either go for a hike or stay home and watch TV.

3. Jerry is neither rich nor famous.

4. He is not only intelligent, but also very funny.

5. Would you rather go shopping or spend the day at the beach ?

6. She is neither polite nor funny.

7. If that is the case, then I 'm not surprised about what is happening.

8. Have you made a decision about whether to go to the movies or not?

2.5.1. Examples for Subordinating Conjunction in Sentences

1. This salad is both delicious and healthy.

2. The police can't arrest the suspect in the crime until they have more evidence against him.

3. Tim's parents will let him have his own car as long as he pays for his own insurance and doesn't get into any trouble with it.

4. While Terry was talking on the phone and not paying attention, her kids were making a big mess in the kitchen.

5. Because the police caught him driving while drunk, he lost his license.

6. Hubert's wife will have to get a job so that they can afford to pay their mortgage and other expenses.

7. You shouldn't accept a ride in a car from someone unless you know the person really well.

8. Rogelio needs to see a doctor because his back is really bothering him a lot.

9. Jorge Rubino was not a popular leader in his country although he had support from the business community.

2.5.2. Common Words in Coordinating Conjunction

And, but, for, nor, or, so, and yet are the seven coordinating conjunctions.
 To remember them, the acronym "FANBOYS " can be used.

- F = for
- A = and
- N = nor
- B = but
- O = or
- Y = yet
- S = so

 I have agreed not to move in together until they get married.

10. The teacher got angry because the students were talking while he was trying to teach the class.

2.5.3. Examples for Coordinating Conjunction in Sentences

Examples

1. You can eat your cake with a spoon or fork.

2. My dog enjoys being bathed but hates getting his nails trimmed.

3. Bill refuses to eat peas, nor will he touch carrots.

4. I hate to waste a drop of gas, for it is very expensive these days.

5. Would you rather have cheese or bologna on your sandwich?

6. His two favorite sports are football and tennis.

7. I wanted to go to the beach, but Mary refused.

8. I am allergic to cats, yet I have three of them.

9. I am a vegetarian, so I don't eat any meat.

10. We are hungry and thirsty.

Wish on and Burks (1980) says that: ''These conjunction equal sentence parts, the coordinate conjunction joins

Structural units and is grammatically independent of this unit. Coordinate units consisting of parts of speech, phrases, or clause may also be classified according to their function in the sentence:

(a) **Compound subject**:

1. Dogs and cats do not get along (Subject consist of nouns).

2. How much she buys for the clothes or where she buys them does not interest her husband (Subject consist of noun clause).

(b) **Compound predicates**:

They went for dinner but returned in time for favorite television program (Subject consist of verb and modifier)

(c) **Compound object*s*:

1. He looked everywhere for his keys and wallet (Object of preposition consist of nouns).

2. He said that he was tired and that he was going to bed (direct object consist of noun clauses).

(d) **Compound modifier:**

1. He was tired but happy (modifier consist of adjectives).

2. The violinist played but dispassionately (modifier consist of adverbs).

consist of adjective clauses).

2.6. *Subordinate Conjunctions*

According to Frank (1972) states "A subordinate conjunction introduce a clause that independent clause". The words used as subordinate conjunction are when, until, if, although, that, whatever, than, as, before, after, and Since.

Wren and Martin (1990) state "Subordinate conjunction joins a clause another on which it depends for full meaning". The subordinate conjunctions include after, because, if, although, that, whether, than, though, till, before, and unless.

And Hartono (1996) states subordinate conjunction join a main clause with dependent clause". This way is called intention, condition, concession, comparison, time and the way or the level.

2.7. Form of sentence

Simple sentences simple sentence is one which has only one subject and one predicate or grammatical form which consists of only independent clause. In other words, it is composed only in one independent clause until now we have not all agreed on standard definition.

Complex sentences

A complex sentence consists of one main clause and one or more subordinate clauses. Or in other words, a complex sentence consist of one independent clause and one or more dependent clauses. The pendent
Clause can come in the middle of a complex sentence, as well as at the beginning or end.

Compound sentence

A compound sentence is grammatical from which consist of one or more independent clauses the express closely related ideas and each sentence can stand alone as simple sentence. The clauses of compound sentences may be joined together by coordinate conjunction (and, but, or, and, nor, so, yet, correlative conjunctions (either, or, not only. but also) or conjunction adverbs (Such as however, therefore, or consequently).

Compound complex sentences

A compound complex sentence is made up two or more independent clauses and one or more dependent clauses (subordinate clause they are usually equal both syntactically and Semantically .In other words, it is paratactic relationship that holds between the clause(Quirk et al ,1985:918).With subordination unequal ideas are expressed .One clause carries more weight than the other. The subordinate clauses presented as given or known information rather than new (ibid: 919). The relationship at work here is hypothesis; the subordinate clause and the subordinate clause(s) are in hierarchical hypotheses relationship. Somewhere else in Quirk (ibid: 920) it is stated that, the second unit in a sequence of coordinated units "gained focal prominence from its position", and that such prominence applies to the final elements in the complex sentence. This prominence means higher (a communicative dynamism) than there is in the initial part of the information unit (ibid 13560-7) this argument does not; however conflict with the discussion in the previous paragraphs regarding subordination. A subordinate clause is semantically subordinate to the main clause meaning that, the information there is often presupposed as given or known consequently, the normal position of a subordinate clause is initial rather than the final. Since the new information is often presented as linearly progress along the information unit (I.e. sentence).when the subordinate clause is shifted to final position it gains

more weight semantically , then it is assigned by means of its semantic level.

Quirk et al maintains that, the coordination is used when ease of comprehension is sought, but also hold that a compound sentence specially with and is vague in that it leaves the specific logical relationship to the interference of the speaker ' ibid :1040- 1'') in a complex sentence, On the other hand , the sentence maybe difficult to understand .

Coordination and subordination deal with the relationship between sentences.

Coordination equal importance between sentences; while subordination shows that one sentence maybe less or more important than other sentences. Both coordination and subordination can be achieved through signals towards and phrases such as subordinate and coordinate conjunctions.

Conjunctions are composed of two categories, subordinating conjunction and Coordinating conjunction. The function of conjunction is to link ideas; unlike Subordinating conjunction coordinating conjunctions have not received much attention in second language acquisition because it is generally believed that , coordinating conjunctions are easy to acquire due to simplistic notion of parallelism , given the overall frequency with which the word AND occurs in the spoken and written English it should be assumed that , its function is both pervasive and essential .

 Francis and Cusera(1981) reported AND as the fourth most frequent word in the Brown Corpus of writer English after THE, BE and OF.

2.8 The study of Conjunction:

The study of conjunctions has received considerable attention in linguistics; they have been studied under numerous labels such as linkers, coordinators, discourse makers pragmatic makers, discourse connectors and many other labels. Conjunctions play an important role in discourse as they used as

coordination to conjoin(different grammatical units); clauses, phrases elements words(Lee chard and Svartvic; 1994: 264). See also Greenbaun and Quirk;1993: 265; Carston;1994: 692). Generally, conjunctions are the common way of coordination and the most frequently used and central conjunctions are AND, OR and BUT.(Leech and Svartvic. 1994 : 264 , Green Baum and Quirk, 1993: 263) , these conjunctions are often used to link equivalent units . Observe the grammatical features and examples by Leech and Svartvic(1994: 24) on conjunctions including orthographic conventions:

To link parts of clause (clause elements)

Noun phrase:

His mother needed a chat and some moral support

Verb phrase:

Many of the laws need to be studied and will have to be revised.

Complements

The laws are rather outmoded or totally inadequate and often ambiguous.

Adverbial

You can wash this sweater by hand or in the washing machine.

Verb subject and verb phrase:

The paper says, and most people believe that, the opposition party will win the next election.

- **Subject and complements**

Dr. Simon's eyes behind his spectacles were friendly, and his smile kind.

To link words such as nouns or adjectives.

--tomorrow will be nice and sunny.

Except for the above grammatical features, the syntactic and orthographic features of the three major conjunctions should also be paid attention to.

These three major conjunctions can be merely used with a preceding or without a punctuation mark but never a full stop or a semicolon. (Greenbaum ; 1993: 122).

They should be interested between the last two units once only if, more than three units are linked by coordinators they can be repeated when there is a polysynthetic(in linguistic typology polysynthetic languages are highly synthetic language, I,e language in which words are composed of many morphemes (words parts that have independent meaning but may not be able to stand alone),multi- linked, coordination (Greenbaum and Quirk , 1993: 262); they should be clause initial position of the second clause and this is Sequentially fixed. They do not allow another conjunction to precede them. This tendency to separate "conjuncts" from other clauses is due to the fact that conjuncts are treated as independent constituents syntactically and semantically. Syntactically, "conjuncts" are not considered as parts of the syntactic structure in which they are used. Quirk et-al (1985.633) affirm this by saying "conjuncts both indicate the relation and are demonstrably outside the syntactically integrated clause structure". They also add (p.631) that "conjuncts have a relatively detached and super ordinate role as compared with other clause elements". As such, it is possible to remove the conjuncts in (5), (6), (7) without making the sentence ungrammatical.1 Muir (ibid) further adds that other linkers like "and, or, but" have a fixed position in the sentence, i.e. medial as "I came in and he went out".

2.9 A Contrastive Study of Conjuncts in English and Arabic.

Semantically, "conjuncts" don't contribute information to the propositional content in which they are used. Quirk et-al (1985.631) states that conjuncts "have the function of conjoining independent units rather than contributing face information to a single integrated unit. They indicate how the speakers view the connection between two linguistic units", as in:

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11. The candidate is a fine teacher, a broadcaster of some experience, and a respected drama critic. In addition, she has written a successful novel. "in addition "connects the proposition that follows with the previous one without adding extra information to the proposition itself.

The proposition that follows with the previous one without adding extra information to the proposition itself.

Arabic has three conjunctions that overlap in function: *wa*, *fa*, and *thumma*. The three are used to link one item to another in a participatory relationship,

but *fa* 'next' is used when succession and immediacy are in focus, *thumma* ' then' – when succession and non-immediacy are meant, and *wa* 'and' – when general coordination is intended.

The question is: What makes Arabic speakers use the conjunction *wa* to imply sequence when they have at their disposal *fa* and *thumma* that are specifically marked for sequence

Wa.

This conjunction is used in logic to construct a conjoined statement which is true only if both of the terms it is composed of are true.

It is the contention here that the conceptual meaning of conjunctive *wa* is indeed identical to the meaning of the logical conjunction. It is simply unmarked for temporality; i.e., sequentially and synchronicity are not parts of \the entailment of this conjunction.

Any indication of sequence or synchronicity is only inferred pragmatically.

Thus, these two utterances would be logically equivalent:

'Salim sold his old car and bought a new car.'

باع سالم سيارته القديمة واشتري سيارة جديدة

اشتري سالم سيارة جديدة وباع ضيارته القديمة

'Salim bought a new car and sold his old car.

If the use of the conjunction *wa* instead of either *fa* or *thumma* were meant to implicate that the order of events was not part of the speaker's intended message. Had the speaker wanted to indicate a sequence of events, they would have used either *fa* or *thumma*. Since they did not, they should not be interpreted as implying it.

If the speaker were to use either *fa* or *thumma*, they would have given the impression of redundancy since the stated order is the only possible sequence of events; thus, violating the principle of quantity other hand, both the expressed sequence and its opposite are possible.

Determining which sequence of events is intended is actually dependent on the hearer's estimation of people's behavior in such circumstances in certain cases, one must admit, it is still difficult to decide the sequence of events. There is a conflict here between the maxims of manner and quantity.

That is why it is hard to give preference for (a), (b), or (c). If precedence is given to the maxim of quantity, then inference (a) is most likely. Such an inference, however, would be so weak that it could be cancelled without any contradiction since it is based solely on the weak assumption that speakers tend to be orderly in their communication. Inference (a) is cancelled in (12) without any apparent contradiction.

 'Salim and Hamid came to me, but Hamid came first'.

Had the conjunction in this utterance been *fa* or *thumma*, cancellation would have caused contradiction as in:.

جاءني سالم وحامد ولكن حامدا جاء اولا

*'Salim came to me, next Hamid did, but Hamid came first.'

جاءني سالم فحامد ولكن حامدا جاء اولا

جاءني حامد فسالم ولكن حامد جاءني اولا

*'Salim then Hamid came to me, but Hamid came first.'

Thus, sequence is an undeniable implication of *fa* or *thumma* but not of *wa*.

Sequence is part of the entailment of the first two conjunctions but only a conversational implicative of conjunctive *wa*. In other words, *fa* or *thumma* are designated for the indication of succession, whereas *wa* cannot imply succession unless certain conversational and communicative principles are utilized

Enumeration:

The enumerative conjuncts in English are "next, then, first, second" which are used to give order as in:

. In the first place, the economy is recovering, and secondly unemployment is beginning to decline.

Whereas in Arabic, the particle "ف" could be considered as enumerative since

\it may indicate order and arrangement of events:

اتي محمد فاحمد فعلي لرؤيتي البارحة

2. **Result**:

Resultive conjuncts in English are "accordingly, consequently, hence, now, so, thereforeetc." which are used to show that the final item tends to be a Conclusion and a result:

. I go there very late, so, I missed most of the fun.

In Arabic, on the other hand, the resultive particle is "عندما" which may introduce a sentence that can be a result of the preceding:

سجدت لله عندما وجدت صديقي I-praised God, for I have found my friend. .

3. **Transition:**

The transitional conjuncts in English are divided into "discoursal" and "temporal". Transitional-discoursal-conjuncts are "incidentally, now, by the way" which are used to shift attention to another topic

- I want to tell you about my trip, but, by the way, how is your father?

Transitional-temporal-conjuncts are "meantime, meanwhile, originally, subsequently, and eventually" which are used to move temporally to related events:

He saved a great deal of money, but in the meantime his house deteriorated badly.

On the other hand, the transitional conjunctive particles in Arabic are "ثم" and "بل"."ثم" is used to indicate a transition from the general to the more special:

جاء القوم ثم جاء زيد Zaid came then people did.

"بل" may indicate a transition from one purpose to another:

"Those will proper who purify themselves and glorify their Guardian-Lord,
And lift their hearts in prayer. Nay, ye prefer the life of this world". (Ali,1997: 1638).

. Equation:

The equative conjuncts in English are "correspondingly, equally, similarly, likewise" which are used to indicate that an item has a similar force to a preceding one:

15. She has a high responsibility and, equally, a high salary.

Related or unrelated units together in a sentence; connectives conjoin units that are somewhat related or to show the reason or result for something (such as therefore, thus and as a result). Chalker (1996: 3), gives in her explanation on what connectors are" adverbs or other adverbial that can link two separate sentences.

e.g. I can't do anything just now, it won't matter a lot, though. Another looser, way of showing a connection between two clauses, and particularly between separate sentences.

To use a rather special type of adverb called a connector .Sometimes also called a conjunct, or a linking adjunct.

Some examples of connectors are '' moreover, nevertheless and otherwise. Chalker's explanation ' that connectors can also be adverb' helps explain why connectors may move around within the sentences; while conjunctions sequentially fixed, also pointed out that, the function of connectors is to express various kinds of relations between the utterances; though, similar in their usage. Chalker; 1996: 2) also provided in her book 'the differences between conjunctions and connectors which certain a lot of orthographic conventions; conjunctions normally combines two or more clauses into one sentence, often with a comma separating them, but sometimes no punctuation marks.

A conjunction with the exception of and, or a but usually introduces a finite clause complete with subject and finite verb. Some conjunctions can also introduce a reduced clause .a connector shows a connection between two separate sentences and there is usually a full stop at the end of the sentence. A connector has rather detached role in its clause prosodic ally, so it is often separate by comma or commas from the rest of its clause.

2.9.1. Conjuncts and Relevance:

Conjuncts are considered as types of parenthetical adverbial which aretraditionally treated as non-truth-conditional, i.e. they do not contribute to the truth conditions of the utterance in which they occur.

Blackmore (1987:141) discusses "and, after all, so, moreover, furthermore" She proposes that these expressions are not seen as encoding concepts or as contributing to the truth conditions of utterances but as "indicating to the hearer what types of inference process he/she is in". Their main function is

to relate two separate syntactic units involved. As such, a conjunct has no effect on the content meaning of a sentence. However, Fraser (1990:390) gives the following examples to prove that the presence or absence of the conjuncts "and, but, or, so, however, then" doesn't alter the potential discourse relationship between the message which follows and the foregoing discourse.

That is, these conjuncts don't create meaning as in:

12.A: Mary left

B: (i) John stayed.

(ii) Now, John stayed.

(iii)So, John stayed.

(iv)However, John stayed.

(v) Then, John stayed.

(i) Can be interpreted as it one of the "conjuncts" was there. For example, it can be interpreted as a "transitional message", as it is signaled by "and" or a "resultant" message as it is signaled by "so". The main relevance of the sentence will be derived from the fact that "John stayed" and not from the fact that this information has been given with "and" or with "or" or with "but" etc, that is why.

In fact, there is a general assumption that "conjuncts" areindependent constructions, in that they don't modify any constituent of the relevant clauses.

Haegman (1988:85) argues that "conjuncts" are parts of the peripheral adverbials which are "orphan constituents and fully unattached at all syntactic level of representation".

Fraser (1990:388) affirms this claim through his discussion of "and, but, or, However, so, then" giving the following example:

13. I want it finished today. However, you did it.

"However" here is used to signal a contrast to expectations and is not a part of the message content. It separates two distinct messages and signals that the second message is concessive of the first. "However" is a device used to show how the message that follows relates to the preceding. So, it is not a part of the structure of the sentence in which it is used. Consequently, "conjuncts" are not considered as integrated parts of the sentence. They are independent constructions having a conjoining function.

2.10. Major Conjunctions (*and, or, but*).

The position of the three major conjunctions is fixed, joining any phrase of the same type in most cases clauses using (and) and (but) follow a sequences of time or show tendencies of time sequences, therefore these clauses begin with and, and but are chronologically and sequentially fixed in the initial position of the second clause as the conjunction cannot refer forwards Green Baum& Quirk 1993:264) .observe the following examples:

He went shopping and bought the book.

He bought the book and went shopping.Logically, one will tend to think that, the subject "went" shopping first and then he bought the book, but not the opposite. The sequence of time here is encoded.The conjunction 'or', however, does not normally indicate sequence of time. They are leaving England or they are spending a vacation there?

They are spending a vacation there or they are leaving England?

Except fix 'but', which is restricted to link only two units, 'and' and or'can link more than two clauses and subordinate clauses. Consider the following examples:

1- He asked to be transferred, because he was unhappybecause he was unhappy and because he saw no prospect of promotion.

I wonder whether you should go and see her or whether it is better to write to her.In the above examples ,it can be realized that, a conjunction ' and ' a subordinator can present in a sentence (and, although, whether, or). Note

that, this usage is not possible and is ungrammatical; for 'but nor can but link two subordinate clauses. Though, divided when used as conjunctions the core meaning and functions of (and, or but) can be concluded as follows;

Chalker, 1996; Fraser, 1998, 1999; Quirk et al, 1985) and is the most common and general conjunction.It can be used to simply add one statement to another or more , provided that there is some of meaning between the clauses.

Observe the following examples:

The vehicle was middy and the carpet inside needed sweeping.

She caught Mark's arm and pulled him to his feet. The discourse features of and can be summarized as follows:

> *'It is to show sequence contrast /concession/addition /comment/explanation (Quirk et al 1985:930)It can be used with endorsing sentences(Greenbaum and Quirk 1993:269) to form correlative (both..And).in spoken discourse according to Collins Co-build English dictionary (995:57) and is used by the media or spokesman and the like to change a topic or to start talking about a topic they have just mentioned.'*

The conjunction and may also contain a reciprocal relationship (Leech and Svrtvic1994:256).Observe the following examples: Last night our dog and the neighbors were having a fight.

1-Our dog and the neighbors were having a fight with each other.

Or:

The conjunction "or" is frequented used in discourse to give alternation.

The conjunction is sometimes categorized as inclusive but in most cases exclusive (Leech and Svrtvic 1997:267) with its exclusive use, the possibility of both clauses being true or to be fulfilled is excluded (267)

that is, only one action in either clause can be performed or only alternative is true in either clause never will two actions or two alternative in both clauses within a sentence be performed or true.

You can sleep on couch in the lounge or (else) you can go to a hotel. In general discourse features are as follows:

It suggests an alternative there is the also more emphatic expression or else.

It can link more than two sentences.

To show correction or restatement.

To indicate negative condition (268) which typically follows a negative Imperative clause.

It can also be used together with or whether to form correlative such as eitheror, whether. or

But:

'*But'* is the favorite link word of contrast (Ball 1996:28;) this statement best explains the major function of but, which is to introduce a contrast, somethingsurprising. As explained earlier in this section, this conjunction is more restricted than 'and' and 'or', therefore, it is not used as frequently as the other two conjunctions. Its more discourse features include:

It is used more commonly in spoken discourse to denote contrast (Altenberg 1996:27; Ball1996:28).

It cannot normally join categories other than clauses or subordinate clause except in combination with a negative (Leech and Svartvic 1994:256) or phrases with meanings which somehow contradict each other are coordinated.

The weather was wormed but cloudy. (2 adjectives)

The weather was warm and sunny.

I have been to Ireland, but not to the Alps. (2 prepositional phrases)

He tried but failed. (2 verb phrases)

It can sometimes be used as an international move or point – making device

(Schffrin 1987:61) or for emphasis (Ball 1996:30)

The content of the first clause will be the opposite but still compatible of the second clause beginning with 'but' to show contrast.

He was young but old.

2.11. Conjunctions in spoken English and English as a second language:

Introduction:

Speech and writing are different modalities which are different to compare directly, since discourse emerges in specific situation where language constitute genres are understood here as text or discourse types such as informal conversations, narratives, or academic essays, cultural units which areconstituted by lexical and grammatical resources(Halliday and Hassan 1989).

Martin ,1992) different configuration of these lexical and grammatical resources can characterized as registers different register choices are more or less appropriate or more or less effective. In the realization of particular genres here we examine conjunction and clause combining in the essay writing of English as a Second Language (ESL) students showing how they sometimes draw or registers that are more appropriate for genres of interactional speech strategies for clause linkage in speech and writing Recent analyses of speech and writing have illuminated the different in registers that are reflected in different genres (e.g. Chafe 1985, Halliday 1987, 1989, Martin 1989) language users draw on different grammatical and lexical resources in creating texts of different types, and study of the different choices that are appropriate for particular genres give us a better understanding of the role of register differences in text production. One grammaticalresource which contributes to register differences in different genres is the conjunctive system analysis of the similarities between the ways spoken English and ESL writing employ the conjunctive system helps

to further specify the register differences that character particular uses of language and helps us to understand the strategies that language learners use in attempting unfamiliar genres.

Conjunction is a grammatical resource for indicating links within text. Linguistics have described some of the different ways that linkages are indicated in speech and writing (e.g. Chafe 1985, Halliday 1987, 1989) spontaneous spoken language typically employs clause chaining strategies, using adverbial clauses and conjunctions to link segments of discourse this manifests itself in a greater number of finite verbs and clauses linked with conjunctions in spoken language (Marfin 1989), and in a greater number of adverbial clauses, especially reason adverbials, in speech than in writing (Poole and Field 1976, Crystal 1979, Begman 1984, Thombson 1984). In three different functional roles, conjunctions also convey different meanings (Schiffrin 1987:182-98) Conjunctions, by their semantic meanings, presuppose the presence of certain other elements in a text (Halliday and Hassan 1979) use of 'because', for example would seem to presuppose the existence of an assertion for which the 'because' clause provides a reason or cause, but the extent to which the semantic force of conjunctions is fore grounded varies in different discourse contexts when conjunctions function as cohesive discourse markers. They make the pragmatic contributions to the ongoing interaction and structuring of discourse and their semantic contribution are less in focus. Themore prominent role of conjunction in discourse structuring in the spoken mode can be seen in the frequency of occurrence of conjunctions that serve as discourse markers in speech. 'Because' clauses are more frequent in speech than writing, in addition to using 'because' more frequently, ESL writers also use 'because' clause in ways that violet expectation for academic registers. Contributing to an 'oral' tone in their essays.

2.12 English Conjunction at Discourse Level

Among various researches on conjunctions, Halliday and Hassan (1976), first classify conjunctions into four types, beside Quirk (1985) clearly points out the semantic use of conjunctions, then Jiang (1992) cites both Halliday and Hassan (1976) and Quirk (1985), studies and develops a repertoire of common English conjunctions. This is great help to the author in analyzing student's performance in using conjunctions. According to Halliday and Hassan (1976), the conjunctions is one of four kinds of cohesive devices intext 'expressing certain meanings which presuppose which presence of other components in the discourse' and the 'relationship expressed by the conjunctionsare termed as conjunctive relations. Halliday and Hassan (1979) Further subdivided conjunctions into four categories according to the relationship they express; additive, adversative, causal and temporal conjunctions. They explore the function of conjunctions in great detailsto get general description of the use of conjunctions, Yul (1990) Halliday and Hassan interpreted four classes of conjunctions as follows: (p: 20-21)

-**Additives**

The connectives that link units of semantic similarity .the additives introduce discourse units that repeat and emphasize the key points or add relevant new information to the prior expression. Additive relation is somewhat different from coordination proper, although it is no doubt derivable from it. Considering cohesive relations,' *and, or,* and *nor* type' can be grouped under the heading of additive.

Coordination is said to be realized in the form of a particular structural relation since it is incorporated into linguistic structure (Halliday and Hasan, 1976; 233), while additives indicate something rather looser and less structural than what it meant by coordination. Hence, if coordination relation is structural, the additive relation is cohesive. The correlative pairs,

such as' ***both and, either or***, and ***neither nor*** 'do not occur to express in general a cohesive function; they restricted to structural coordination within the sentence. The reason is that a coordinate pair functions as a single unit. ***'And, or***, and ***nor'*** may express either the external or the internal type of conjunctive relation. For example' *and'*, in the additive context, in fact, would reveal no clear difference between the two (external or internal); but when *it* is used alone as a cohesive item, as a distinct from ***and then***, *etc.,* it often seems to have the sense of 'there is something more to be said' (Halliday and Hasan 1976; 245).

Example:

(1) "While you're refreshing yourself," said the Queen, "I'll just take the measurements." *And* she took aribbon out of her pocket, marked in inches (Halliday and Hasan, 1976: 235Here *and* does link two different facts, which makes it external, but at the same time, it may serve to convey the speakers' intention that they should be regarded as connected in some way. In what follows is a summary of the conjunctive relations realized by the additive type with an example for eachone:

a. Simple additive relations (external and internal):

Additive: ***and, also***, *and too*.

Negative: nor, and not, not either, neither.

Alternative: ***or, or else***.

b. Complex additive relations (internal): emphatic

Additive: *further (more), moreover, additionally, besides that, add to this, in addition.*

Alternative: *alternatively.*

c. Complex additive relations (internal): de-emphatic

After thought: *incidentally, by the way.*

d. Comparative relations (internal):

Similar: *likewise, similarly, in the same way, in (just) this way.*

Dissimilar: *on the other hand, by contrast conversely.*

e. Appositive relations (internal):

Expository: *that is, I mean, in other words, to put it another way.*

Exemplificatory: *for instance, for example, thus.*

-**Adversatives:**

The connective that bring in the expressions that are contrary to the expectations , the expressions indicate a contrary results of opinions to the content mentioned in this sense, the adversative signal the beginning of a different view point.

The summary of conjunctive relations of the adversative type:

a. Adversative relations 'proper' ('in spite of external and internal)

Simple: *yet, though, only.*

Containing: *but.*

b. Contrastive relations ('as against') (external):

Simple: *but, and.*

Emphatic: *however, on the other hand, at the same time, as against that.*

c. Contrastive relations ('as against') (internal):

Avowal: *in fact, as matter of fact, to tell the truth, actually, in point of fact.*

d. Corrective relations ('not… but') (internal):

Correction of meaning: *instead, rather, on the contrary.*

Correction of wording: *at least, rather, I mean.*

e. Dismissive (generalized adversative) relations ('no matter…still') (external, internal): Dismissal, closed: *in any case, in either case, whichever.*

Dismissal, open-ended:*anyhow, at any rate, in any case.*

Causal:

The connectives are used to introduce result, reason or purpose, the clauses connected are related to each other either in the cause and effect relation or in the conditional relation.

"So, thus, hence, consequently, accordingly, therefore and a number of expressions like *as a result (of that), because of that, in consequence,'* are used a means to realize the causal relation. All the examples of causal areregularly combined with initial *and.* Thus' *so'* occurs only initially, unless it is followed by *and.* There are threeSpecific relations under the heading of causal relations. They are *'result, reason,* and *purpose'.* The simple formof expression is' *so' intended to ' as a result, for this reason, for this purpose.'*

They usually occur asdistinguishable prepositional phrases.

The simple forms *thus, hence,* and *therefore* all occur regularly in an internal sense to imply some kindsof reasoning or argument from a premise. The word '*so'* occurs frequently internally in another meaning sharedin it with' *then';* it is a statement about the speaker's reasoning processes in order to conclude something fromwhat is being said (or from other evidence)' (Halliday and Hasan 1976: 257).

The other type of conjunctive relations subsumed under the general heading of causal relations is theconditional type. Conditional means' possibly a, *if so, then be'.* ,'' and although the 'then' and the 'therefore' are not logicallyequivalent- a may entail b without being its cause- they are largely interchangeable as cohesive forms''(ibid.).

The simple form of expression of conditional relation, meaning 'under the circumstances', is the word *then.*

Temporal:

The connectives that express the time order or events in order to manifest the temporal relation of successive and simultaneous events, this category include the preceding, sequential and simultaneous connectives. Examples for additive relation include and, or, likewise, furthermore, etc. Conjunctive relation of the adversative type is characterized by such conjunctions as but, however, on the country, etc. The third type is causal relations

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expressed by conjunctions such as so, thus, hence, therefore consequently etc. Finally, the temporal relation can expressed by through then, previously, before that and so on. Temporal relation also includes the sense of conclusiveness by such items as finally, to sum up, in short (Halliday and Hassan p243).

Halliday and Hassan (1976) treat conjunctions as a type of cohesive ties that relate linguistic elements that occur in succession besides, Halliday and Hassan (1976) explain that "Cohesion is the relation between sentences in text ". Conjunctions are, in fact, linking elements among sentences, in other words, the term "conjunctions" refer to those linking elements occurring inter-sentential should not be considered as true conjunctions. Halliday and Hassan's (1976) model provided a straight forward categories of English conjunctions. The four categories reflected four semantic relations between sentences. It thus helps students to understand the role of conjunctions in organizing discourse. Quirk's (1985) study of conjunctions include both within and beyond sentential level. This definition is different from the one by Halliday and Hassan (1976), who insists that only those conjunctions functioning as cohesive devices above sentence level can be considered as true conjunctions. Quirk (1985) classified conjunctions into seven categories based on the semantic use:

Enumerative: first, second and third.

Additive, Equative likewise

Reinforcing: furthermore.

Summative: to sum up

Appositional: namely.

Resultive: consequently.

Inferential: in other words.

Contrastive: Reformulatory alternatively.

Replactive: on the other hand

Antithetic on the contrary.

Concessive nevertheless.

Transitional

Discourse: Incidentive

Temporal: in the meantime.

Quirk (1985:P 634) also described a syntactic feature of English conjunctions according to his explanation. A conjunction can be placed at the beginning, the \\middle or the final of a sentence. However, he does not provide a thought description about the syntactic distinctions among the seven sub classes of English conjunctions in his model in view of the above definition of conjunctions. Halliday and Hassan's (1976) model is easier for students to memorize the four categories of conjunctions than seven categories in Quirk's model , but the subtle differences in meanings within each category may cause another problem for ESL learners in using conjunctions .

2.13. Problems with the discourse categories of Conjunctions:

In the repertoire of English conjunctions, (Halliday and Hassan (1976) the most commonly seen additives or listed and classified into five sub classes according to their functions in connecting sentences and paragraphs. moreover, just as Celce Murcia and Larsen Freeman (1999) point out 'while such a classification is useful at the global level to sort out possible meaning relationships into types, it presents problems for the definitions of individual connectors.' Celce- Murcia (p: 531) and Larsen – Freeman. further list three problems that cause errors for learners in choosing the right words; the first problem is that' the expressions within category are often not interchangeable' (p: 531), the second one is that certain expressions they find acceptable paraphrases in more than one conjunction' (p: 531). The last one is that 'functional labels such as adversative are not always accurate' (p: 531). Thefollowing examples are given by (Celce-

Murcia) and (Larsen- Freeman) (1999-p: 531) to further explain the difficulties learners may encounter in using conjunctions.

1- Sara wanted to fly to the moon, however, she did not know how.

2- Sara wanted to fly to the moon, nevertheless, she did not know how.

3- Sara wanted to fly to the moon, despite this she did not know how.

4- We can take this apartment or we can take the other one, but in any case. We have to take something soon.

5- We may not be able to take our vacation as planned; the area is less than six feet of snow and in any case we just do not have enough money.

6- We may not able to take our vacation as planned or in any case, we won't be able to make it along one.

Example (2-4) (2-5) and (2-6) can be used to illustrate the difficulties for learners in using conjunctions. The (however) in example (2-4) , the (nevertheless) in example(2-5) and the (despite this) in example (2-6) are classified under the same label as adversative which express adversatives relations , but just as 'Celce – Murica' and ' Larsen-Freeman' (1999; p:531) mentioned the expression within categories are often not interchangeable that is ' nevertheless and despite this' cannot be applied in every case, while 'whenever and however' are used. And the second problem can be demonstrated in example (2-7), (2-8) and (2-9) provided above.The use of 'in any case' in example (2-7) can be explained as 'anyway' the intended meaning of the whole sentence is 'no matter whether we choose this apartment or another, we have to take something anyway' but the ' in any case' can be explained as besides' besides the first reason that the area is under six feet of snow, The lack of money is the second reason that we cannot take our vacation as planned ' and the 'in any case' conveys the meaning as 'at any rate' the speaker uses ' in any way' to emphasize the next statement is the most important thing or the thing he is sure about . From the examples above; the use of 'in any case 'can be given

many possible interpretations as to the last problem, example (2-4) can be applied to illustrate the inappropriate functional label of adversative. According to Halliday and Hassan's definition, an adversative is defined as' contrary to expectation '(1976; p: 242-243). But the use of '' however'' cannot be interpreted as expressing contrary to expectation; according to Celce-Murica and Larsen- Freeman (1999) the use of however has the quality of showing semantic contrast' one in which exactly two entities or qualities are set adjacent to each other in order to focus on one or more semantic differences in them(1999: p4575) as a result, the use of 'however' in (2-4) does not tend to deny 'Calven's intention to fly to the moon'. On the contrary, it aims to contrast the semantic differences between expectation and reality based on the problems suggested by Celce-Murcia and Larsen- Freeman, (1999), the ambiguity of conjunctions does exist.

This ambiguity can lead to confusion and cause difficulties in both reading and writing specially for ELS learners; as a result, it is not sufficient to classify conjunctions according to the meaning they represent; William's (1998) research , he criticized the national idea as additives or adversatives to classify conjunctions. These labels at best give vague meaning to conjunctions.

Under the same category, in William's view 'an additional element is required in order to come to adequate definitions (p: 531) he further states 'what the majority of those expressions do is call attention to prepositional frames that are either explicitly or implicitly encoded in the text.' If they are only implicit, the listener or reader will have to reconstruct the frames from the meaning of the clause (p: 531).

From William's prepositional frames, many conjunctions which may confuselearners can be classified. Here are some lists of the prepositional frames. William provided (1996, p531-535).

However

However may be used wherever attention is drawn to a difference.

The difference may be between expectation and reality, between what is uncertain and what is certain, between antonyms or other kind of lexical opposition. It may even be used as a discourse marker to change topics in conversations.

On the other hand

It is only necessary to have a single word to have a single topic which is then contrasted with respected to two constructing qualities.

On the contrary

On the contrary is most usually used to deny a proposition whether inferred or explicit.

The propositional frames above supply learners some ways to determine which conjunctions are appropriate in connecting sentences that convey the adversative relations. Compared with the semantic classifications.

Thepropositional frames offer a solution to the problems; Celce –murcia and Larsen- freeman (1999) come up with the propositional frames can help learners in distinguishing the subtle differences between 'on the other hand 'and ' on the contrary' ; on the other hand functions as an additive aims to connect two contrastive qualities of a topic, but ' on the contrary' which belongs to adversatives, serves to deny the previous argument.

From these discussions above, the choice of appropriate adversatives under the same subclass is far from easy. What's more; some adversatives like 'but 'and 'however' are classified into more than one subclass, this phenomenon adds more difficulties in choosing appropriate adversatives; furthermore, some conjunctions are defined as belonging to more than just one category, such as English conjunctions such as 'but' and 'and', and 'on the other hand' that is, these conjunctions share the characteristics of both additives and adversatives, therefore, the use of English conjunctions

adversatives and additives is rather difficult for learners let alone these ESL learners when learners take their native language into consideration.

2.14. Researches on Taiwan's Students Performance in using conjunctions:

In Taiwan, there are abundant researches on teaching conjunctions in English; especially in analysis of student's errors in using conjunctions, in composition most of related studies on conjunctions focus on college level student's Wu (1995) Haung (1990) and Jiang (1992). Wu and Haung conducted researches on college students' compositions. The results show that, college level 'Chinese students are more competent in using Englishconjunction at the intra- sentential level than at inter sentential, therefore, Wu(1995) suggests that, increasing students' ability in using inter sentential conjunctions may be an effective way for improving students' overall reading ability in English at the same time , the teachers should spend more time on the conjunctions used at the inter sentential level, besides Haung suggests that ' teachers should make good use of the hierarchy of difficulty of errors types to help them decide what should be taught and learned with more emphasis .However, the subject in both studies is college level students. Does the senior higher school have the same kind of problems in the using of conjunctions?

Furthermore; discussion still needs to be found.

Another important research in Jiang's (1992) contrastive analysis of Chinese and English conjunctions Jiang thoroughly examines Halliday and Hassan's (1976) and Quirk (1985) researches and tries to collect a complete repertoire of English conjunctions ; bur Jiang (1992) also points out that, his attempt may be time –consuming and impossible due to two main reasons (p:13) first conjunctions are open class – second Chinese ESL learners will not be fluent enough to use all English conjunctions, therefore, Jiang (1992) adopts Halliday and Hassan (1976) summary table of

conjunction as well as some items supplied from Quirk (1985) as a list of common English conjunctions for the need of the contrastive analysis. It is clear that Jiang's (1992) classifies conjunctions in details; therefore, Jiang adopts that list of common English conjunctions to analyze students' performance in using conjunction in writing compositions. LTS subjects are also college students; However, Jiang focuses on the structural (syntactic) differences between Chinese and English conjunctions. The semantic and functional differences between Chinese and English conjunctions are neglected; besides Jiang reveals the fact that, Chinese advanced ESL learners receive certain influences from their first language .this finding provides valuable information for the researchers in analyzing students' errors and also explanations for some errors.

Jiang (1993) focused on high school students' errors in writing and categorize these errors in students' composition. The three most frequent errors in descending order for elementary subjects are conjunctions run –on sentences, subject, object and complements; for intermediate subject, the order is run on sentences, conjunctions , subject , object and complements Jiang further points out the most frequent errors in the use of conjunctions, the omission of conjunctions, the redundant use of conjunctions and the substitutions of conjunctions, in her research; lots of useful teaching implications can be found, however, her research on conjunctions focuses on sentences level.

The function of conjunctions in discourse is rarely touched, from the various classifications and researches on conjunctions above, the researchers would define conjunctions as connecting elements, expressing certain semantic relations between clauses, sentences and paragraphs; but in this study researcher concentrates on the use of conjunctions between sentences and paragraphs; besides different researchers may refer to conjunctions by different names. For instance, some would use the term

'Discourse markers' to show the logical relationship between sentences, however researcher uses the term conjunctions in this study.

2.15. Conjunctions: establishing the logical relations:

In writing, we present ideas which relate to each other in a logical way. The relationship may be causal' cause and effect' for example, (because, so, as a result) temporal (a sequence in time, for example (next, then, first).

Contrastive (one thing as opposed to another, for example however, on the other hand). Or simply additive (one thing plus another. for example (and, in, in addition, moreover).

2.16. Conjunction and Conjunctions

Conjunction refers to how a writer creates and expresses the logical relationships between the parts of the text (Eggins, 1994, p: 105).

Conjunction relies on words called conjunctions which are the words that express the logical relationship, for example; * Justice implies a sense of equality for all, and it implies an acceptance of a standard that implies to the whole community. In this sentence, the second clause begins with the conjunction and adds extra information to the first clause, in the next part of the sentence, the information to the first clause (stands with but) doesn't add information rather the new information serves to concede a point which is in contrast to information in the first clause.

Legal academy not provide for total equality due to means testing, lack of funds and the nature of differing court hearings m but it remains a well-established of Australian's legal system. Here, the conjunction 'but' functions to contrast the information in the second clause with the information in the first.

2.17. The different classes of conjunctions and their functions:

In addition to conjunctions that join clauses together, there are words that create cohesion between sentences and also between two or several paragraphs; for example: in other word, however, consequently, these

words can b Prepositional phrases (on the contrary, in spite of).A preposition introducing a noun phrase (besides the suitable conditions) preposition producing an (ing) verb (besides finding suitable conditions) Adverbs (altimatively).

Conjunctions of time:

When, after, before, until, since, while, once, as and *as soon as* are subordinating conjunctions which can be used to connect an action or an event to a point in time.

action/event	conjunction	time
She was in a bad car accident	When	She was young.
We can't play loud music	After	Everyone has gone to bed.
Brush your teeth	Before	You go to bed!
I'll wait with you	Until	The bus comes.
I've been very busy	Since	I started my new job.
No one left the cinema	While	The movie was on.
I'll call you	Once	I arrive.
We always have an ice cream	as soon as	We get to the beach.
I bumped into her	As	I came out of the bank.

Many of these time conjunctions can be followed by *-ing* or *-ed* forms instead of subject + verb when something happened or will happen:

When we were in Greece, we went to as many islands as possible.

They always close their curtains once they get home in the evening.

As soon as we hear any news, we'll call you.

Before, after and until.

We use *before* and *after* to talk about the order of events in the past or future.

With *before* and *after*, either the main clause or the subordinate clause can come first:

[event 1]She'll pick you up before [event 2]she comes here.

After [event 1] she comes here, [event 2]she'll pick you up.

Until as a time conjunction means up to a time in the past or future. In the case of until, the main clause usually comes first:

I'm going to wait until the January sales start to buy a new jacket.

Until he mentioned his name was Doug, I thought he was called Damien! (less common order).

We spell until with one l. (Not: until)

While

We use while to show that actions or events happen at the same time in the Past, present or future:

Can you wait in the car while I run into the shop?

They were talking while the teacher was explaining the activity.

2.18. Conjunctions and grammatical errors in students'

Writing establishing the correct logical relationship between the parts of text contributing to the cohesiveness of writing piece, it also helps students to avoid a common grammatical errors in students' academic writing that of run-on sentences; these are sentences which are generally incorrectly punctuated.

Theresults are a series of sentences 'run together mostly with commas'.

An example of a run- on sentence:

As early as march1810, Macquarie put in a request to the colonel office to set up a bank, the bank of New South Wales did not open for business until April 1817 (the run-on sentence is in bold. corrected sentence using a coordinating conjunction:

As early as March 1810, Macquarie put in a request to the colonel office to set up a bank, but the bank of south Wales did not open for business until April 1817.

Instead of a full stop before however, a semi- colon is also possible:

As early as March1817, Macquarie put in a request to the colonel office to setup a bank; however the bank of south Wales did not open for business until April 1817.

2.18. 1. Conjunctions in Academic writings:

This section aims to develop understanding of conjunction in academic writing, in particular the role of conjunction in reasoning, such as inexplaining cause and effect, it also discusses the role of conjunction in structuring and developing arguments in written assignment.

2.18.2. Conjunctions in written and spoken language:

How we express reasoning?

We use connectives like the ones in the connective tableto establish the logical relations in any text needless to say 'text does not only refer to written language, but also to spoken language, a casual conversation with a friend can be regarded as a text. One distinguishing characteristic between a written text and spoken one is the way the logical relations are realized. In spoken language we tend to use conjunctions to join clauses together, however, thelogical relations tend to be established between sentences rather between clauses. Furthermore, in the case of writing that expresses reason or cause, it is quite common for the logical relation to be expressed within the clause that is the writer uses a verb of cause such as causal or a phrase such as a result of Martine, 1986-1993) these grammatical choices have a significant effect on the level of abstraction in the writing.

The following sentences express:

Cause:

> *The British decided to establish a penal colony at Bounty*
> *Bay because they needed to dispose convicts. There were*
> *also other reasons.*
> *In the sentence above, we have two events, the British*
> *decided and they (the*
> *British needed).*

These events are causally related by because; compare this with the next sentence:

-The British decided to establish a penal colony at Botany Bay as a result of the need to dispose of convicts, as well as other reasons.

In the second sentence we still have the first event, but the second event has turned to a' thing 'or noun; the need to dispose of convicts as a result there is only one clause rather than a clause complex as in the first sentence, the event 'decided' has been turned into an abstract noun 'decision 'the decision toestablish a penal colony at Betony Bay was due to more factors than the need to dispose of convicts. In this sentence, there are two abstractions (abstraction, the decision, the need) and the causal relation is expressed by the verb was plus due to. Also it is worth nothing that the final example doesn't mention 'the British 'the focus has shifted from the people who decided and needed to the abstract thing 'the decision and need'.

In spoken language, conjunctions are mostly used to join clauses; while in written language, conjunctions are typically used between sentences in the case of expressing reasoning or cause. In written language and particularly academic writing; this is often expresses by verbs or nouns within a clause, however, this is not to say that, it shouldn't use coordinating conjunctions

(words like , and , or, so) to join sentences when writing at university , our point is that, while it is important to use connectives to write cohesively, over use of conjunctions (to join clauses) can make writing sounds like spoken languagerather than written . The legal relation can be established through other classes of words such as preposition and verbs. Conjunction and the Structure of Written Assignment:

Another important point about conjunction in writing is that connectives are not only used to establish the logical relations between the information in a text. But they are also useful to signal the text's overall structure and the different stages of a text. The text rhetorical organization.

References

One of the option that grammar offer is creating surface links between sentences is references .Holliday and Hassan pointed out that reference features cannot be semantically interpreted without referring to some other features in the text; pronoun is the most common linguistic element as referring device in a textual environment, however, there are other linguistic elements used to fulfill the same function such as articles, demonstrative and comparatives. References   can be accounted as exophora (in linguistics, exophora is reference to something extra linguistic i.e. not in the same text) this is because simply when we refer to a given items we expect the reader to interpret this by either looking forward, backward and outward. Exospheric involves exercises that require the reader to look out of the text in order to interpret the referent. The reader thus has to look beyond or out of the text and into as assumed shared world (McCarthy,1990:41) for example ; ''that must have cost a lot of money'' inthis example we have to look out of the situation to retrieve the meaning of the sentence (Halliday and Hassan , 1976) .

Endophoric (function refers to the text itself in its interpretation. Brown and Yule (1983: 41) pointed that "where their interpretation lies within the

text they are called endophoric relation and do fromcohesive lies within the text 'Endophoric reference itself has two classes to start with, anaphoric relation is all kinds of activities which involve looking back in texts to find the referent , for example; 'it rained day and night for two weeks, the basement floated and everything under the water is spoilt all our calculations'' . McCarthy 1991:

36) Here, the first ''it" refers to discourse itself, the second 'it' refers to the eventof two weeks or the fact that it rained or floated. The whole situation rather than an evening particular, whereas, Catophoric relation looks forward for their interpretation to exemplify the anaphoricreference "she was terribly afraid, all kinds of black memories of her childhood came up to her mind, she couldn't fight against them as had been custom because simply Mary Brown was dying at that moment.This short text displays a number of cataphoric reference items which involve looking forward for determining what refer to.

In this example, all the pronouns (she, her) refer to Mary Brown. In this Cataphoric reference, the referent has been withheld to the last sentence in order to engage the readers, the listeners attentions. Thus Brown and Yule (1983) state that, exophoric and endophoric co- reference need to a process based on a mental representation 'on the one hand, we refer to the words and on the other hand we refer to the words created by discourse. Halliday and Hassan (1976) summarized the types of reference

```
                    ┌─────────────┐
                    │  Reference  │
                    └─────────────┘
                    ┌──────┴──────┐
          ┌──────────────┐  ┌──────────────┐
          │  Situational │  │   Textual    │
          │   exphora    │  │   exphora    │
          └──────────────┘  └──────────────┘
                            ┌──────┴──────┐
                   ┌──────────────┐ ┌──────────────┐
                   │ To preceding │ │The following │
                   │text anaphora │ │text cataphora│
                   └──────────────┘ └──────────────┘
```
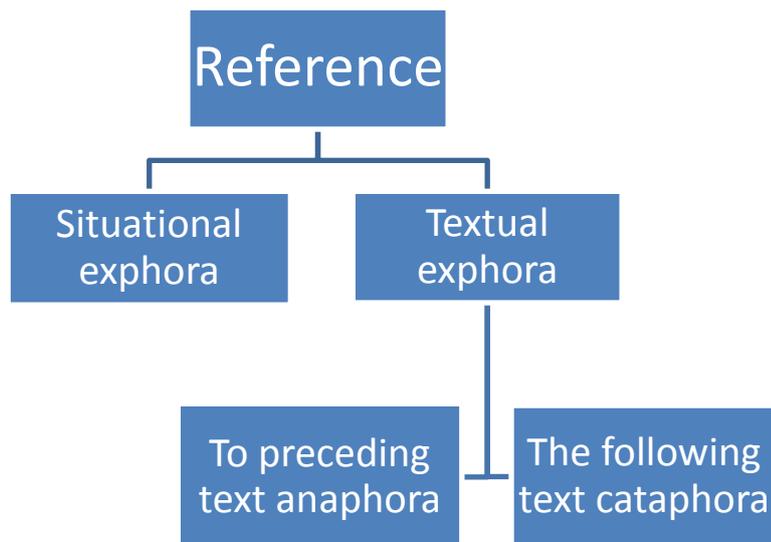
Source: Drs Hlliday, M.A.K and Hassan, cohesion in English (1976) Substitution.

Halliday and Hassan (1976) state that, substitution takes place when one feature'in a text' replace a previous word or expression, for instance; ' I left my pen at home , do you have one? 'In this example, 'one' is replaced or substituted for 'pen' .it is important to mention that substitution and reference are different in what and where they operate, thus, substitution is concerned with relations related with wording; whereas reference is concerned with relation related with meaning .. Substitution is a way to avoid repetition in the textitself, however, reference needs to retrieve its meanings from the situational textual occurrence .In terms of the linguistic system, and reference is a relation on the semantic level; whereas substitution is a relation on the lexico.-grammatical level. The level of grammar and vocabulary or linguistic forms.

Halliday and Hassan (1976: 89).As such we can substitute nouns, verbs and clauses, Kennedy (2003) pointed out there are three types of substitution 'nominal, verbal and clausal substitutions.

Nominal Substitution:

Where the noun or a nominal group can be replaced by noun 'one\ ones 'Always operate as ahead of Nominal group.

e.g. 'there are some new tennis balls in the baffle these ones have lost their Bounce'. In this example, tennis balls is replaced by the item 'ones;

Verbal Substitution:

The verb or a verbal group can be replaced by another verb which is (do) this functions as ahead of is verbal group and it is usually placed at the end of the group.

Clausal Substitution:

Where a clause can be usually substituted by '' so'' or ''not''

e.g.

It is going to rain.

I think so.

In this example, the clause '' going to rain'' is substituted for 'so'.

Ellipsis:

The relation between substitution and ellipsis is very clause, because it is merely that ellipsis is substituted by 'Zero''0' what's essential in ellipsis that some elements are omitted from the surface text, but they are still understood; thus, omission of these elements can be recovered by referring to an element in the preceding text. Harmer defined (…) words are deliberately left out of a sentence when the meaning is still clear. Harmer (2004: 24) on considering the following example

'Penny was introduce to a famous author, but even before she had recognized him 'it appeared that, the structure of the second clause indicates that, there is something left out (introduced to a famous author) the omission of this feature kept the meaning still clear and there is no need of repetition. Carter et al state that 'Ellipsis occurs in writing where

usually functions textually to avoid repetition where structures would otherwise be redundant, (2000: 182).

Starkey (2004) points out that on some occasions; ellipsis is used instead of substitution for the sake of conciseness.

For example,

Everyone who (can) donate time to clarity should (1) in the first example, where the substitution was used, the sentence was somehow is in comparison to the other sentences.

e.g: which seems quite concise as Starkey explains.

Ellipsis has three types Kennedy (2003: 326) indicates that '' Ellipsis is the process by which noun phrase, verb phrase or clause is deleted or understood.

When they are absent, the three types of ellipsis are nominal are (nominal, verbal and clausal).

Nominal Ellipsis:

Means ellipsis within the nominal group where the omission of nominal group is served a common noun, proper noun or pronoun,

e.g.

- My kids practice an awful lot of sports; both (0) are incredibly energetic.

In this example, the omission concerned with 'my kids'.

Verbal Ellipsis:

Refers to ellipsis within the verbal group where the elliptical verb depends on a preceding verbal group.

-a- have you been working?

-b- yes I have. (0).

Here the omission of the verbal group depends on what is said before and it is concerned with ''been working''.

Clausal Ellipsis:

Clausal ellipsis functions

Clausal ellipsis functions as verbal ellipsis where the omission refers to a clause.

e.g.

- Why did you only set three places? , Paul's staying for dinner, isn't he?

-b- Is he? He didn't tell him. (0). in this example the omission falls on the Paul's staying for dinner.

Collocation:

Collocation is the tendency of some words to co-occur together. The Syntactic relations of words in which we have a combination of words by expectation;

i.e., we predict the following items of a given combination by looking at the first item. The co-occurrence of certain words from a chain to ensure unity and centrality of the topic of this text. These words in chain form the lexical cohesion of the text. Nunan argued that:

> *Lexical cohesion is, in many ways, the most interesting of all the cohesive categories. The background knowledge of the reader or listener plays a more obvious role in the perception of lexical relationships than in the perceptionof other types of cohesion.Collocation patterns, for example, will only perceived by someone who knows something about the subject at hand.'(Nunan, 1993: 30) '*

Thus, collocates can be words used in the same context or it can be words that contribute to the same area of meaning (Kennedy 2003). For example, a text dealing with the chemical treatment of food contains lexical chains such as : fruit ,skin,citrus,lemon,orange ,chemicals ,products ,laboratory …etc .these words can be said to belong to the same register and contribute to the same topic.

Other cohesive devices as it is said that cohesion provided when all the supporting sentences stick Together.

There are many ways to help give a paragraph cohesion one way is to use linking words.

There are many kinds of linking words: coordinating conjunctions, subordinating conjunctions, prepositions, and transitions. Transitions are a very common type of linking word. They are words or phrases that help to connect sentences to one another.

(Boardman and Freedenberg, 2002: 36)

Furthermore, apposition is another kind of cohesive devices which can be mainly included in substitution, and contributes to cohesion. Apposition helps flesh out meaning by repeating a previous stated item in another form

2.19. Conjunctions as a cohesive device:

Conjunction is achieved to have a grammatical cohesion in a text which is show the relationship between sentences they are different from other cohesive ties that they reach the meaning by using other features in the discourse because as Naunan (1993) points out 'they use features to refer to the other parts of the text in order to make relationship between sentences extremely understood. Halliday and Hassan described it as followed; 'in describing conjunction as a cohesive device, we are focusing 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 each other linguistic elements that occur in succession but are not related by other structural means. Halliday and Hassan (1976:221) Williams (1983) summarize the different kinds of conjunctions in a text , based on the works of Halliday and Hassan (1976) in the following table:

Family	External Relationship	Example
Additive	Additive 'proper; Negative Expository Exemplification Similar	And. In addition, moreover, or, else, alternatively, that is, in other ward. i.e, for example, for instance, Such as. Likewise, similarly, in the same way, yet, though, but , however, whereas, never the less, in fact, exactly, as a matter of part
Adversative	Adversative 'proper' Avowal Correction of meaning dismissal causal general Reversed causal Reason Result Purpose	Contrary, in any/ either case, so, then, hence, consequently, for, because, for this reason, it follows, as a result of, for this purpose, otherwise, in other respect.
Causal	Conditional(reversed polarity) Respective (direct) Respective(reversed polarity) Sequential Summarizing Past Present Future Durative Interrupted simultaneous After a time, just then,	At first , to start with , next , finally, in conclusion , to sum up, in short , briefly ,previously, before this/ that , at this point , meanwhile , in the meantime , soon ,etc…
Temporal	at the same time..	

Source: V. I. N. I March, 1983.p.p 35-52 A Journal of the language Studies unit.

2.20. Use of Conjunctions in Composition of Secondary Education Students:

One of the most significant works that have contributed to our explicit understanding of cohesion is Halliday and Hassan (1976) '' Cohesion refers to the range of grammatical and lexical possibilities that exist for

linking an element of language with what has gone before or what follows in the text . This linking is achieved through relations in meaning that exist within and across sentences (Halliday and Hassan (1976), Cohesion is divided into lexical cohesion and grammatical cohesion. The latter is subdivided into four types, that is, reference, substitution, ellipsis and conjunction (Halliday and Hassan (1976, 226) refers to the cohesive relation of conjunction elements are cohesive not in themselves but indirectly by virtue of their specific meanings they are not primarily devices for reaching out into preceding (or following) texts. But they express certain meaning which presupposethe presence of other components in the discourse Halliday and Hassan (1976) categorized conjunctions into four subcategories; additive, adversative, causal and temporal.

Over the past 30 years, a number of studies have approached the association between the use of cohesive items and writing quality, however, no agreement has been reached so far; some studies like Zhang (2000) who focused on the expository compositions of Chinese undergraduates and Castro (2004) who examined the argumentative essays written by a group of L2.

English Pilipino College, freshmen found no connection between cohesion and writing quality, on the other hand, some other studies discovered someevidence of a significant relationship between cohesive ties and writing quality. Among these studies, and the work by Lih and Braine (2005) who examined the argumentative essays written by Chinese EFL learners' argumentative writing.

Researchers have also identified some problems concerning cohesion in the writing of ESL\ EFL learners, Narita, Sato and Sugiura (2004) carried –out a corpus – based study to investigate the use of logical connectors in essayswritten by advanced Japanese EFL learners; they found that , the

over use of first, moreover, in addition and of course was significance, whereas there was an apparent under use of the logical connectors then, yet and Wei- Yu Chen (2006) carries out a corpus based connectors ; study on writing of master students in Taiwan, the study explores the use of conjunctions in two corpora compiled by the author. EFL writers used additive conjunctions most often, while the professional writers most frequently used the conjunctive adverbial in the adversative category. Additionally, the qualitative analyses revealed that certain conjunction e.g. (therefore, besides) used inappropriately by some of learners. Another common problem was that students used conjunction e.g, 'therefore' to string sentences together without establishing any logicality .Hamid (2014) investigated the use of conjunctions in argumentative essays written by English as a foreign language fourth- yearundergraduate Libyan students majoring in English . The selection and classifications of conjunction were based on Halliday and Hassan's (1976) taxonomy; findings showed that, the students used conjunction inappropriately and that the adversative conjunction posed the most difficulties for the learners followed by additive and casuals.

All approaches to the structural analysis of texts and discourse have to make assumption about the smallest units out of which longer pieces of discourse are constructed .a plausible first candidate for the status of a minimal discourse segment , which is the grammatical clause. So it comes as surprise that from the start of an approach such as Rhetorical structure theory (Mann and Thompson 1988) this assumption has actually been put forward .a simple text consist of a series simplest clauses connected by particular conceptual relations making the series of clauses into a coherent text . Thus, one naturally wants to take at least all main clauses of a text as minimal segments complication arise when other clauses than main ones

are also taken into consideration. Sometimes one wants to assign such a clause the status of segment sometimes not.

The important point must take here is how to give a principle account of the relationship between grammatical subordination and the segmentation of text into their minimal units. Let us begin by reviewing explicitly the motivation for denying certain non- main clause the status of discourse segments, consider the following example:

They left early; they absolutely wanted to be on time. This mini text consists of two segments. The conceptual relation connecting them and holding them together as a textual whole is some sort of causality.

a competent reader will know that the desire to reach a destination on time provide a motivation for leaving early and thus interpret the content of the second segment as actually provides the cause of the event described in the first obviously. The number of discourse segment corresponds exactly to the number of finite grammatical clauses in (1).

Now consider example (2):

They left early (1) because they absolutely wanted to be on time. If (1) consider to be a text consisting of two segments , then (2) is one as well there are also two separately identifiable proposition and the conceptual relationship between them is the same as in (1) , the difference is that the relation is explicitly marked as causal in (2) , whereas (1) lacks such as marking thus although . The interpretation of (2) can therefore be said more constrained than that of (1). There is no reason to assign it a fundamentally different status as a text. Calling (1) a text consisting of two segments and (2)) a single clause text, for example, would clearly miss a generalization (conventionalized structural expression of discourse relation Malthiesse and Thomson 1988).

However, some kinds of consideration (concerning conceptual inter-clausal relationship) also leads to the conclusion that, not all clauses should be considered to constitute discourse segment, consider example 3 and 4:

They left early, it is essential that they be on time.

They left early, they think that in that way they will be definitely be on time.

With respect to cases like these, one also wants to make it possible to state a generalization, there is a conceptual relationship of causality in (3) connecting its component sentences in the same way as in the case of (1))and (2) and the \same is true as (4) this require one to assume that (3) and (4) contain three finite clauses (the part following semicolon) consisting of a main and subordinate clauses , therefore, as early as in Mann and Thompson's original RST proposal clauses that functioned as subjects or a complement were denied the status of discourse segment. Mathieson and Thompson (1988) called the type of subordination identified in (2) '' clause combining '' while the type of subordination in (3) and (4) was characterized as ''embedding'' only the former cases are to be considered as grammaticalize of discourse relations, while the latter viewed as actual constituents of their host clauses. Although the notions are not really defined in a fully explicit manner , it is clearly what the authors are trying to get and this distinction also turns up later approaches to discourse structure(Pander Matt, 1994, p: 126\7), (Sanders, 1992, p:115\6), Sanders and Van Wiki 1996, p: 126\7), However it should also be noted that, the exceptional status of subjects and complements clauses is not really explained in this way, this becomes even more problematic when one realizes there is minimally one more exceptional type of clause' restrictive relatives ' again the motivation for assigning these a different status is not formulated very explicitly, but it can be made sufficiently, consider example:

(5) Containing a restrictive relative clause and (6) with a non- restrictive one:

These schools all appears to have relatively many students who grew-up culturally deprived families.

They shouted at the waiter who so far did not seem to have noted them.

One does not want to view (5) as a text consisting of two segments primary because there does not seem to be a conceptual relationship between two clauses making them into a textual whole (i.e. the clause just specifies some properly of its head noun.

2.21. List of Some Conjunctions used in English:

Conjunctions joined words, phrases and clauses together .this article provides a brief overview of the different types of conjunctions and their functions in sentences

1- Coordinating conjunction:

But

So

Or

And

Coordinating conjunction join words , phrases or independent clauses of a sentence together, they often link a similar grammatical parts of a sentence together (parts of speech parts of speech / phrases phrase / clause+ clause) here are some example sentences We went to the park, but we do not have time for the museum.

She has to work late tonight, so she cannot make it to the party let's meet at the beach or in the front of the hotel.

On Friday night we watched T.V and a movie.

In a sentence, coordinating conjunction comes in between the individual words, phrases and independent clauses they are joining.

Subordinating Conjunction:

After/ before

Although/even though

Because/ as

If

As long as/provided that

Till/until

Unless

When/once/as soon as

While/whereas

In spite of/ despite

Subordinating conjunction join an independent clause (which contain both a subject and a verb and can act as a complete sentence and a dependent clause.

(This also contains a subject and a verb but not a complete sentence).

Here are some examples sentences:

1. They went running, although /even though it was very hot.

2- We went to the beach despite / in spite of the rainy weather.

3- We decided to go to the cinema because/ as it was too cold to go to the beach.

4- Monika lives in New York while/whereas her brother lives in California.

5- He went to work after he (had) finished his breakfast.

6- He finished his breakfast before he went to the work.

7- I will go there if/provided that as long as you go too.

8- I won't go there unless you go too.

9- You can leave, when /once you are ready.

10- You can't drive until /till you get your license.

Subordinating conjunctions always come at the beginning of a dependent clause; however, dependent clause can some time comes before

an\independent clause (separated by a comma), so we could write the above sentence this way:

*Although /even though it was very hot, they went running.

* Despite/ in spite of the rainy weather, we went to the beach.

*Because/as it was too cold to go to the beach, we decided to go to the cinema.

*After he (had) finished his breakfast, he went to work..

*While/whereas her brother lives in California, Monika lives in New York.

*Before he went to work, he finished his breakfast.

*If/ provided that /as long as you go too we can leave.

* Unless you go too, I won't go there.

Coordinating Conjunction joinsparts of sentences that are similar; whereas Subordinatingconjunction often shows a contrasting or unequal relationship.

Linking words across sentences:

Linking words across sentences always link second sentences to an idea in the previous sentences that means they come at the beginning of the second sentence.

- In addition / furthermore

- However/ on the other hand

- Therefore/ Consequently

- First (ly) / second (ly) / third (ly) / final (ly)

Linking words across sentences are used either for contrast with the previous sentences or for containing the same idea.

Here are some examples:

Perth is a nice place to live for many reasons including the fantastic summer, weather and beaches parks, in addition / furthermore there are a lot of pubs, clubs, restaurant and cafes to enjoy, however, on the other hand, there is not much to do in winter when it is cold and rainy and not

much fun to do outdoor activities, therefore, consequently, if you are planning to visit Perth, it is best to come between November and April which is the hottest time.

Before you travel you need to think about a number of things, first (ly), make sure your passport is up-to-date, second (ly) get some travel insurance in case something goes wrong on your trip. Third (ly), make sure you pack a hat, a pair of sunglasses and some strong sun screen for the beach.. Final (ly), change some money to Dollars before you leave your country.

2.22. Subordination and Coordination in Syntax, Semantics and Discourse:

The distinction between linguistic subordination and coordination, i.e. between hierarchical and non-hierarchical connection in language has been investigated during the last decade b many researchers within various researches paradigms, both types of connections have been examined on sentences level as well as on the level of text and discourse(for syntax oriented approaches).

Discourse; rather it should be assumed that hierarchical as well as non-hierarchical discourse relation may in principles be encoded by both coordination in syntax whatever the relevant factors that control thechoice between syntactic subordination and coordination they should not be identified with the distinction between hierarchical and non-hierarchical connection in discourse.

In support of this thesis I will present three main arguments:

1- The syntactic distinction between coordination and subordination is neutralized at levels higher than sentences on the level of text and discourse; it does not play any relevant role.

2- In semantic, similarly as in syntax, we can distinguish between hierarchical and non- hierarchical connections, both types of semantic connection can be encoded b both types of syntactic connections.

3- Syntax and semantic provide similar model for non-hierarchical connections but contrasting model for hierarchical connections , there is no reason to believe that the structure of hierarchical relation in discourse should be generally more similar to hierarchical relation in syntax than to that one in semantics,

2.22.1. Syntactic Connections:

Recent studies on syntactic coordination and subordination in the language of the world suggest that, there is no sharp dichotomies distinction between these two types of prototypical coordinators and similar elements are strongly constrained as to their linear position in relation to the coordinators.

Examples:

- You can go shopping and we'll wait here at the corner.

- And we'll wait here at the corner you can go shopping.

If two coordinate clauses are separated by a comma or period, then it is invariably put to the left of the coordinator and not to its right.

Examples:

- You can go shopping, and we'll wait here at the corner.

In other languages , coordinators may take other linear positions, in general ,their positions are much more constrained than the position of any other class of connectives; (Haspelmath, 2004 : 6ff) also (Osborne, 2006) we can therefore say that , coordinators connect their coordinands; basically , by linear sequence.

2.23. Subordinating Connections:

One of several means to establish subordinating connections between clauses are subordinating conjunctions (adverbial subordinators) (Korth

Mann, 1996) like 'while' e.g. 'The penguins were yellow –brown, while giraffes were black and white. 'Subordinating conjunctions influence the morph-syntactic format of one of their relata (the subordinate clause). The relation between subordinating conjunction and its internal argument is describe as a type of government.

In German, subordinating conjunction select v- final order of their internalarguments. In many languages, they require certain tense and / or mood formsof the subordinate verbs .On the other hand, subordinating conjunction do not have any influence on morph-syntactic format of their external argument (the main clause). Patch et-al 361, 416f, subordinate connection are therefore structurally a symmetric while the relata of coordinators are typically of the same morph-syntactic category, the relata of subordinating conjunction typically belong to different formats

2.24. Coordinating connections:

Coordinating connections are realized by coordinating conjunctions.

The prototype of a coordinating is (and).

They didn't even have an action department, and my mood got worse by the day / and soon I begin to think about abseiling to the eternal underground / and if we won't meet in this world / then we will catch-up in Belfield. The expression linked by a coordinating conjunction (coordinator) are typically of the same format and/ or functional category (for exception see Johann Essen1998 , Osborrne2003: 114ff In example (1) all conjuncts or coordinands are verbs and sentences. Opinion differ bout what maybe the most adequate representation of the syntactic structure of coordination. see Dick 1980, Wesche 1995, Johannessen 1998, Camacho 2003, Ossborne 2003- 2006) most but not all approaches assume structure in which both coordinands have equal status in relation to the coordination or some other category, one of the exception is Johannessen (11998: 108ff) who proposes a structure in which one coordinand is the complement of the coordinator,

the other being its specifier of the main interest , however , is in so-called unbalanced. e.g. non –proto typical coordination .In proto typical coordination, the morph syntactic format of the coordinands is defined independently of the coordinators neither selects coordinands of the specific category, nor do they require or attribute specific morph syntactic features.

2.25. Adverbial Connections:

Coordinative and subordinate connection of the kind discussed so far as are established by syntactic means just as linear ordering, government and embedding, they clearly fall within the scope of syntax.

Semantically equivalent connection can also be encoded by means of adverbial connectives.

In the following pairs of examples, the (a) variants encode the connection means of a subordinator or a coordinator, whereas (b)-variants encode a semantically equivalent connection by mean of an adverbial connectives.

1- The penguins were yellow-brown, while the giraffes were black and white (subordinating conjunction).

2- The penguins were yellow-brown; the giraffes in contrast were black and white. (Adverbial conjunction).

a- The cleaning work after the leaving party was very exhausting (ad position).

b- The leaving party was a great success, the cleaning work afterwards was very exhausting (adverbial).

c- They didn't even have an action department, and my mood got worse by the day (coordinating conjunction.

d- They didn't even have an action department, in addition my mood got worse by the day. (Adverbial connective).

Adverbial connectives are syntactic constituent of one of their semantic relate; they are attached to that relation as adverbial adjuncts, they may

influence the tense and / or mood of the verb of that relation, but they do not influence the morph- syntactic format of their other relatum. Their other relatum, they do not bear any syntactic relation. In relation to both connected expression, adverbial connectives do not have a fixed linear position. Like most adverbials, they can removed relatively freely within the relatum of which they are a constituent, and though they typically occur in the right (subsequent) relatumthey can also occur in the left (antecedent) relatum.

e- We'll wait here for the time being, I mean until you have finished shopping.

Adverbial connectives do not link their relata neither by government and embedding nor by linear sentence, instead they connect them semantically or more precisely by reference. The semantic representation of an adverbial connective contains a slot for referent that cannot be identified on grounds of the information provided by the sentences in which the adverbial is a constituent. In order to identify that, referent the interpreter must look for the necessary information in the preceding or following context depending on where they require information is placed. we can distinguish between anaphoric (backward oriented)and cataphoric (forward oriented) .Adverbial connections, thus, the adverbial connectives 'in contrast' 'afterward' and 'inaddition' respectively connect their relataanaphoric ally, whereas 'for the time being 'connect its relatacataphorically. In many adverbial connectives, of German, the referential element is morphologically visible. Suchconnectives are results of word formation processes in which an ad positional and the pronominal component are boldfaced. The other one being the ad positional component 'in contrast '' afterward' (there – after- on this occasion – here at – more over).

Subordinating conjunctions and ad position (subordinator link) their relate hierarchically by government and embedding, whereas coordinators link them non- hierarchically.

2.26. Conjunctions as intra-textual

The concept of cohesion has inspired a number of Arabic studies to look at conjunctions as 'Discourse perspectives '.i.e. 'workers of cohesion in text' .Albatal (1990) has stated that the importance of conjunctions is drawn from their function as cohesive and text building elements in modern standard.

Arabic they play various semantic and discourse functions at different textual levels; phrases, clauses, sentences, paragraphs and discourse. therefore as stated by Alkohlani (2010) ' conjunctions are considered of essential importance in achieving the successful communicative p.5), conjunctions arepragmatically obligatory tools for texts processing even though they might be semantically and grammatically are crucial in the production process of a text to have natural, acceptable and communicatively effective texts that are accepted by native text – receiver.

Although conjunctions are cross-linguistic phenomenon Arabic utilized them in a language particular way to achieve cohesion. Conjunctions in Arabic play the role of comma, semi-colon …etc

2.27. Conjunctions as Cohesive Ties:

Serve the highly cohesive nature of Arabic texts in which small units of meaning belong to bigger one. Cohesive nature of Arabic it tends to use all the cohesive devices to make the relationship within the sentences and across them explicit; this explains the greater use of conjunctions items in Arabic.

Many other researchers have suggested that Arabic language depends heavily on the highly frequent use of conjunction such as Albatal 1990), Khalil (2000), Ryding ((2005) mentioned that, most of the Arabic

sentences start with a conjunction that link them to precious sentences not only sentences but also a paragraph tend to start with conjunction to link them to the whole texts.

2.28. Assimilation and Local Conjunction in Arabic Language:

Voice and emphasis assimilation in Arabic take place only when adjacent segments agree in all other features specifications. In effectthiscreates paradox as to the ranking of a constraint that requires adjacent segment to agree in all features relative to other constraints that demand faithfulness to the feature voice or emphasis when the adjacent segment differ in any other features.

There have been various approaches within optimality theory (Prince & Smoklensk) (McCarthy& prince 1993) to handling assimilation process.

In one approach, assimilation is seen as a result of compromise between articulatory and perceptional demands in speech. place of assimilation for instance has been considered as not only an articulatory motivated process, but also an adaptation to the listener's need (Mohanan, 1993: Jun 1995:2005) other approaches however, incorporate the notion of correspondence between input and output features. Assimilation results from a conflict between faithfulness constraints demanding identity between input and output features. On the one hand and systematic constraints which demand adjacent output segment to agree in feature specifications (Lambardi, 1995: 1996: 1999) Bakovic,1999 : 2000) (Walker 2000) Hanson ,2000) Rose and Walker ,2004) McCarthy, 2006) .

2.29. The Notion of Linking Words

There are different ways how to name and classify text linkers. According to Swales and Feak (1994: 22), '[l]inking words and phrases can help a writer tomaintain flow and establish relationships between ideas'. Their taxonomy of linking words is based on 'their function and grammatical use' (ibid.). Swales and Feak (ibid.) distinguish: subordinators (e.g.

although, even though, because), sentence connectors (e.g. furthermore, in addition, moreover) and phrase linkers (e.g. in addition to, despite, in spite of). Biber et al. (2002: 356) distinguish linking adverbials (LAs) that performa connecting function, showing 'the relationship between two units of discourse', which may be sentences, units larger than a sentence and also units smaller thana sentence.

Chalker (1996:1) mentions two types of 'grammatical ways of joining clauses' – by using co-coordinating and subordinating conjunctions and connectors.If a conjunction 'normally combines two (or more) clauses into one sentence' andis part of a clause (ibid.: 2), a connector refers to 'the preceding sentence' and thus 'does not grammatically belong so *closely to its clause' (ibid.: 3).Those linguists who use the term *discourse markers* may distinguish: overall meta-discourse markers, partial meta-discourse markers and inter-sentential markers emphasizing that even a clause (e.g. a thesis statement) may function as a discourse marker (Kobayashi and Rinnert, 2008:13).

Oshima and Hogue (2006: 27) use the terms: transition signals: transitionphrases (e.g. in addition, on the other hand, in contrast), conjunctive adverbs (Furthermore, moreover, still, otherwise), coordinating conjunctions (and, but, yet), subordinating conjunctions (although, though, if), others (another (+ noun), an additional (+ noun), in spite of (+ noun), despite (+ noun).

Other scholars also mention three groups of linking words: '(a) coordinatingconjunctions, (b) subordinating conjunctions, (c) linking adverbs' (Leech, 1989241). Bikeliene (2013) mainly uses the term *linking words* when describingthe research on the use of 'moreover, in addition, also, besides, furthermore, what is more' in a subcorpus of Lithuanian learners of English and several British corpuses, but she also refers to them as 'connectors

2.29.1. Definition of Error:

Learning a language is fundamentally a process that involves making mistakes or errors. The mistake includes vocabulary items, grammatical pattern, and sound pattern as well. Errors in foreign language teaching especially in English are the cases which are difficult to avoid. There are some experts that explain errors analysis in different definitions. One of the definition was stated by Richard et.al (1985

> *"Error analysis is the study and analysis of the errors made by second language learners. Error analysis may be carried out in order to: (a) identify strategies which learners use in language learning (b) try to identify the causes of learner errors (c) obtain information on common difficulties in language learning".*

Errors Identification

The first step in analyzing learners' errors is identifying them. According to Ellis (2003) "to identify the errors we have to compare the sentences learners product with what seem to be the normal or "correct" sentences in the target language which correspond with them".

Writing

Students learn and acquire language through both written and spoken ways so that they can improve their communicative competence. In the process of communication, ideally students know the rules on how to communicate to others, how to get information, and how to communicate about the language itself. When the students understand the knowledge of the language, it means that they have a language competence. In line with this, Brown (2000) states the definition of a language competence as "one's underlying knowledge of system of a language discovers a purpose. Also, it is stated that readers, purpose, and occasion define all types of writing and effective writing fulfills the writer's intention and meets the readers' needs.

It means that writing is a complex process and it seems reasonable to expect, then, that the teaching of writing is complex as well. Moreover, Harmer (2004) states that writing encourages students to focus on accurate language use. It is because students consider the language use when the students engage in their writing process. Brown, (2001) also claimed that writing is a thinking process. This activity will provoke language development because the students resolve problems what writing puts in students' mind *as an aid to teaching or in the preparation of teaching materials".*

2.30. An error analysis on the use of conjunctions in writing by freshmen at pre-intermediate level of English:

It is important to understand errors made by learners in foreign language teaching and language process. However,\ there has been scarily any research on the causes of errors in students' writing in English. Errors carry out when writing in the target language how to cope with and when to give feedback to these errors are vital in teaching language as it may be either results in motivation or discouragement in language learning. Some teachers concern is directed to contrastive analyses of Vietnamese and English with hope to predict and prevent errors before they appear, his theory was supported by Lado (1957) , However , Richards (1976) in his research found out that apart from the first language interference. There were other causes which are products of intra-lingual analogies such as overgeneralization, incomplete application of rules or ignorance of rule restriction, false concepts hypothesized. Cohesive devices are crucial in writing (Zamel, 1985: 1) they help to create the fluent flow of writing among conjunction is one of frequency used cohesive.

2.31. The notion of errors in Language Teaching:

On the basis behaviorists view errors as symptom of ineffective teaching or as evidence of failure, they also view it as being due to the first language

interference, when errors occur they are remedied by a bombardment of correct forms which can be achieved by the intensive drilling or over-teaching , on the other hand mentalists who following cognitive principles, suggested that learner process the new data in his mind and come-up with a set of rules that produce new patterns in the target language consequently, errors are inevitable, in fact, they are become apart in learning process and developing competence. Errors are not regarded as a sign of failure, but evidence that the learners in working towards the correct rules. The attitude of mentalists is positive towards errors in language learning 'it removes the anxiety caused by the behaviorists in classroom. Richards's et-al (1974) believed that both children are learning the first language and adults learning foreign language likely to produce errors of the following types:

i) The omission of grammatical morphemes.

ii) The double marking of a given semantic features.

iii) The over-generalized application of irregular rules.

iv) The use of one form for several required use.

v) The wrong word ordering.

2.31.1. Errors and Mistakes:

The distinction between errors and mistakes has been given by many linguists, though , it is impossible to indicate any sharp differentiation, H Douglas Brown considered errors as " A noticeable deviation from the adult Grammar of adult native speaker reflect the inter-language competence of the learner '. According to Klassen (1991), " the term errors is used to refer to a form of structure that a native speaker deems unacceptable because of the lack of language competence, Ckomesky (1965), initiated the distinction when he suggested that, there were two types of errors , one resulting from the verbal performance factors, the other from the inadequate language competence, later, Corder, (1967) named the former ' mistakes' and the latter 'errors', mistakes are said to be

un systematic in nature and correctable when attention is drown to its producers . Errors, on the other hand, refers to any systematic deviations from the rule of the target language system, in short ,errors are caused by lack of knowledge about the target language or by incorrect hypothesis about it.

Mistakes are caused by temporary lapses of memory, confusion , and carelessness and so on .If we are uncertain whether one of the learners has made an error or a mistake , the crucial test must be : Can he correct himself when challenged /? If he can probably it is a mistake, if not, it is an errors.

2.31. 2. Causes of errors in foreign language learning;

According to Corder, (1967) , errors traced to their causes are beneficial in different ways, firstly, they help language teachers know how much progress a learner has made in the target language in which area he needs help and what sort of help he needs?. Secondly, they provide researchers through errors discover strategies applied in acquiring a language apart from that, errors can serve as good feedback to learners for self-adjustment. Basically, two types of causes .are classified (1) first language interference and (2) causes independent of the first interference .The notion of foreign language interference is understood as negative transfer from the first language to target language, it is the way learning new habits in hindered by previously learnt ones. Lado (1957), Myles (2002), Ellis (1994), have proved the effects of the first language. Corder (1957) observed language learners make hypotheses about the language they are learning try to compare it with their native language, they came out with that, errors in foreign language reflected the first language features.

2.31.3 Common Problems When Using Coordinating Conjunctions

Coordinating conjunctions connect two sentences.

☐There are seven subordinating conjunctions: *and, but, or, so, yet, for, no*

☐Coordination is a useful technique, but it can be misused.

Two common problems are:

☐Overusing the conjunction and (when another conjunction would communicate a more specific meaning).

☐ Starting a sentence in a college paper with a coordinating conjunction (which is too informal).

EXAMPLES	REMEMBER
Overusing the conjunction *AND* Incorrect: *The orange yield increased, and the oranges weren't as sweet as they used to be.* Correct: *The orange yield increased, but the oranges weren't as sweet as they used to be.* Incorrect: *The orange farmers wanted to get a better yield, and they used fertilizer.* Correct: *The orange farmers wanted to get a better yield, so they used fertilizer.* Incorrect: *They lost some of their customers, and they had to stop using fertilizer.* Correct: *They had to stop using fertilizer, for they had lost some of their customers.*	Do not connect every pair of sentences with the conjunction *AND*. ☐Use this word only to add information. ☐Choose other words to express different relationships: ☐Use *BUT* to express a contrast. ☐Use *SO* to express a result. ☐Use *FOR* to express a cause.
Starting a sentence with a coordinating conjunction in a college paper l: *The orange farmers wanted to get a better yield. So they used fertilizer. The orange yield increased. But the oranges weren't as sweet as they used to be. So, they stopped using fertilizer.* c: *The orange farmers wanted to get a better yield, so so*	Avoid starting sentences in a college paper with acoordinating conjunction. ☐Use the coordinating conjunctions in the middle of sentences.

they used fertilizer. The orange yield increased. However, the oranges were not as sweet as they used to be. Consequently, the farmers stopped using fertilizer.	OR ☐Use transition words instead at the beginning of sentences: ☐Instead of *AND,* use *IN ADDITION.* ☐Instead of *BUT,* use *HOWEVER.* ☐Instead of *SO,* use *CONSEQUENTLY* or *AS A RESULT.*

Corder (1957) source: applied linguistics.

2.31.4. Common errors in the use of some conjunctions

Incorrect: The car either dashed against a goat or a donkey.

Correct: The car dashed against either a goat or a donkey. (either + noun + or + noun).

Incorrect: Neither he would eat nor allow us to eat.

Correct: He would neither eat nor allow us to eat. (neither + verb + nor + verb).

The correlatives either…or, neither…nor, both…and and not only…but also must be placed immediately before the words which they relate to.

Incorrect: Though he was poor but he was happy.

Correct: Though he was poor he was happy.

Correct: He was poor but he was happy.

One conjunction is enough to join two clauses.

Incorrect: He asked that what was my name?

Correct: He asked what my name was.

Incorrect: He enquired that where was the office?

Correct: He enquired where the office was.

Students often make the mistake of using the relative pronoun that before interrogatives like *what, where, when, whether and why.*

Incorrect: Do it carefully lest you may not make a mistake.\Correct: Do it carefully lest you make a mistake.

Lest means that…not, and, therefore, it will be wrong to add another not in the Following Clause.

It should also be noted that the only auxiliary verb that can be used after lest is:

Should.

Incorrect: He climbed up a tree such as to get a good view of the procession.

Correct: He climbed up a tree so as to get a good view of the procession.

Such as indicates result. So as indicates purpose.

As crazy, long, interesting, and complicated as sentences can be, a proper sentence contains two key components:

A subject and *a predicate*.

A subject is like the main character of a sentence: it is the person, place, orthing that all of the action revolves around. It receives or does the action.

A predicate is the plot of the story and contains everything that happens to or because of the subject. In simple sentences, the predicate is the verb. For example, in the sentence below, *Bob* is the subject and sat is the predicate:

Bob sat.

All sentences have a subject and a predicate, making each sentence like a tiny story – a unit that makes sense by itself. Most sentence errors occur when this basic unit is disrupted. This handout focuses on three common sentence errors and suggests a variety of ways to correct them.

2.32. Previous Related Studies on analyzing errors

Been found a challenge for ESL/EFL learners. Mention may be made of the problems ensuing from the use and deployment of conjunction which have

been investigated by several empirical studies in ESL/EFL learners' writing. Granger and Tyson (1996) carried out a corpus-based study on connector usage in essays written by French students. They adopted a qualitative analysis to compare and contrast between French EFL learners and native English speakers pertinent to connector usage. Their choice of connectors was based on the list in Quirk et al.'s (1985) classification of conjunctions. Written essays were collected from French EFL students and native speakers. The results revealed no overuse of conjunctions in general by the French learners in their English essay writing when compared with native speakers' writings. Yet, the results also showed that corroborative, appositive and other types of connectors were overused in the French EFL writing. The results also illustrated that the eight conjuncts (using Quirk et al.'s term)' however, instead, though, yet, hence, therefore, thus and then' were underused by the French students. They also demonstrated that the misuse of conjunctions related to semantic and syntactic aspects. Granger and Tyson inferred that the significant overuse and misuse of" indeed "in the French learners' writing was coterminous with such uses in L1writings. A further corpus-based study, conducted by Narita, Sato, and Sugiura (2004), was carried out to investigate the use of logical conjunctions in essays written by advanced Japanese EFL learners, comparable to their use in English native speakers' essays. They also made a brief comparison of Japanese learners' usage withthat of advanced French, Swedish and Chinese learners of English. Twenty-five conjunctions were selected, based on the categorizations of logical conjunctions stated in Biber et al. (1999) and Quirk et al. (1985). Thefindings showed that certain similarities and differences among the four learner groups in the use of these conjunctions were quite evident. Hence it can be reduced, that the influence of L1 transfer on the foreign learners' use of conjunctions remains indeterminate. Meisuo (2000:87) conducted a study to investigate the use of cohesive

devices in expository compositions written by Chinese second-year English major students, using both quantitative and qualitative methods. One hundred and seven essays were collected from the students of two universities in China. Halliday and Hasan's essays.

(1976) taxonomy of cohesive devices and their framework for analysis were used. Pertaining to conjunctions as cohesive devices, the findings spelled out that the students were inclined to overuse and misuse a variety of additives "and, also, besides, in addition, moreover, furthermore" and temporal "first of all, secondly, thirdly, finally", and also demonstrated the misuse of some adversatives "but, however, on the other hand, at the same time".

Lai (2008:66) conducted a corpus-based study to investigate the use of discourse connectors in the writing of Taiwanese EFL undergraduate writers, applying both quantitative and qualitative analysis. One hundred andeight conjunctions were selected for analysis based on Halliday and Hasan's (1976) taxonomy of cohesive devices. One hundred and two essays by 25 skilled and 26 unskilled Taiwanese undergraduate students were analyzed. His quantitative results indicated that the unskilled learners used conjunctions more frequently than the skilled ones, while his qualitative findings generally revealed that even though both groups used conjunctions appropriately, they committed errors in utilizing some conjunctions including: furthermore, in other words, besides, on the contrary, nevertheless, by contrast, hence, therefore, and because.

A further study was conducted by Hinkel (2001:63), to make comparisons between native speakers and non-native speakers in deploying conjunctions as cohesive ties in their compositions. The data of this study consisted of 898 academic essays written by American, Japanese, Korean, Indonesia, and one hundred and forty five Arabic learners. The results illustrated that Japanese and Korean learners applied the same coordinating conjunctions

as native speakers usually do. Conversely, Indonesian students' essays included less cohesive ties than those used in native speakers' compositions, while Arab learners' essays encompassed coordinators more than what is usually in native students' writings. Finally, Mohamed-Sayidina (2010:54) conducted a research to examine the use of transition words and cohesive devices in English compositions written by ESL Arabic-speaking students, who were studying academic English module at the American University of Sharjah in the UAE. She came up with the conclusion that Arabic speaking learners used more additive words than the English native speakers did.

2.33. Causes independent of the first language interference.

The notion of *first language interference* is understood as negative transfer from the first language to the target language, it is the way learning new habits is hindered by previously learnt ones. Lado (1957), Myles (2002), Ellis (1994) have proved the effects of the first language. Corder (1967) observed language learners make hypotheses about the language they are learning, tried to compare it with their native language, and then came to the conclusion that errors in foreign language reflected the first language's features. Later in 1978he recasts interference as learners' reliance on the first language as their strategy of communication, which means learners use literal translation as a learning strategy to overcome their ignorance. Why do language learners apply their native language in second language acquisition?

The answer lies in four major factors. Firstly, it is the performance pressure. Window son (1990) realized that when learners write under pressure, they may rely on systematic resources from their native language for the achievement and synthesis of meaning. Secondly, the limited foreign language environment also contributes to errors in language learning. Thelack of natural linguistic inputs with native speakers results in

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learners' recourse on their language. Moreover, language tasks assigned for the learners have a significance effecton their verbal production. Among these tasks, translation is said to "increase the foreign language learners' reliance on first language structures" (Dulay et al., 1982:110). Lastly, Dulay et al. (1982) considered the monitor as "an important factor associated with the learner's use of foreign language acquisition" (1982:110). Learners tend to think in the first language and attempt to put the idea in the target language.Myles (2002) defined the above four factors as social factors affecting writing in foreign language. "Research based on direct and indirect measures generally shows that learners with positive attitudes, motivation, concrete goals will have attitude reinforced if they experience success. Likewise, learners' negative attitudes may be strength ened by lack of success or by failure" (2002:2). He concluded that learners' attitudes, motivations and goals can explain why some foreign language writers perform better than others. Causes independent of the first language include: *overgeneralization, falseconcepts hypothesized, incomplete application of rules, cross association, and fossilization.*

Sometimes it is difficult to decide exactly which process is applied in a certain error.Little wood (1980:29) concluded that many processes might operate simultaneously and reinforce each other in causing the learners to produce errors.

Understanding common students' errors:

The understanding of students' common errors in the use of conjunctions and their causes serves as background knowledge which helps teachers to build sufficient error correction techniques, the focus of teaching as well as teaching strategies to prevent and eliminate these errors. There is a connection between active correction of errors and improvement in writing skills. There are different approaches to written correction, which can be separated into twomain categories: (a) explicit (direct): the teacher

indicates the errors and provides the correction form and (b) non-explicit (indirect): the teacher marks the error in some ways such as underlined, highlighted, coded and the students have to decide the correction. The first strategy is not favorable by many researchers including Coder (1967); especially, for the errors that have been fossilized, providing the correct form in error correction can be ineffective as these errors have already become students' habits, they need a lot of time on drilling, recognizing, eliminating errors and practicing the correct forms. The later seems of better effect as it encourages learning through problem-solving. Depending on the purpose and level of each writing course as well as of each writing lesson, teachers develop and focus on a particular fashion. Applying the strategy in the use of cohesive devices, the errors should be put in six main categories according to the level of difficulty and types of cohesive ties: article, other demonstrative references, comparative reference, personal reference, conjunctions and lexicon. Using these six categories, students are able to refer to the set of cohesion they are correcting. For the errors in the use of lexical cohesion, especially collocation, teachers should use direct correction when it is necessary as there is no set of rules that students can consult to avoid making this type of errors. Another way which can benefit students in feedback to errors in the use of collocation is that teachers can make exercises based on typical errors committed, students will not be sometimes as confused as when they are given direct correction and they also have chances to discuss their errors with others without being afraid of losing face. In conclusion, feedback to errors is of utmost importance to the writing process; without individual attention and sufficient feedback on errors, improvement will not take place. Teachers should have positive attitude toward Students' errors, it means that they must accept that students' writing contains errors, and it should be their responsibility to help students with their errors, especially to develop

strategies for self-correction. The study has discovered the frequency of each error types so that teachers are able to draw focuses on certain conjunctions when teaching students the target language. Errors in the use of adversative and causal conjunction s are more problematic to the students than the others due to the frequent occurrence in the student's writing. Therefore, much attention should be paid to this area so as to make an effective lesson plans on the use of these conjunctions. Focusing on the most typical types of errors does not mean that teachers leave aside the other conjunctions that no errors are found, exercises should be sometimes given to retain the already-acquired knowledge. Students commit errors as they have not formed themselves a habit of using the target language correctly in terms of grammatical and lexical cohesion; and it should be language teachers who help them with forming the habit as such. Behaviorists believe that language learning is a mechanical process; therefore, in their view drills should be designed to develop mechanically automatic, explanation or analyze is not necessary used in advance of practice. However, Corder (1974) argued that 'the aim of a structural drill may be defeated if it became entirely mechanical'. In fact, this mechanism is tiring and ineffective in foreign languagelearning, for students find it boring to repeat the same patterns for several times, and the most problematic is that they hardly realize the meaning lying behind substitution tables or lists. Drills would be more effective and save time if they are made meaningful, this viewpoint is supported by cognitivist, the approach that focuses on the formation of language using habits on the conscious basic. Basing on the above theory background, the types and sources of errors found, some teaching techniques are suggested to reduce the frequency of each type of errors. Firstly, with the errors in the use conjunctions rooted from intra-lingual source such as errors in the use of causal and additive ones, students should be provided with clear

explanation first then substitution tables and exercises such as recognizing the cohesive device or identifying errors and gap-filling. Teaching writing does not mean that only writing skills are involved, other language skills can be integrated in order to raise students 'awareness. Some speaking, listening and reading games can also be used in writing class so as to put students in real communicative situations in which teachers intend to focus on the correct use of certain conjunctions. For example, following the explanation and identifying error exercises on the use of causal conjunctions, the teacher may ask students in turn make the sentences/ clauses using causal conjunctions; the sentence/clause by the previous student will be the cause for the sentence/clause by the next students. With this technique, students have chance to practice and memorize the use of causal conjunction, interference of other already learned items in the acquisition of the new one is reduced. The exercises and activities should be various so that students are motivated and they have chances to recognize the learned items in different contexts. Secondly, with the errors come from inter-lingual source, an analysis of semantic and structural differences among particular features in English and Vietnamese should be made and introduced to the students; this strategy will raise students' consciousness in the differences in the use of English compared with that of Vietnamese. Obviously, exercises are administered to form habits. Translation exercises can be a good remedy in the first stage of learning these devices; however, they should be replaced by other kinds of exercises focusing on correct patterns otherwise translation will be formed as a habit of language learning. The awareness on particular conjunctions, especially those of adversative ones, should be raised in this way and as context is a critical factor that guarantees effective learning it should be accompanied in exercises on collocation. When applying these techniques, teachers should make detail lesson plans and be flexible depending on types of

errors and level of classes. Most of the errors come from inter lingual source and some from intra-lingual. This may be primarily due to the fact that the students had not been taught to identify and to use them correctly in their writing. When teaching conjunctions, teachers tend to handout a list reflecting the function of these cohesive devices. The following list is a representative example given by Bander (1980:8-10)

Transition that qualify: *but, however, though, yet, except for Example:*

1. But the clerk refused to answer.

2. The letter came two days later, however.

3. We hope, though, that she should change her mind.

4. Yet there was still a chance that she would win.

5. Except for one girl, all the hikers returned.

Such a list can be a misleading as the learners might not recognize the most important characteristic of cohesion which is the fact that it is a set of relation. Cohesive devices are closely related to discourse contexts where they appear, they cannot be understood without the contexts. However, lists of similar logical relationships of the conjunction like the example above fail to mention the context, to demonstrate how cohesive devices establish the logical relationship between ideas presented. Another problem which can be created with such a list is the fact that devices categorized together are not necessarily interchangeable: '*but*' cannot be substituted for '*though*', though they are usually classified together. If the students, when consulting the list, assume that they are syntactically the same, thus they are successful in connecting ideas but grammatically wrong. Classifying linking devices according to their grammatical functions can be a remedy to the errors such as '*In addition to, 'Despite of that*'. Classifying these devices according to grammatical function is not enough, it just helps to avoid the errors rooted from intra-lingual source; students then should be taught to differentiate the conjunctions found within each grammatical

category semantically. They need to understand what happens, for example, when *'in addition'* is used instead of *'however'*, when *'but'* is applied but not *'and*. At this stage, certain types of exercises including sentence completion, sentence combining and gap-filling exercises are helpful. These exercises assist students learn how a particular connective indicates a particular relationship between ideas presented. Last but not least, students should be exposed to models of written texts. By examining these models, students' awareness can be raised with regard to the way words and structures of conjunctions contribute to writing. Once they notice the role and use of these conjunctions in writing, they will prefer to apply more of the devices in their writing.

2.34. Compound *Sentences and Coordination*

When two sentences are combined in a way that shows they are of equal importance, the result is a compound sentence. Such a sentence contains two complete subject-predicate constructs. Each of the subject-predicate constructs could be an independent sentence; however, once they are connected, we call them independent clauses. To connect the independent clauses, we use one of the following:

• A coordinate conjunction (*and, but, or, nor, yet, so, for*)

• A conjunctive adverb *(however, therefore*, etc.: see other conjunctive adverbs below)

• A semicolon (;) or colon (:) alone

Let's look at each of these ways:

Coordinate conjunctions

The following chart lists the coordinate conjunctions, the meanings they signal, and some examples. Conjunction	Relationship expressed	Example
and	addition	Richard is graduating from high school this year, and he is hoping to go to college in the fall.
but	contrast	He applied to ten universities, but he only visited three of them.
or	choice	His friends warned him that he should visit all of them, or he would reduce his chances of being admitted.
nor	negative addition	His feeling was that he didn't need to have interviews at every university, nor did he need to see the campuses himself.
so	cause-effect (result)	He lives in Pennsylvania, so he didn't visit the universities in California.
yet	contrast (surprise)	UCLA is three thousand miles from his home, yet it is his first choice.
for	cause-effect (reason)	His parents are hoping that he gets accepted at the University of Pennsylvania, for that school is much close to their home.

NOTE: the clause introduced by *nor* uses unusual word order, and the operator (or helping verb) *do* must be used in cases with no other operator. Review the example above, and this one:

●You can't expect people to call you right away.

●You shouldn't be angry if they forget.

●You can't expect people to call you right away, *nor should you* be angry if they forget.

Conjunctive adverbs.When connecting sentences with a conjunctive adverb, put a semicolon before the adverb and a comma after it. A conjunctive adverb may also begin a sentence; in that case, of course it does not have a semicolon before it. However, it is still followed by a comma. The chart below lists the adverbs, their meanings, and some examples.

NOTE: Some conjunctive adverbs can occur at the beginning of a sentence, at the end, or between the subject and the predicate. Note the punctuation in each case:

●We were waiting in the restaurant for our friends to appear. *Meanwhile*, they were waiting for us at home.

●We had told them that we would meet them at the restaurant. They, *however,* thought we had said we would pick them up.

●We should have solved the problem by communicating better; we could have called them, *for example*

Relationship	Conjunctive adverbs	Examples
Addition	*also, besides, furthermore, in addition, moreover*	I don't want to continue this phone conversation; *moreover,* I have a meeting in five minutes.
Contrast (complete)	*however, in contrast, on the other hand*	I would like to continue talking with you; *however,* I have a meeting in five minutes.
Contrast (partial)	*however, nevertheless, nonetheless, still*	I have a meeting in five minutes; *nevertheless,* I'll talk to you now.
Result	*as a result, consequently, therefore, thus*	I have a meeting in five minutes; *as a result,* we'll have to cut this conversation short.
Sequence	*afterward, meanwhile, then, subsequently*	I have a meeting in five minutes; *afterward,* I'd like to continue this conversation with you.
Comparison	*likewise, similarly*	I have a meeting in five minutes; *similarly,* John has a pressing obligation as well.
Example	*for example, for instance*	I have meetings every day; *for example,* today I have a meeting in five minutes

2.35. Connecting two independent clauses with just a semicolon or colon

Connecting two clauses with a semicolon is effective when the two sentences are both forceful.

● Many farms were destroyed in the flood; many people were left homeless.

The words after a colon restate explain or exemplify the word before the colon:

● My mother had a full-time job: she always made sure that we had meals, clean clothes and a secure place to call home.

NOTE: Do not use a colon to separate the verb from the rest of the predicate. Only use it when the part after the colon restates or develops what came before.

●Two important characteristics of a good teacher are: patience and enthusiasm. (Incorrect)

● Two important characteristics of a good teacher are patience and enthusiasm.

● among the important characteristics of a good teacher are the following: patience with slow or uncooperative students, and enthusiasm for teaching the subject.

(NOTE: in the second example, a comma separates the two phrases, *patience with slow or uncooperative students* and *enthusiasm for teaching the subject.* Usually, we don't use a comma in lists of only two items (*apples and oranges,* for example). However, in this case each of the two items is a long phrase. A comma will help the reader to know when one phrase has ended and the other has begun.) .

2.35.1. Connecting words or word groups within a sentence:

Coordinating conjunctions such as *and, or, but,* and *yet* can also be used to connect equal words or word groups:

● I like ice cream *and* cake.

● I *don't* like ice cream *or* cake.

● the weather was sunny *yet* cold.

Some correlative conjunctions consist of sets of two or three words: *both…and, not only…but also, either …or, neither…nor,* and *whether…or.* Here are some examples:

● John is well-qualified for the position. George is well-qualified for the position.

● *Both* John *and* George are well-qualified for the position.

(This simple sentence has a compound subject: *John and George.* Because the subject is plural, the verb is plural: *are.)*

● I don't know whether to go to the party. I don't know whether to stay home.

● I don't know *whether* to go to the party *or* to stay home.

(This simple sentence has a compound object: *to go to the party or to stay home.)*

NOTE: When connecting whole sentences, *not only…but also* is like *nor* in that word order changes after the negative half (*not only),* and the helping verb (the 'operator') must be present:

● He took us to the fanciest restaurant in town. He insisted on paying.

● *Not only did he take* us to the fanciest restaurant in town, *but* he insisted on paying.

2.35.2 Parallel structure:

When you use correlative conjunctions, make sure that the parts you connect are parallel, or matching. In other words, connect nouns to nouns, infinitives to infinitives, and the like. Study the following examples:

● On weekends I like to stay at home and working in my garden.

What do I like? Two things:

1. To stay at home (infinitive phrase)

2. Working in my garden (-ing phrase)

Correct this by making both phrases match:

● On weekends I like to stay at home and work in my garden. (The second *to* may be omitted.)

● On weekends I like staying at home and working in my garden.

● I couldn't decide whether to eat out or maybe I should cook at home.

● I couldn't decide whether to eat out or to cook at home.5

With multi-word correlative conjunctions:

● We plan to go either to the Statue of Liberty or the Metropolitan Museum.

To see what's wrong with this sentence, ask, "What are the choices in this sentence?"

Either + prepositional phrase: to the Statue of Liberty

Or + noun phrase: the Metropolitan Museum.

To make the sentence balanced or parallel, use two prepositional phrases:

● We plan to go either to the Statue of Liberty or to the Metropolitan Museum.

Another possible correction: We plan *either* to go to the Statue of Liberty, *or* to go to the Metropolitan Museum.

Can you repair the faulty parallelism in these sentences?

● She neither wanted our advice nor our help.

● Our new fax machine is efficient, inexpensive, and it is easy to operate.

Punctuation tips

1. Use a comma *and* a coordinating conjunction to connect two independent clauses. Review these sentences:

● Richard is graduating from high school this year*, and* he is hoping to go to college in the fall.

● He applied to ten universities*, but* he only visited three of them.

2. Using just a comma produces a *comma splice* and is incorrect. Compare these incorrect sentences with the ones in number one:

● Richard is graduating from high school this year, he is hoping to go to college in the fall.

● He applied to ten universities, he only visited three of them.

3. Use a conjunction without a comma to connect two phrases (groups of words):

● Richard is graduating from high school this year and hoping to go to college in the fall.

• He applied to ten universities but only visited three of them.

4- Before using just a semicolon to connect two sentences , make sure the logical connection between them is clear . Note that the connection is not clear in this example

• My mother had a full- time job ; she made sure that our whole family had meals.

Remember the earlier sentence; in that one , the colon indicated that, the full-time job was preparing meals .(and doing other household tasks). In the case of the sentence with a semicolon .the reader is confused   . the writer might mean this:

● He applied to ten universities but only visited three of them.

4. Before using just a semicolon to connect two sentences, make sure the logical connection between them is clear. Note that the connection is not clear in this example:

● My mother had a full-time job; she made sure that our whole family had meals.

Remember the earlier sentence? In that one, the colon indicated that the full-time job was preparing meals (and doing other household tasks). In the case of the sentence with a semicolon, the reader is confused. The writer might mean this:

● My mother had a full-time job, but she made sure that our whole family had meals.

5. When a conjunctive adverb begins the second of two independent clauses, use a semicolon before it and a comma after it. Using commas before and after the conjunctive is confusing to the reader. Compare two examples we looked at before:

● I would like to continue talking with you; *however*, I have a meeting in five minutes.

(The semicolon indicates that one complete idea is finished. The one that follows will contrast. NOTE: the semicolon could be a period [1]

● Our friends, *however,* thought we had said we would pick them up.

(The commas before and after *however* indicate that it is interrupting a complete idea. The contrast is really with the sentence before this one.)

http://www.writing.eng.vt.edu/exercises/index.html

Part (2): previous Studies

Introduction

This section about the previous studies will inform methods and techniques used by researchers who worked in the same field; it will provide information concerning the issues of instrumentation, sampling, and data analysis.

English conjunction is one of matter that has studied by many researchers. There are three related studies that can be referred to find more information for developing this study.

The first study

Is entitled "Error Analysis of Conjunction Usage in Students' Written Recount Text". The researcher analyzed the common errors of conjunctions in writing recount text and the factors that causes the errors in students writing stuff. The method used in the study is qualitative approach. The researcher did not enter the class at all or even used any test to students, he collected the data from students written task which is given by their teacher and take the students task outside the class so the students do not know that

they are being observed. he found out that among four types of errors proposed by Dulay, there are two types of errors which found in the students' writing assignments, they are; Errors of Omission and Error of Addition.

The second study

Was conducted in (2013), entitled "Analysis of Students' Errors in Using Correlative Conjunction in Their Writing in SMP Karya Bakti Gadingrejo. The study focused on the use of correlative conjunctions. The result of his research shows that the students made some error on omission and disordering errors in using correlative conjunction.

The third study

Conducted in (2011), entitled "An Error Analysis in Writing Procedure Text Made by The Seventh Grade Students of SMP NEGERI 6 Surakarta in Academic Year of 2010/2011". In this study, the researcher focuses on student's errors in making procedure text, to know the percentage of errors, and the cause of errors in writing procedure text

The fourth study

(Schiffnn 1987 182-98) stated that, Conjunctions, by their semantic meanings, presuppose the presence of certain other elements in a text (Halliday and Hasan 1976) Use of *because,* for example, would seem to presuppose the existence of an assertion for which the *because* clause provides a reason or cause But the extent to which the semantic force of conjunctions is fore grounded vanes in different discourse contexts When conjunctions function as cohesive discourse markers, they make pragmatic contributions to the ongoing interaction and structuring of discourse, and their semantic contributions are less in focus.

The fifth study

This study is carried out in (2016) by the researcher Emadedeen Babikir, the research investigated the correct usage of connectors is one of the

problems that students face. They 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 conjunctions among University of Kassala students'.

The sixth study

This study is carried out in (2016)) by the researcher Ahmed Taha. the researcher investigated the use of conjunction as cohesive devices in writing by Sudanese business students at Alnelain University by using the taxonomy of cohesive relationship as provided bHalliday and Hassan (1976).they seem that they are not competent of the conjunction and they do not use them properly at the sentence level .the texts of the students lack of good linkers.

The seventh study

This study is carried out in (2015) tackling problems related to the use of conjunctions in the writing composition of secondary education students, hat was conducted by Cristina. Her paper was intended to contribute to clarify the question of relationship between conjunction density and writing quality, and examine if there were any differences among the participants in term of the frequency of the use of conjunction in their composition. The qualitative analysis revealed little variety in the participants experienced difficulty in using conjunction especially adversative and additive ones.

CHAPTER THREE

METHODOLOGY

MEHODOLOGY

3.0. Introduction:

This chapter reviews the methodology of the study, including the population of the study, the sample of the study, description of the sample, the instruments, reliability, validity and data analysis procedures.

3.1. Methods and tools of the study:

The researcher adapted the descriptive analytical method, qualitative and quantitative data. The researcher has used the questionnaire, Teachers observation and students' test. As data collection tools to verify the hypothesis and to find out the answers to the questions of the study as stated earlier in chapter one.

For the purpose of this study, the researcher has used statistical package for social sciences (SPSS) namely to analyze data. The researcher focuses on percentages and frequencies.

Depend on research questions and target population the researcher used three different tools for collecting information. Tools were selected according to its suitability of measuring research questions.

The reason behind employing and combination methodologies to research rests on the concept of'' triangulation' which in practice, is a widely used as techniques in social sciences now days.

Mixed method research is defined by Dornyei (2007) as a combination of both of qualitative and quantitative method in one study. According to Doryei, (2007) the advantages of mixing both qualitative and quantitative are as follows: increasing the strength of one method while eliminating the weakness of other, multi- level analysis of complex issues improved validity as well as opportunity to reach multi- audiences which cover represents all target population.Taking these advantages into consideration, a mixed method research was conducted in this present study.

3.2 Population and Sampling:

The population of this study is drawn English language teachers who work at Sudanese Secondary schools. Beside experts also from Sudan University of science and technology –college of Education and Languages in addition to third year students' who specialists in English language.

3.3 Instruments of Data Collection:

The questionnaire, interview and a test will be adopted as primary tools for collecting data for the purpose of the study .All of them designed by the researcher with counseling supervisor/. Questionnaire, interview for the teachers and the test for the BA students third year .A questionnaire has given to (54) Sudanese English Language teachers who work at Sudanese's secondary schools were selected randomly. Interview for (8) English Language experts. As well as the test for (61) students at Sudan University of Science and Technology-Third year students-specialists of English Language, where students were asked to fill in the gaps in sentences with (24) frequent conjuncts

3.3.1 Teachers 'Questionnaire:

The questionnaire was distributed to the teachers from both males and females; the questionnaire includes a covering page which introduces the topic of the research. It designed according to Likert 5–point scale (strongly agree, agree, neutral, disagree, and strongly disagree). It designed as a tool for collecting information about the role of conjunction it includes (13) statements given to (54) Sudanese English teachers different secondary schools. It was judged by experienced professors and doctors from Sudan University of science and technology.

The questionnaire was developed through the following stages

(**a**) It was designed by the researcher in consultation with some colleagues.
(**b**) It was then presented to the supervisor for approval.
(**c**) Then it was reoffered to two experts for judgment.
(**d**) After that it was piloted in a small scale group of teachers.

3.3.2. Teachers' Interview:

Experts' interview is designed to highlight their attitudes towards using conjunction in Sudanese English Language classrooms. It consists of two main questionswith subsidiary questions for each one. It has been given to (10) Sudanese English experts at Sudan University of science and technology.

3.3.3. Students' Test:

The test designed by the researcher. The students were selected randomly from third year to assess their understanding in using conjunction .the test papers distributed to (61) students of third year English language classrooms at Sudan University of science andtechnology. The questions were answered within the allowed time45 minutes. The test consists of (24) questions which present answers as fill in gaps. The researcher conducted the test to highlight the errors students commit when using conjunction.

3.4 Reliability and Validity:

Reliability and Validity of Teachers' Questionnaire as follows:

Where reliability was calculated by using Cronbach's alpha equation has shown below:

Reliability means stability of measure which gives the same results if the implemented on the same sample .The researcher considered ensure stability of the study measure which he has built before using it in the study by using the statistical package for social science (SPSS) for analytical operation and the results shown as follows :

$Val = \sqrt{Validity}$

Cronbach alpha coefficient = (81%), a reliability coefficient is high and it indicates the stability of the scale and the validity of thestudy. Validity coefficient is the square of the islands so reliability coefficient is (78%) and this shows that there is a high sincerity of the scale and that the benefit of the study.

Validity and Reliability of students' Test:

After being checked by the supervisor, the final draft of the test version was validated b experts in the field. The test version was modified according to the opinions and suggestions of the experts (referees).

The purpose of this is to check the ease of the items and the suitable options for the test.

Validity and reliability of the interview:

The questions of the interview were checked by the same doctors and professors who have checked the test's items. The reviewed the content, wording and clarity of the questions. Some changes were made in the wording of some questions a few were deleted and other were added.

Procedures for data analysis:

The researcher used SPSS program for analysis of data, this will be made for the teachers' questionnaire, students' test and summary for experts'interview.

Summary of chapter three:

This chapter has drawn the road map of for the study; it will describe the different aspects of the research (population, samples, tools and the test and the procedures for data analysis.

CHAPTER FOUR

DATA ANALYSIS, RESULTS and DISCUSSION

4.1 Introduction:

This chapter is concerned with data analysis, results and the interpretations ofthe results on the basis of research questions and hypotheses. In discussing these results, statistical figures in term of frequencies and percentages were reported for each variable of the study.

The variables were discussed within the results obtained from SPSS treatment of the data. Finally, the hypotheses were tested according to this result the final results were set for further comments and recommendations the tools of data collection used in the present study were designed to measure the main variable of the study. The questionnaire after validity was applied to the teachers who represent the sample of the study. 50 teachers responded to the questionnaire.

The test after validity was checked in class for English Language students who represent the sample of the study. The total number of students about 60 .the researchers selected 40 students for applying test checklist.

4.2   The Analysis of the Questionnaire:

4.2.1Qualifications:

Table (4.1) Shows percentage and frequency of teachers' Qualification

Data Analysis

In this section, data analysis for the study and test of its hypotheses will be done. To do that, firstly we consider the instruments of applied study, which contain the description of the study's population and its sample, method of collection data, reliability and validity of the study tool, and the statistical treatments that used the methodology of the study will be shown here.

Population and Sample of the Study:

The original population for this study are experts in English language from (SUST) .The researcher used the simple random sampling to select the persons whom they college of education. The following table and figure shows the number of distributed questionnaire, the number of received questionnaire with full-required information and the responses percentage. The study sample respondents are differs according to the following characteristics:

The respondents from different qualifications (B.A,M.A., Ph.D.).

The respondents from different teaching experience years (1-5 years, 6-10 years, 10-20 years).

The following is detail description for study sample individuals according to the above variables (respondents' characteristics):

1- Educational qualifications:

Table no.(4-1)

The frequency distribution for the study respondents according to the educationalqualification

Educational qualification	Number	Percent
B.A.	12	21.8
M.A.	25	45.5
Ph.D	18	32.7
Total	55	100.0

Source: The researcher from applied study, 2020

Figure no.(4-1)

The frequency distribution for the study respondents according to the educationalqualification

The frequency distribution for the study respondents according to the educational qualification
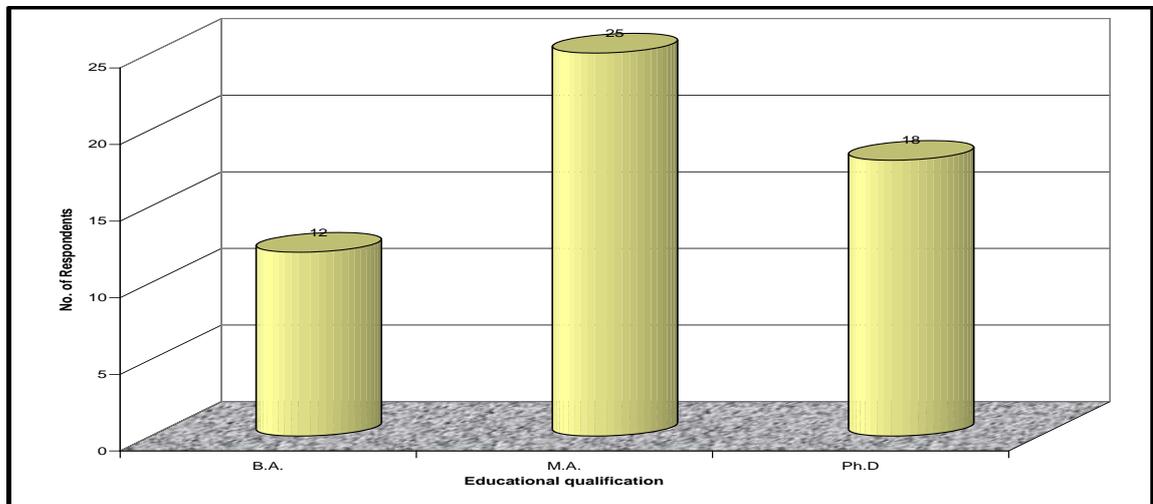
From above table and figure, it is shown that most of the study's respondents have M.A. as educational qualification, the number of those was (25) persons with percentage (45.5%). The respondents have B.A. as educational qualification was (12) persons with (21.8%). While the numbers of respondents have PhD. as educational qualification was (18) persons with (32.7%).

2- Teaching Experience:

Table no.(4-2)

The frequency distribution for the study respondents according to the Teaching experience

Teaching Experience	Number	Percent
1-5	21	38.2
6-10	20	36.4
11-20	14	25.5
Total	55	100.0

Figure no.(4-2)

The frequency distribution for the study respondents according to the Teachingexperience.
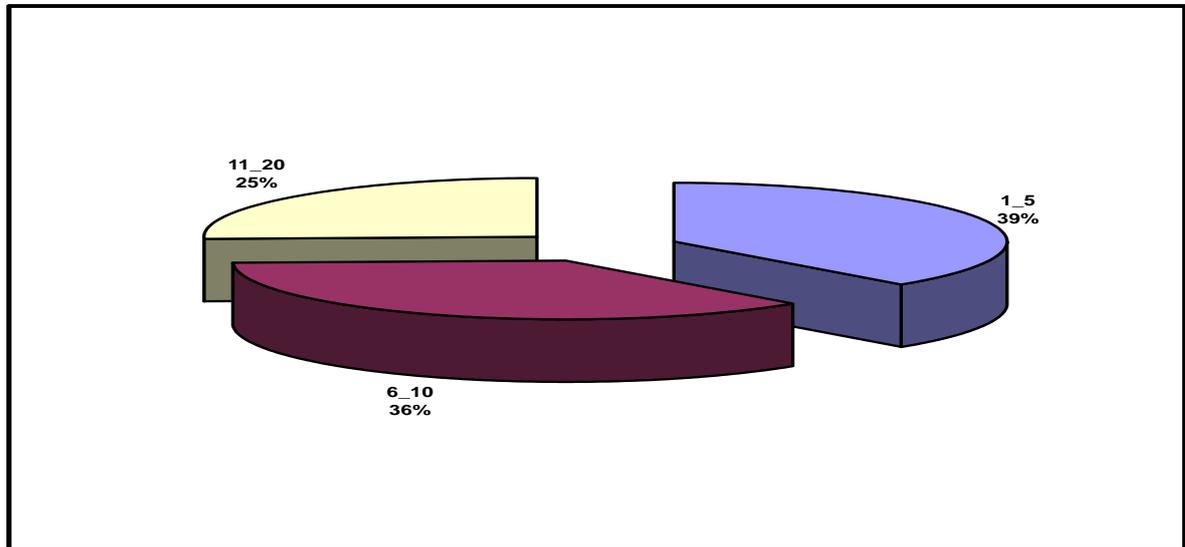
Source: The researcher from applied study, Excel Package, 2007

We note from the table no.(4-2) and the figure no.(4-2) that, most of the sample's respondents have experience between (1) and (5) years, their number was (21) persons with percentage (38.2%). The number of sample's respondents whom have experience between (6) and (10) years was (20) persons with percentage (36.4%), The number of sample's respondents whom have experience between (11) and (20) years was (14) persons with percentage (25.5).

Reliability and Validity of the Questionnaire Apparent Reliability and Validity:

In order to check the apparent validity for the study questionnaire and validation of its statements according to the formulation and explanation, the researcher showed the questionnaire to the (5) of the Ph.D. holding referees whom they are specialists by the study field. Some of the referees make some suggestions, and others were agreed that the questionnaire is suitable. In any way, the researcher studied all suggestions, and some

corrections on his questionnaire have been done. The following table is showing the referees and their jobs and places of work.

Table (4-3)

The questionnaire's referees and their jobs and places of work

No.	Name	job	Title
1	Mohammed AliAhmed	Associate prof	SUST
2	AhmedHaggar Saken	prof	GCT
3	AdamAghbash	prof	GCT
4	Abbas Hussain	prof	QU
5	Mahmoud AliAhmed	Associate prof	SUST

Source: The researcher from applied study, 2019

Statistical Reliability and Validity:

It is meant by the reliability of any test, to obtain 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:

1. Split-half by using Spearman-Brown equation.

2. Alpha-Cronbach coefficient.

3. Test and Re-test method

4. Equivalent images method.

5. Guttman equation.

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.

The researcher calculated the validity statistically using the following equation:

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

The researcher calculated the reliability coefficient for the measurement, which was used in the questionnaire using (split-half) method. This method stands on the principle of dividing the answers of the sample individuals into two parts, i.e. items of the odd numbers e.g. (1, 3, 5, ...) and answers of the even numbers e.g. (2,4,6 ...). Then Pearson correlation coefficient between the two parts is calculated. Finally, the (reliability coefficient) was calculated according to Spearman-Brown Equation as the following:

$$\text{Reliability Coefficient} = \frac{2 \times r}{1 + r}$$

r = Pearson correlation coefficient

For calculating the validity and the reliability of the questionnaire from the above equation, the researcher was distributed about (20) questionnaires to respondents. In addition, depending on the answers of the pre-test sample, the above Spearman-Brown equation was used to calculate the reliability coefficient using the split-half method; the results have been showed in the following table:

Table (4-4)

The statistical reliability and validity of the pre-test sample about the study questionnaire and tests

Hypotheses	Reliability	Validity
First	0.77	0.88
Second	0.80	0.89
Third	0.92	0.96
Fourth	0.85	0.92
Overall questionnaire	0.94	0.97
Test	0.82	0.91

Source: The researcher from applied study, 2020

We note from the results of above table that all reliability and validity coefficients for pre-test sample individuals about each questionnaire's theme, and for overall questionnaire, are greater than (50%), and some of them are nearest to one. This indicates to the high validity and reliability of the answers, so, the study questionnaire is valid and reliable, and that will give correct and acceptable statistical analysis.

Statistical Instruments:

In order to satisfy the study objectives and to test its hypotheses, we use the following statistical instruments:

1. Graphical figures.

2. Frequency distribution.

3. Person correlation coefficient.

4. Spearman-Brown equation for calculating Reliability coefficient.

5. Median.

6. Non-parametric Chi-square test.

In order to obtain accurate results, Statistical Package for Social Sciences (SPSS) was used. In addition, to design the graphical figures, which are needed for the study, the computer program (Excel) was also used.

Application of the Study's Tool:

After the step of checking questionnaire reliability and validity, the researcher had distributed the questionnaire on determined study sample (60) persons, and the researcher constructed the required tables for collected data. This step consists transformation of the qualitative (nominal) variables (Strongly agree, Agree, Neutral, Disagree, Strongly disagree) to quantitative variables (5, 4, 3, 2 ,1) respectively, also the graphical representation have done for this purpose.

1-First hypothesis:

Statement No.(1): Focusing on the use of conjunction in writing is importance.

Table no.(4-5)

The frequency distribution for the respondents' answers about statement no.(1)

Answer	frequency	Percentage
Strongly agree	41	74.5%
Agree	13	23.6%
Neutral	1	1.8%
Total	55	100.0

Source: The researcher from applied study, 2020

Figure no. (4-3)

The frequency distribution for the respondents' answers about statement no. (1)
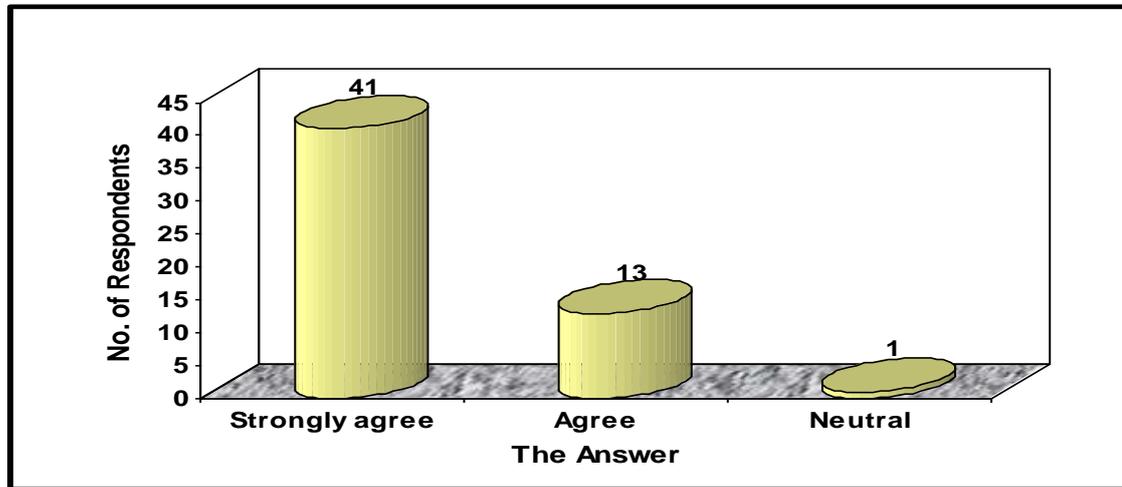
Source: The researcher from applied study, Excel Package, 2020

It is clear from table no.(4-5) and figure (4-3) that there are (41) persons in the study's sample with percentage (74.5%) have strongly agreed with " Focusing on the use of conjunction in writing is importance ". There are (13) persons with percentage (23.6%) have agreed on that, and only one person with percentage (1.8%) have neutral about that.

Statement No. (2): Conjunction plays an important role in constructing sentences.

Table no. (4-6)

The frequency distribution for the respondents' answers about statement no. (2)

Answer	frequency	Percentage
Strongly agree	36	65.5%
Agree	18	32.7%
Neutral	1	1.8%
Total	55	100.0

Source: The researcher from applied study, 2020

Figure no.(4-4)

The frequency distribution for the respondents' answers about statement no. (2)
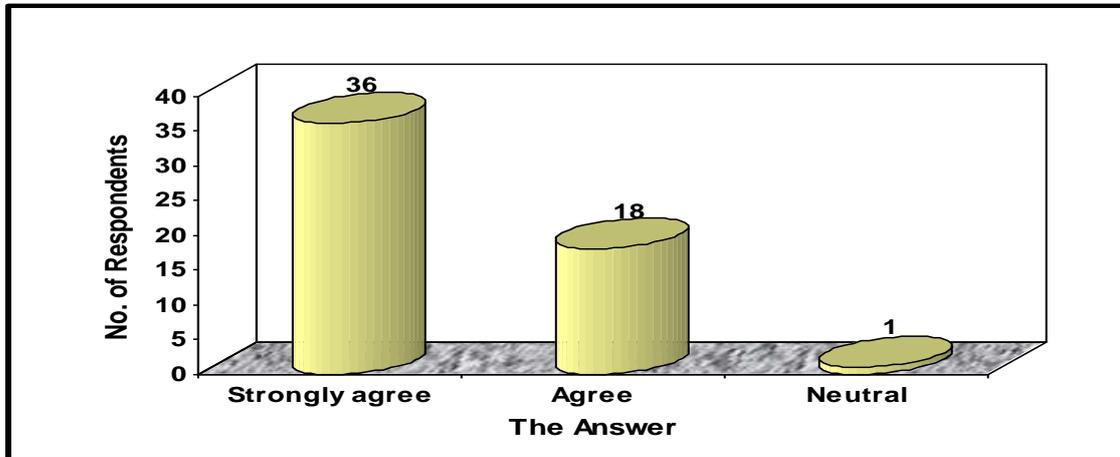
Source: The researcher from applied study, Excel Package, 2020

It is clear from table no. (4-6) and figure (4-4) that there are (36) persons in the study's sample with percentage (65.5%) have strongly agreed with "Conjunction plays an important role in constructing sentences ". There are (18) persons with percentage (32.7%) have agreed on that, and only one person with percentage (1.8%) have neutral about that.

Statement No.(3): Using conjunction can help students to make coherent writing.

Table no.(4-7)

The frequency distribution for the respondents' answers about statement no. (3)

Answer	frequency	Percentage
Strongly agree	36	65.5%
Agree	18	32.7%
Neutral	1	1.8%
Total	55	100.0

Source: The researcher from applied study, 2020

Figure no. (4-5)

The frequency distribution for the respondents' answers about statement no. (3)
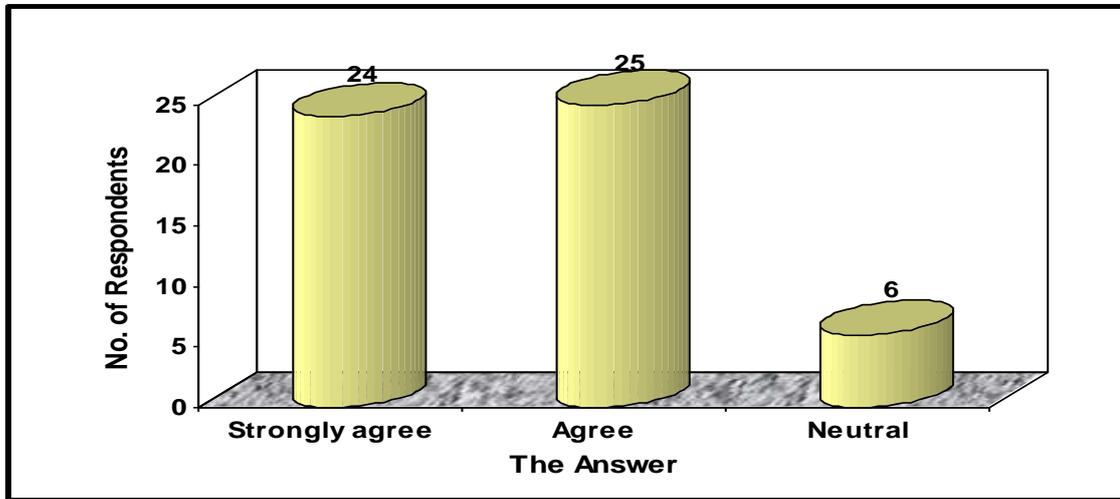
It is clear from table no.(4-7) and figure (4-5) that there are (24) persons in the study's sample with percentage (43.6%) have strongly agreed with "Using conjunction can help students to make coherent writing ". There are (25) persons with percentage (45.5%) have agreed on thatand (9) persons with percentage (10.9%) have neutral about that.

2-Second hypothesis:

Statement No.(1): Sentence maybe difficult to understand if learners have less knowledge in conjunction.

Table no.(4-8)

The frequency distribution for the respondents' answers about statementno. (1)

Answer	frequency	Percent(%)
Strongly agree	37	67.3%
Agree	14	25.5%
Neutral	4	7.3%
Total	55	100.0

Figure no.(4-6)

The frequency distribution for the respondents' answers about statement no.(1)
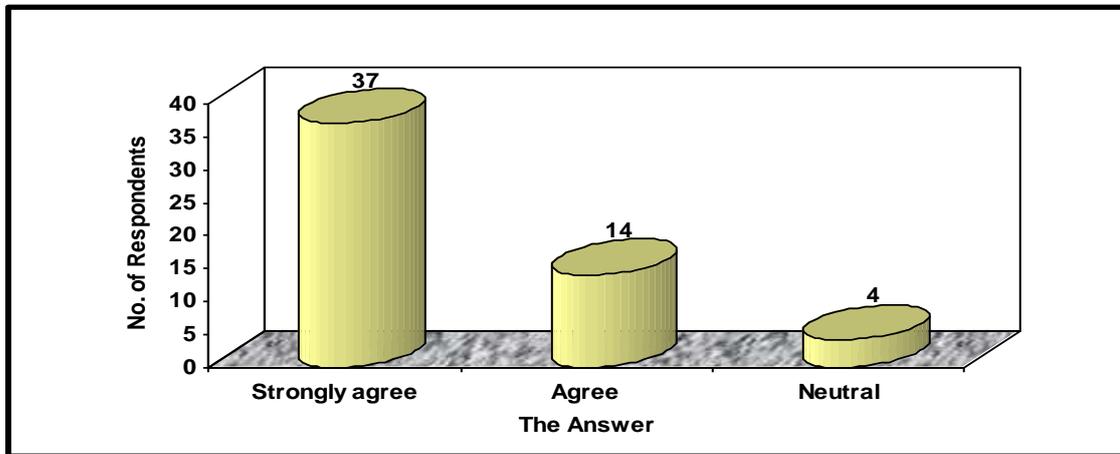
Source: The researcher from applied study, Excel Package, 2020

It is clear from table no.(4-8) and figure (4-6) that there are (37) persons in the study's sample with percentage (67.3%) have strongly agreed with " Sentence maybe difficult to understand if learners have less knowledge in conjunction ". There are (14) persons with percentage (25.5%) have agreed on that, and (4) persons with percentage (7.3%) have neutral about that.

Statement No.(2): Using conjunction can help students to overcome difficult in writing .

Table no.(4-9)

The frequency distribution for the respondents' answers about statementno.(2)

Answer	Number	Percentage
Strongly agree	26	47.3%
Agree	22	40.0%
Neutral	7	12.7%
Total	55	100.0

Source: The researcher from applied study, 2020

Figure no.(4-7)

The frequency distribution for the respondents' answers about statement no.(2)
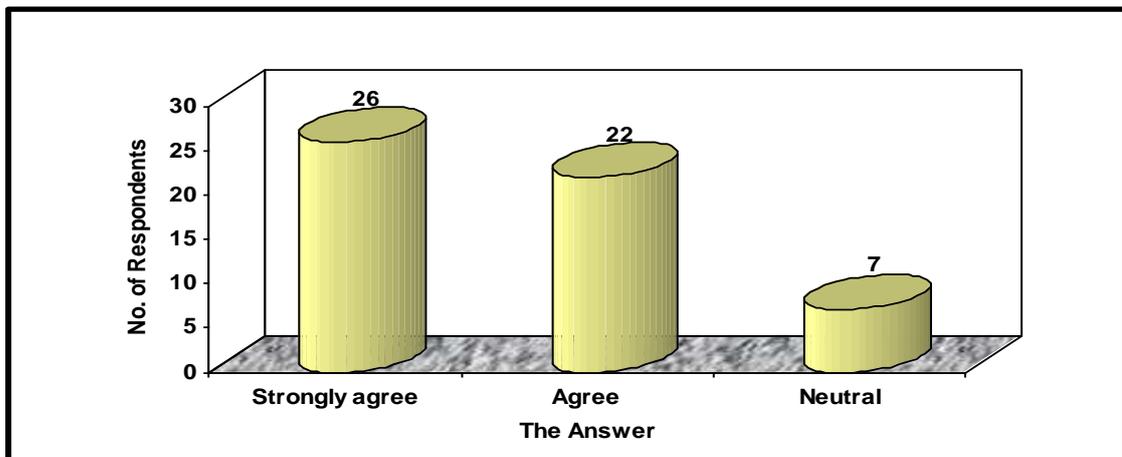
Source: The researcher from applied study, Excel Package, 2020

It is clear from table no.(4-9) and figure (4-7) that there are (26) persons in the study's sample with percentage (47.3%) have strongly agreed with " Using conjunction can help students to overcome difficult in writing ". There are (22) persons with percentage (40.0%) have agreed on that, and (7) persons with percentage (12.7%) have neutral about that.

Statement No.(3):Teachers present their ideas throught conjunctions and help students to aviod errors .

Table no. (4-10) and figure no.(4-8) shows the frequency distribution for the study's respondents about statement no.(3).

Table no.(4-10)

The frequency distribution for the respondents' answers about statement no.(3)

Answer	frequency	Percentage
Strongly Agree	16	29.1%
Agree	24	43.6%
Neutral	8	14.5%
Disagree	6	10.9%
Strongly disagree	1	1.8%
Total	55	100.0

Source: The researcher from applied study, 2020

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Figure no.(4-8)

The frequency distribution for the respondents' answers about statement no.(3)

It is clear from table no.(4-10) and figure (4-8) that there are (16) persons in the study's sample with percentage (31.7%) have strongly agreed with "Teachers present their ideas throught conjunctions and help students to aviod errors". There are (24) persons with percentage (43.6%) have agreed on that, and (8) persons with percentage (14.5%) have neutral about that, and (6) persons with percentage (10.0%) have disagree about that, while only one person with percentage (1.8%) have strongly disagree about that.

2-Third hypothesis:

Statement No.(1): Using a useful techniques and activities of teaching conjunction aspect .

Table no.(4-11)

The frequency distribution for the respondents' answers about statement no.(1)

Answer	frequency	Percentage
Strongly agree	33	60.0%
Agree	18	32.7%
Neutral	4	7.3%
Total	55	100.0

Figure no.(4-9)

The frequency distribution for the respondents' answers about statement no.(1)
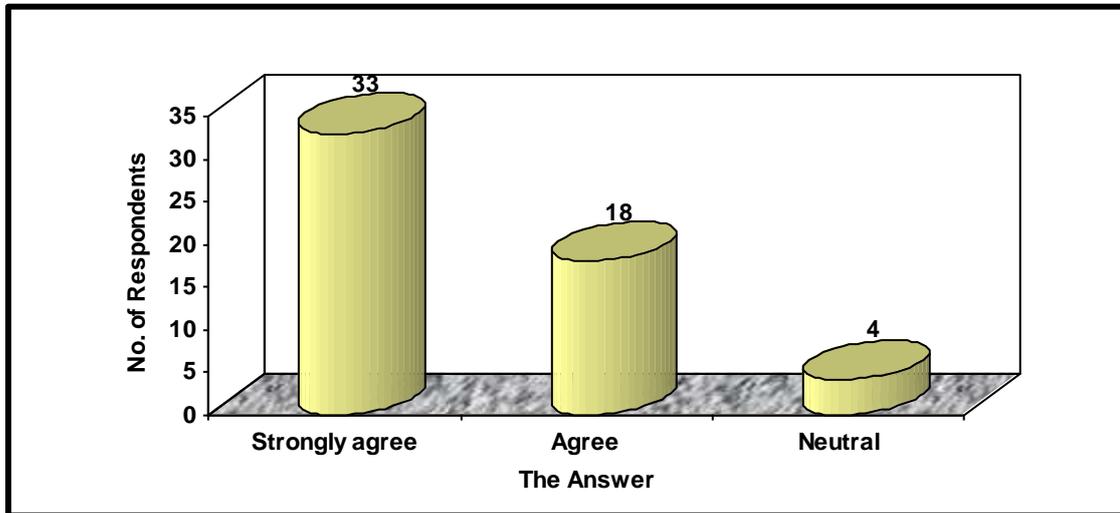
It is clear from table no.(4-11) and figure (4-9) that there are (33) persons in the study's sample with percentage (60.0%) have strongly agreed with " Using a useful techniques and activities of teaching conjunction aspect ". There are (18) persons with percentage (32.7%) have agreed on that, and (4) persons with percentage (7.3%) have neutral about that.

Statement No.(2): Through differentiating between the types of conjunction, students can generate coherent writing .

Table no.(4-12)

The frequency distribution for the respondents' answers about Statement no.(2)

Answer	frequency	Percentage
Strongly agree	32	58.2%
Agree	22	40.0%
Neutral	1	1.8%
Total	55	100.0

Figure no.(4-10)

The frequency distribution for the respondents' answers about statement no. (2)
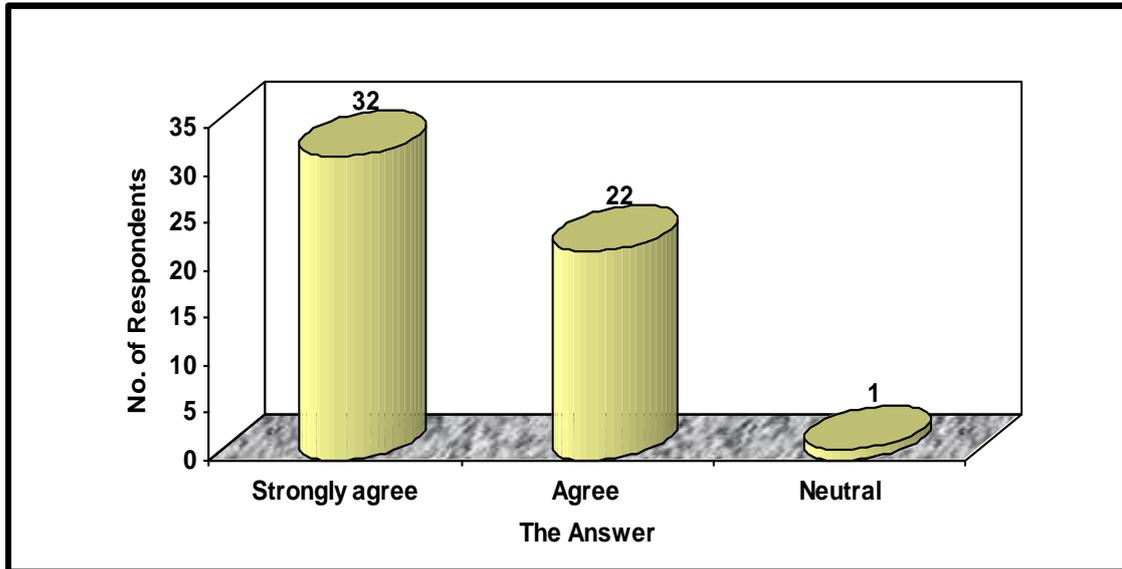
Source: The researcher from applied study, Excel Package, 2020

It is clear from table no.(4-12) and figure (4-10) that there are (32) persons in the study's sample with percentage (58.2%) have strongly agreed with "Through differentiating between the types of conjunction, students can generatecoherent writing". There are (22) persons with percentage (40.0%) have agreed on that, and only one person with percentage (1.8%) has neutral about that.

Statement No.(3):Use some Arabic conjunction helps in understanding English ones .

Table no. (4-13) and figure no.(4-11) shows the frequency distribution for the study's respondents about question no.(3).
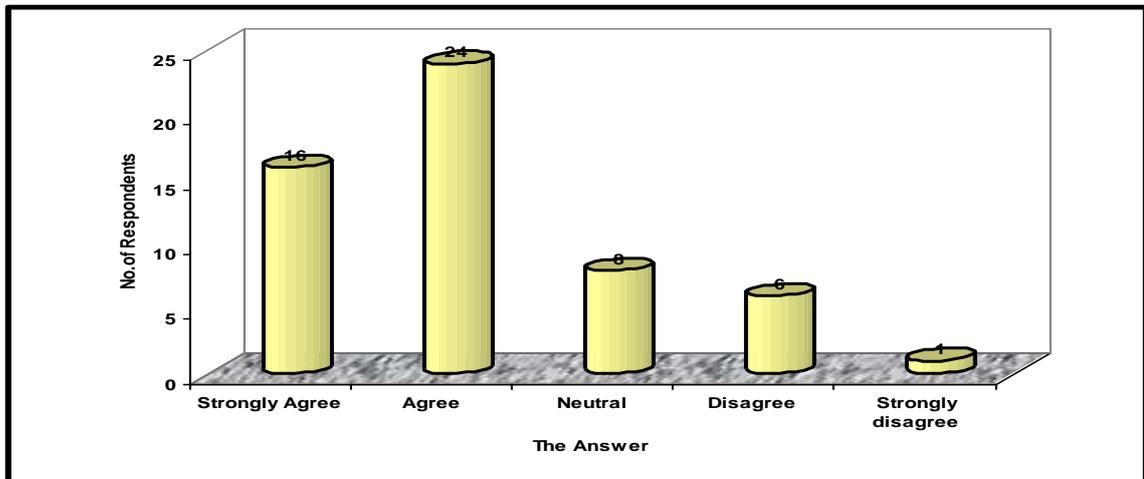
Table no.(4-13)

The frequency distribution for the respondents' answers about Statement no.(3)

Answer	freuency	Percentage
Strongly Agree	17	30.9%
Agree	12	21.8%
Neutral	9	16.4%
Disagree	11	20.0%
Strongly disagree	6	10.9%
Total	55	100.0

Source: The researcher from applied study, 2020

Figure no.(4-11)

The frequency distribution for the respondents' answers about Statement no.(3)

Source: The researcher from applied study, Excel Package, 2020

It is clear from table no.(4-13) and figure (4-11) that there are (17) persons in the study's sample with percentage (30.9%) have strongly agreed with " Use some Arabic conjunction helps in understanding English ones". There are (12) persons with percentage (21.8%) have agreed on that, and (9) persons with percentage (16.4%) have neutral about that, and (11) persons with percentage (20.0%) have disagree about that, while (6) persons with percentage (10.9%) have strongly disagree about that.

Statement No.(3): The most relevant technique for teaching English conjunction is using much conjunction in composition and sentence .

Table no.(4-14)

The frequency distribution for the respondents' answers about statement no.(4)

Answer	frequency	Percentage
Strongly agree	29	52.7%
Agree	19	34.5%
Neutral	7	12.7%
Total	55	100.0

Source: The researcher from applied study, 2020

Figure no.(4-12)

The frequency distribution for the respondents' answers about statement no.(4)
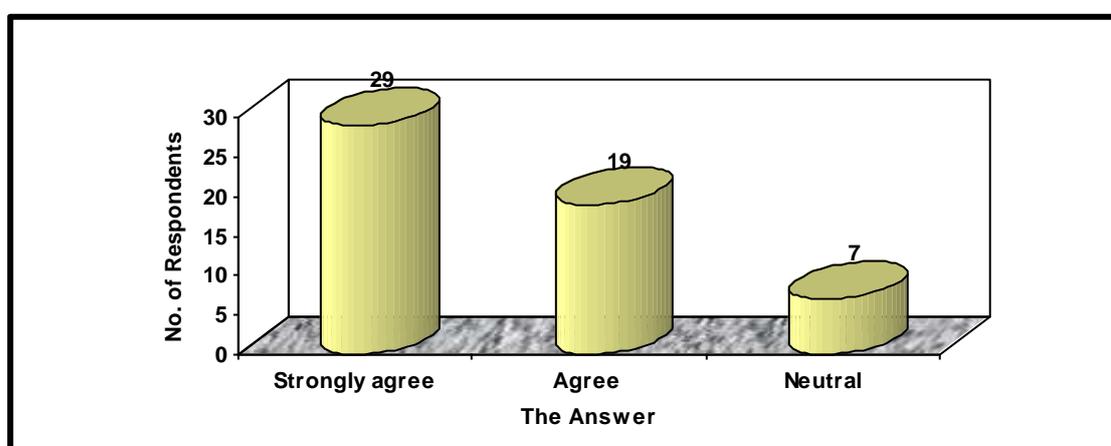
Source: The researcher from applied study, Excel Package, 2020

It is clear from table no.(4-14) and figure (4-12) that there are (29) persons in the study's sample with percentage (52.7%) have strongly agreed with " The most relevant technique for teaching English conjunction is using much conjunction in composition and sentence". There are (19) persons with percentage (34.5%) have agreed on that, and (17) persons with percentage (12.7%) has neutral about that.

4-Fourth hypothesis:

Statement No.(1): Using conjunction in writing composition can improve students English language .

Table no.(4-15)

The frequency distribution for the respondents' answers about Statement no.(1)

Answer	Number	Percentage
Strongly agree	29	52.7%
Agree	22	40.0%
Neutral	1	1.8%
Total	55	100.0

Source: The researcher from applied study, 2020

Figure no.(4-13)

The frequency distribution for the respondents' answers about

Statement no.(1)
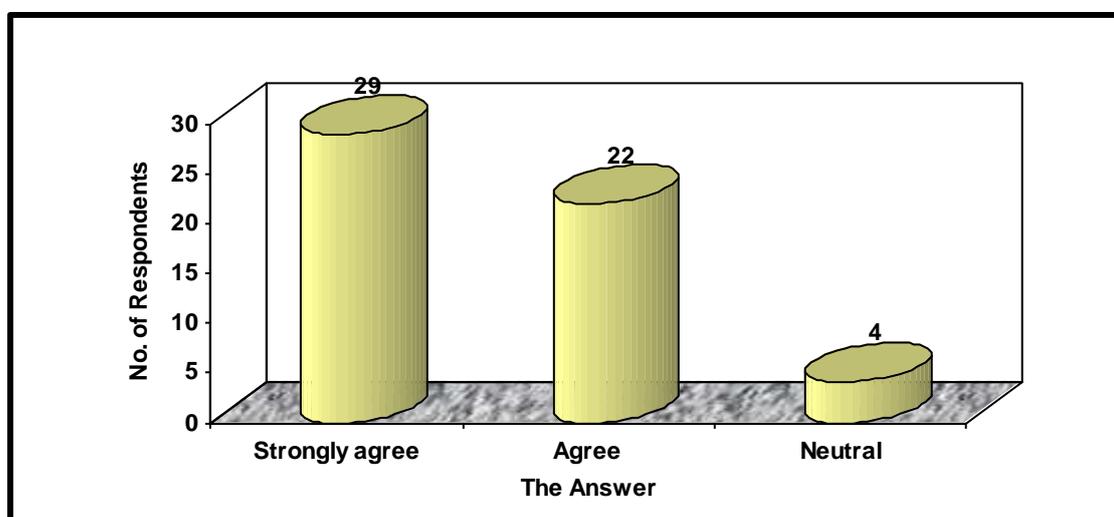
Source: The researcher from applied study, Excel Package, 2020

It is clear from table no.(4-15) and figure (4-13) that there are (29) persons in the study's sample with percentage (52.7%) have strongly agreed with " Using conjunction in writing composition can improve students English language". There are (22) persons with percentage (40.0%) have agreed on that, and (4) persons with percentage (7.3%) have neutral about that.

Statement No.(2):Using conjunction in English classes can improve analyical skills for students .

Table no. (4-16) and figure no.(4-14) shows the frequency distribution for the study's respondents about question no.(2).
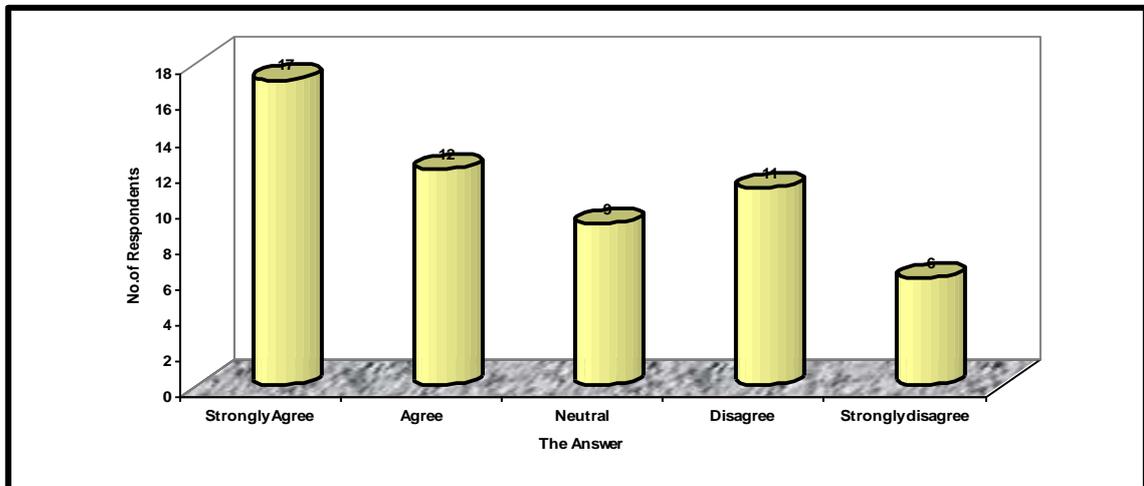
Table no.(4-16)

The frequency distribution for the respondents' answers about Statement no.(2)

Answer	ferquency	Percentage
Strongly Agree	28	50.0%
Agree	22	40.0%
Neutral	3	5.5%
Disagree	2	3.6%
Total	55	100.0

Source: The researcher from applied study, 2020

Figure no.(4-14)

The frequency distribution for the respondents' answers about Statement no.(2)
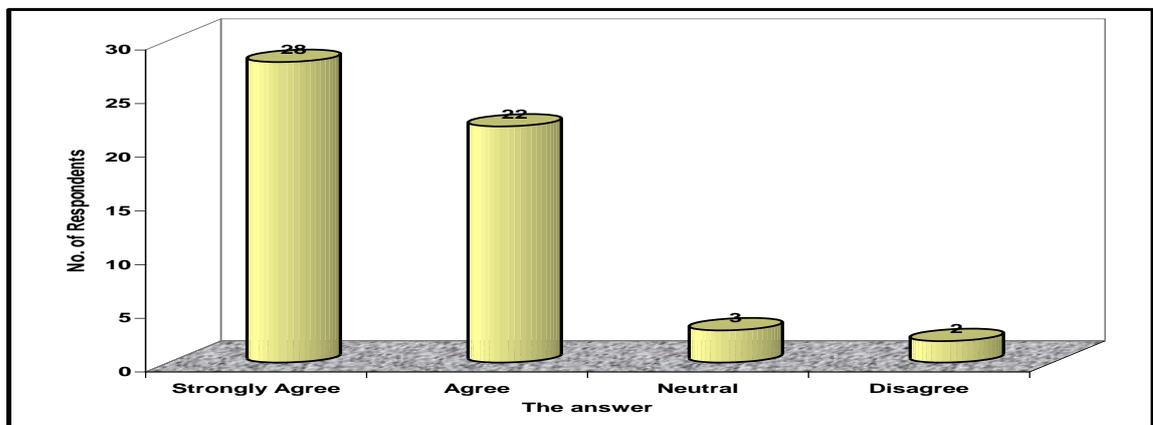
Source: The researcher from applied study, Excel Package, 2020

It is clear from table no.(4-16) and figure (4-14) that there are (28) persons in the study's sample with percentage (50.0%) have strongly agreed with " Using conjunction in English classes can improve analyical skills for students". There are (22) persons with percentage (40.0%) have agreed on that, and (3) persons with percentage (5.5%) have neutral about that, and; (2) persons with percentage (3.6%) have disagree about that.

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Statement No.(3):Conjunction is uesful to wedin students imagination in using English sentence .

Table no. (4-17) and figure no.(4-15) shows the frequency distribution for the study's respondents about question no.(3).

Table no.(4-17)

The frequency distribution for the respondents' answers about Statement no.(3)

Answer	frequency	Percentage
Strongly Agree	25	45.5%
Agree	24	43.6%
Neutral	2	3.6%
Disagree	3	5.5%
Strongly disagree	1	1.8%
Total	55	100.0

Source: The researcher from applied study, 2020

Figure no.(4-15)

The frequency distribution for the respondents' answers about statement no.(3)
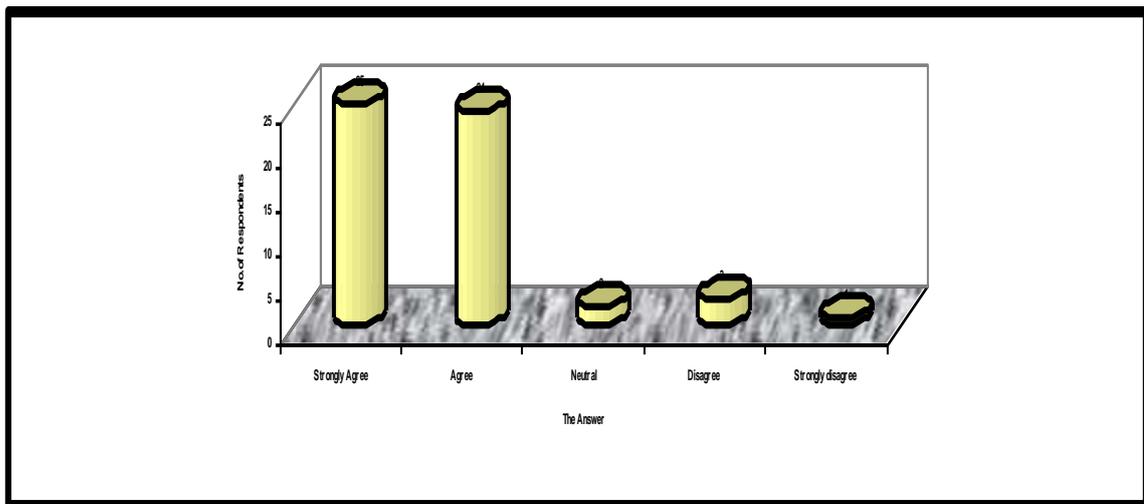
Source: The researcher from applied study, Excel Package, 2020

It is clear from table no.(4 -17) and figure (4-15) that there are (25) persons in the study's sample with percentage (45.5%) have strongly agreed with " Conjunction is uesful to wedin students imagination in using English sentence". There are (24) persons with percentage (43.6%) have agreed on that, and (2) persons with percentage (3.6%) have neutral about that, and (3) persons with percentage (5.5%) have disagree about that, while only one persons with percentage (1.8%) has strongly disagree about that.

Test of the Study's Hypotheses:

To answer on study's questions and to checking of its hypotheses, the median will be computed for each question from the questionnaire that shows the opinions of the study respondents about Investigating the Role of English Conjunctions in writing sentences. To do that, we will gives five degrees for each answer "strongly agree", four degrees for each answer "agree", three degrees for each answer " neutral", two degrees with each answer "disagree", and one degree for each answer with "strongly disagree". This means, in accordance with the statistical analysis requirements, transformation of nominal variables to quantitative variables. After that, we will use the non-parametric chi-square test to know if there are statistical differences amongst the respondents' answers about hypotheses questions.

1- Results of the First Hypothesis:

The first hypothesis in this study states the following:

"Using conjunction is important in writing coherent"

The aim of this hypothesis is to show that the using conjunction is important in writing coherent.

To test this hypothesis, we must know the trend of respondents' opinions about each question from the hypothesis's questions, and for all questions. We compute the median, which is one of the central tendency measures, that uses to describe the phenomena, and it represents the centered answer for all respondents' answers after ascending or descending order for the answers.

Table no.(4-18)

The median of respondents' answers about the statement of the first hypothesis

No	Statement	Median	Result
1	Focusing on the use of conjunction in writing is importance.	5	Strongly agree
2	Conjunction plays an important role in constructing sentences.	5	Strongly agree
3	Using conjunction can help students to make coherent writing.	4	Agree
	Overall	5	Strongly agree

Source: The researcher from applied study, 2020

From the table (4-18), it has shown that:

- The calculated value of the median for the respondents' answers of the 1[st]statement is (5). This value means that, most of the respondents' are Strongly agreed with that "Focusing on the use of conjunction in writing is importance".

- The calculated value of the median for the respondents' answers of the 2[nd]statement is (5). This value means that, most of the respondents' are Strongly agreed with that "Conjunction plays an important role in constructing sentences".

- The calculated value of the median for the respondents' answers of the 3[rd]statementis (4). This value means that, most of the respondents' are agree with that "Using conjunction can help students to make coherent writing".

- The calculated value of the median for the respondents' answers about the all statements that related to the first hypothesis is (4). This value, in general, means that most of the respondents' have agreed with all what

mentioned about the first hypothesis above results do not mean that all the respondents in the sample have agreed with the questions because as mentioned in the tables from no.(4-7) to no.(4-9), there are some respondents who were disagreed with the questions. So, to test the statistical significance of the differences among the answers of the respondents for the first hypothesis, the chi-square test will used to indicate the differences for each question of the first hypothesis. Table no.(4-18) explains the results of the test for the statements as follows:

Table no. (4-19)

Chi-square test results for respondents' answers about the statements of the first hypothesis

No	Statement	Degree of freedom	Chi-square value
1	Focusing on the use of conjunction in writing is importance.	2	45.96
2	Conjunction plays an important role in constructing sentences.	2	33.42
3	Using conjunction can help students to make coherent writing.	2	12.47

Source: The researcher from applied study, 2020

According to the table, we can demonstrate the results as follows:

- The calculated value of chi-square for the significance of the differences for the respondents' answers in the 1st statement was (45.96) which is greater than the tabulated value of chi-square at the degree of freedom (2) and the significant value level (1%) which was (9.21). According to what mentioned in table no.(4-7), this indicates that, there are statistically significant differences at the level (1%) among the answers of the

respondents, which support the respondents who have strongly agreed with that "Focusing on the use of conjunction in writing is importance".

- The calculated value of chi-square for the significance of the differences for the respondents' answers in the 2nd question was (33.42) which is greater than the tabulated value of chi-square at the degree of freedom (2) and the significant value level (1%) which was (9.21). According to what mentioned in table no.(4-8), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which support the respondents who have strongly agreed with that "Conjunction plays an important role in constructing sentences".

- The calculated value of chi-square for the significance of the differences for the respondents' answers in the 3rd statement was (12.47) which is greater than the tabulated value of chi-square at the degree of freedom (2) and the significant value level (1%) which was (11.34). According to what mentioned in table no.(4-9), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which support the respondents who have agreed withthat "Using conjunction can help students to make coherent writing".

- From above, we note that the first hypothesis was achieved for each statement that related to this hypothesis, and to check the achievement of hypothesis for all questions, we see that the number of the questions is (3), and for each question there is (55) answers, so the total number of answers will be (165) answers. The following table summarizes these answers:

Table no.(4-20)

The frequency distribution for the respondents' answers about all statements of the first hypothesis

Answer	frequency	Percentage
Strongly agree	101	61.2
Agree	56	33.9
Neutral	8	4.8
Total	165	100.0

Source: The researcher from applied study, 2020

Figure no. (4-16)

Frequencydistributionfor the respondents' answers about all statements of the first hypothesis
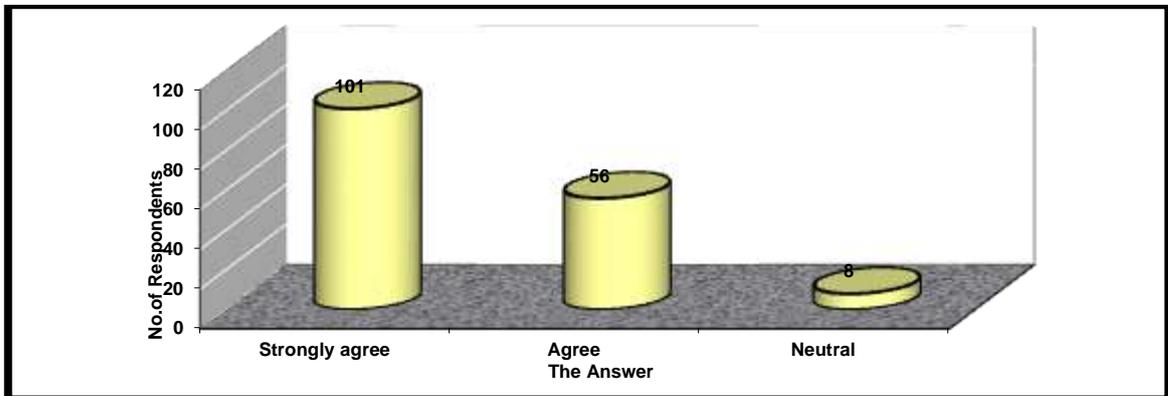
Source: The researcher from applied study, Excel Package, 2020

It is clear from table no.(4-20) and figure (4-18) that there are (101) answers with percentage (61.2%) were strongly agreed about all questions that related to the first hypothesis, (56) answers with percentage (33.9%) were agreed on that, (8) answers with percentage (4.8%) were neutral about that,. The value of chi-square test for the significant differences among these answers was (78.65) which is greater than the tabulated value of chi-

square at the degree of freedom (2) and the significant value level (1%) which was (9.21). According to what mentioned in table no.(4-20), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which support the respondents who have strongly agreed with the first hypothesis.

From above results, we see that the first hypothesis that states **"Using conjunction is important in writing coherent"** is fulfilled.

2- Results of the Second Hypothesis:

The second hypothesis in this study states the following:

"**Using conjunction can help learners to avoid difficulties in writing** "

The aim of this hypothesis is to show that using conjunction can help learners to avoid difficulties in writing.

To test this hypothesis, we must know the trend of respondents' opinions about each question from the hypothesis's questions, and for all questions. We compute the median, which is one of the central tendency measures, that uses to describe the phenomena, and it represents the centered answer for all respondents' answers after ascending or descending order for the answers.

Table no.(4-21)

The median of respondents' answers about the statements of the secondhypothesis

No	Statement	Median	Result
1	Sentence maybe difficult to understand if learners have less knowledge in conjunction.	5	Strongly agree
2	Using conjunction can help students to overcome difficult in writing.	5	Strongly agree
3	Teachers present their ideas through conjunctions and help students to avoid errors.	4	Agree
	Overall	5	Strongly agree

Source: The researcher from applied study, 2020

From the table (4-21), it has shown that:

- The calculated value of the median for the respondents' answers of the 1st statement is (5). This value means that, most of the respondents' are Strongly agreed with that "Sentence maybe difficult to understand if learners have less knowledge in conjunction".

- The calculated value of the median for the respondents' answers of the 2nd statement is (5). This value means that, most of the respondents' are Strongly agreed with that "Using conjunction can help students to overcome difficult in writing".

- The calculated value of the median for the respondents' answers of the 3rd statementis (4). This value means that, most of the respondents' are agreed with that "Teachers present their ideas through conjunctions and help students to avoid errors".

- The calculated value of the median for the respondents' answers about the all statements that related to the second hypothesis is (5). This value, in

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general, means that most of the respondents' have strongly agreed with all what mentioned about the second hypothesis.

- Above results do not mean that all the respondents in the sample have agreed with the questions because as mentioned in the tables from no.(4-10) to no.(4-12), there are some respondents who were disagreed with the questions. So, to test the statistical significance of the differences among the answers of the respondents for the second hypothesis, the chi-square test will used to indicate the differences for each question of the second hypothesis. Table no. (4-21) explains the results of the test for the questions as follows:

Table no. (4-22)

Chi-square test results for respondents' answers about the statements of the second hypothesis

No	Statement	Degree of freedom	Chi-square value
1	Sentence maybe difficult to understand if learners have less knowledge in conjunction.	2	31.24
2	Using conjunction can help students to overcome difficult in writing.	2	15.95
3	Teachers present their ideas through conjunctions and help students to avoid errors.	4	29.82

Source: The researcher from applied study, 2020

According to the table, we can demonstrate the results as follows:

- The calculated value of chi-square for the significance of the differences for the respondents' answers in the 1st statement was (31.14) which is greater than the tabulated value of chi-square at the degree of freedom (2) and the significant value level (1%) which was (9.21). According to what mentioned in table no.(4-10), this indicates that, there are

statistically significant differences at the level (1%) among the answers of the respondents, which support the respondents who have stronglyagreed with that "Sentence maybe difficult to understand if learners have less knowledge in conjunction".

- The calculated value of chi-square for the significance of the differences for the respondents' answers in the 2ndstatementwas (15.95) which is greater than the tabulated value of chi-square at the degree of freedom (2) and the significant value level (1%) which was (9.21). According to what mentioned in table no. (4-11), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which support the respondents who havestrongly agreed with that "Using conjunction can help students to overcome difficult in writing".

- The calculated value of chi-square for the significance of the differences for the respondents' answers in the 3rdstatement was (29.82) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (1%) which was (13.28). According to what mentioned in table no.(3-12), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which support the respondents who have agreed withthat "Teachers present their ideas through conjunctions and help students to avoid errors".

- From above, we note that the first hypothesis was achieved for each statement that related to this hypothesis, and to check the achievement of hypothesis for all statements, we see that the number of the statements is (3), and for each statement there is (55) answers, so the total number of answers will be (165) answers. The following table summarizes these answers:

Table no. (4-23)

The frequency distribution for the respondents' answers about all statements of the first hypothesis

Answer	Frequency	Percentage
Strongly agree	79	47.9%
Agree	60	36.4%
Neutral	19	11.5%
Disagree	6	3.6%
Strongly disagree	1	0.6%
Total	165	100.0

Source: The researcher from applied study, 2020

Figure no.(4-17)

Frequency distribution for the respondents' answers about all statements of the second hypothesis
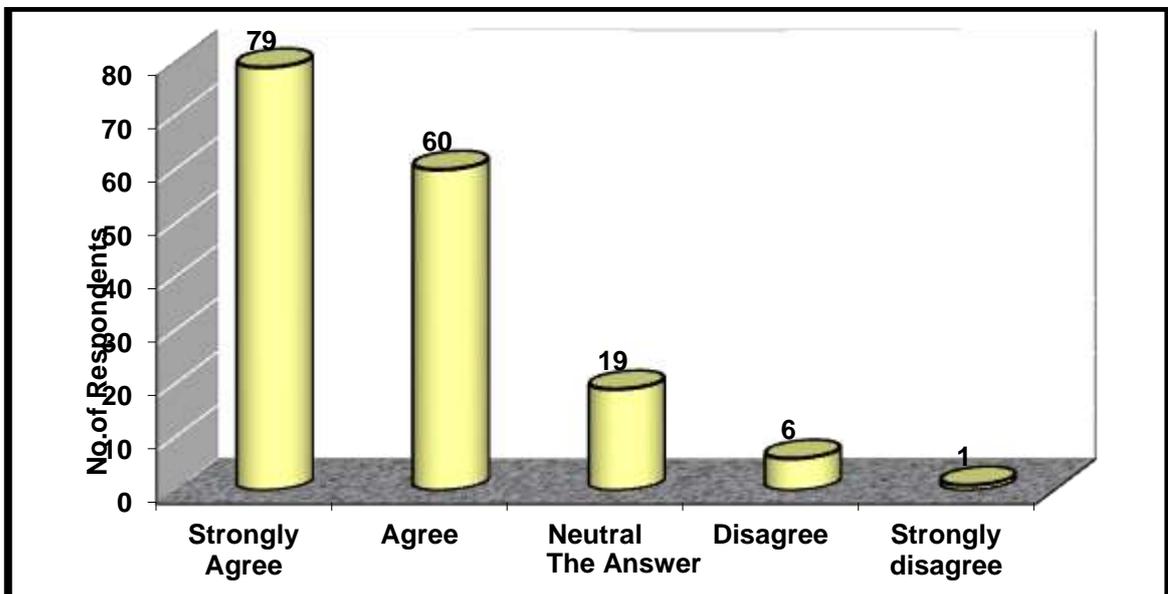
Source: The researcher from applied study, Excel Package, 2020

It is clear from table no.(4-23) and figure (4-17) that there are (79) answers with percentage (47.9%) were strongly agreed about all statements that related to the first hypothesis, (60) answers with percentage (36.4%) were agreed on that, (19) answers with percentage (11.5%) were neutral agreed about that, while (6) answers with percentage (3.6%) were disagreed; also

only one answer with percentage (0.6%) were strongly disagreed about that. The value of chi-square test for the significant differences among these answers was (145.27) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (1%) which was (13.28). According to what mentioned in table no.(4-6), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which support the respondents who have agreed with the second hypothesis.

From above results, we see that the second hypothesis that states **"Using conjunction can help learners to avoid difficulties in writing"** is fulfilled.

3- Results of the Third Hypothesis:

The thirdhypothesis in this study states the following:

"**A useful technique can help students to overcome error"**

The aim of this hypothesis is to show that a useful technique can help students to overcome error.

To test this hypothesis, we must know the trend of respondents' opinions about each statement from the hypothesis's statements, and for all statements. We compute the median, which is one of the central tendency measures, that uses to describe the phenomena, and it represents the centered answer for all respondents' answers after ascending or descending order for the answers.

Table no.(4-24)

The median of respondents' answers about the statements of the thirdhypothesis

No	Statement	Median	Result
1	Using a useful techniques and activities of teaching conjunction aspect.	5	Strongly agree
2	Through differentiating between the types of conjunction, students can generate coherent writing	5	Strongly agree
3	Use some Arabic conjunction helps in understanding English ones.	5	Strongly agree
4	The most relevant technique for teaching English conjunction is using much conjunction in composition and sentence.	5	Strongly agree
	Overall	5	Strongly agree

Source: The researcher from applied study, 2020

From the table (4-24), it has shown that:

▪ The calculated value of the median for the respondents' answers of the 1st question is (5). This value means that, most of the respondents' are strongly agreed with that "Using a useful techniques and activities of teaching conjunction aspect".

▪ The calculated value of the median for the respondents' answers of the 2nd question is (5). This value means that, most of the respondents' are strongly agreed with that "Through differentiating between the types of conjunction, students can generate coherent writing".

▪ The calculated value of the median for the respondents' answers of the 3rd question is (5). This value means that, most of the respondents' are

strongly agreed with that "Use some Arabic conjunction helps in understanding English ones".

- The calculated value of the median for the respondents' answers of the 4th question is (5). This value means that, most of the respondents' are strongly agreed with that "The most relevant technique for teaching English conjunction is using much conjunction in composition and sentence .".

- The calculated value of the median for the respondents' answers about the all questions that related to the third hypothesis is (5). This value, in general, means that most of the respondents' have strongly agreed with all what mentioned about the third hypothesis.

- above results do not mean that all the respondents in the sample have agreed with the questions because as mentioned in the tables from no.(3-13) to no.(3-16) there are some respondents who were disagreed with the questions. So, to test the statistical significance of the differences among the answers of the respondents for the third hypothesis, the chi-square test will used to indicate the differences for each question of the third hypothesis. Table no.(4-8) explains the results of the test for the questions as follows:

Table no.(4-25)

Chi-square test results for respondents' answers about the statements of the third hypothesis

No	Using a useful techniques and activities of teaching conjunction aspect.	Degree of freedom	Chi-square value
1	Through differentiating between the types of conjunction, students can generate coherent writing.	2	22.95
2	Use some Arabic conjunction helps in understanding English ones.	2	27.31
3	The most relevant technique for teaching English conjunction is using much conjunction in composition and sentence.	4	6.001
4	Using a useful techniques and activities of teaching conjunction aspect.	2	13.24

Source: The researcher from applied study, 2016

According to the table, we can demonstrate the results as follows:

- The calculated value of chi-square for the significance of the differences for the respondents' answers in the 1st statement was (22.95) which is greater than the tabulated value of chi-square at the degree of freedom (2) and the significant value level (1%) which was (9.21). According to what mentioned in table no.(4-13), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which support the respondents who have strongly agreed with that through differentiating between the types of conjunction, students can generate coherentwriting".

- The calculated value of chi-square for the significance of the differences for the respondents' answers in the 2nd statement was (27.31) which is greater than the tabulated value of chi-square at the degree of freedom (2) and the significant value level (1%) which was (9.21). According to

what mentioned in table no.(3-14), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which support the respondents who have strongly agreed with that "Use some Arabic conjunction helps in understanding English ones".

- The calculated value of chi-square for the significance of the differences for the respondents' answers in the 3[rd]statementwas (16.00) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (1%) which was (13.28). According to what mentioned in table no.(4-15), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which support the respondents who have strongly agreed with The most relevant technique for teaching English conjunction is using much conjunction in composition and sentence".

- The calculated value of chi-square for the significance of the differences for the respondents' answers in the 4[th]statementwas (13.24) which is greater than the tabulated value of chi-square at the degree of freedom (2) and the significant value level (1%) which was (13.28). According to what mentioned in table no.(3-16), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which support the respondents who have strongly agreed with that "Using a useful techniques and activities of teaching conjunction aspect".

From above, we note that the third hypothesis was achieved for each statement that related to this hypothesis, and to check the achievement of hypothesis for all statements, we see that the number of the statements is (4), and for each statement there is (55) answers, so the total number of answers will be (165) answers. The following table summarizes these answers:

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Table no. (4-26)

The frequency distribution for the respondents' answers about all statements of the third hypothesis

Answer	frequency	Percentage
Strongly Agree	111	50.0%
Agree	71	32.0%
Neutral	21	9.5%
Disagree	11	5.0%
Strongly disagree	6	2.7%
Total	165	100.0

Source: The researcher from applied study, 2020

Figure no.(4-18)

Frequency distribution for the respondents' answers about all statements of the third hypothesis
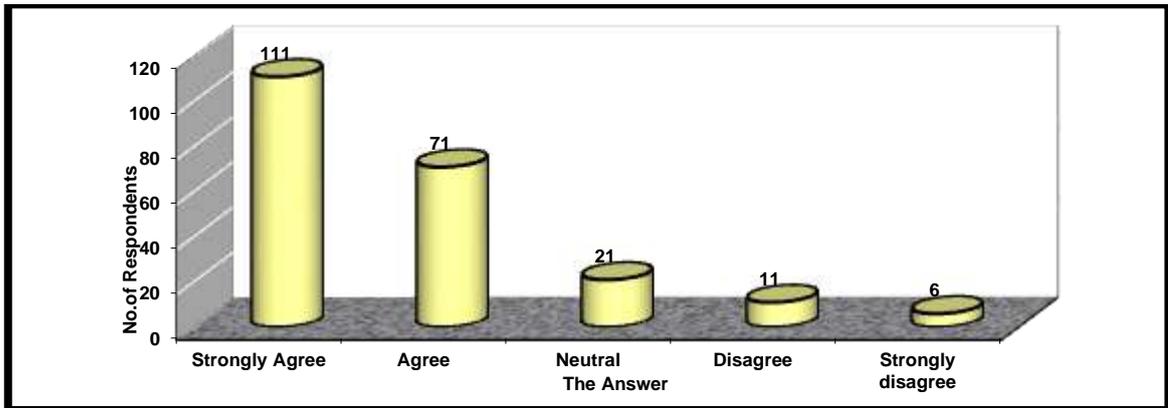
Source: The researcher from applied study, Excel Package, 2020

It is clear from table no.(4-26) and figure (4-18) that there are (111) answers with percentage (50.5%) were strongly agreed about all questions that related to the third hypothesis, (71) answers with percentage (32.3%) were agreed on that, (21) answers with percentage (9.5%) were neutral agreed about that, while (11) answers with percentage (5.0%) were disagreed; also (6) answers with percentage (2.7%) were strongly disagreed about that. The value of chi-square test for the significant differences among these answers was (188.18) which is greater than the tabulated

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value of chi-square at the degree of freedom (4) and the significant value level (1%) which was (13.28). According to what mentioned in table no.(4-9), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which support the respondents who have strongly agreed with the third hypothesis.

From above results, we see that the third hypothesis that states **"A useful techniques can help students to overcome error"** is fulfilled.

4- Results of the Fourth Hypothesis:

The fourthhypothesis in this study states the following:

"**Conjunctions are important aspects in improving students' analytical skills**"

The aim of this hypothesis is to show that Conjunctions are important aspects in improving students' analytical skills.

To test this hypothesis, we must know the trend of respondents' opinions about each statement from the hypothesis's statements, and for all statements. We compute the median, which is one of the central tendency measures, that uses to describe the phenomena and its represents the centered answer for all respondents' answers after ascending or descending order for the answers.

Table no.(4-27)

The median of respondents' answers about the statements of the fourthhypothesis

No	Statement	Median	Result
1	Using conjunction in writing composition can improve student's English language.	5	Strongly agree
2	Using conjunction in English classes can improve analytical skills for students.	5	Strongly agree
3	Conjunction is useful to widen student's imagination in using English sentence.	5	Strongly agree
	Overall	5	Strongly agree

Source: The researcher from applied study, 2020

From the table (4-27), it has shown that:

- The calculated value of the median for the respondents' answers of the 1statement is (5). This value means that, most of the respondents' are strongly agreed with that "Using conjunction in writing composition can improve student's English language".

- The calculated value of the median for the respondents' answers of the 2ndstatement is (5). This value means that, most of the respondents' are strongly agreed with that "Using conjunction in English classes can improve analytical skills for students".

- The calculated value of the median for the respondents' answers of the 3rdstatement is (5). This value means that, most of the respondents' are strongly agreed with that "Conjunction is useful to widen students' imagination in using English sentence".

- The calculated value of the median for the respondents' answers about the all statements that related to the fourth hypothesis is (5). This value,

in general, means that most of the respondents' have stronglyagreed with all what mentioned about the fourth hypothesis.

- Above results do not mean that all the respondents in the sample have agreed with the statements because as mentioned in the tables from no.(3-17) to no.(3-19), there are some respondents who were disagreed with the statements. So, to test the statistical significance of the differences among the answers of the respondents for the fourth hypothesis, the chi-square test will used to indicate the differences for each statement of the fourth hypothesis. Table no.(4-11) explains the results of the test for the statements as follows

Table no.(4-28)

Chi-square test results for respondents' answers about the statements of the fourth hypothesis

No	Statement	Degree of freedom	Chi-square value
1	Using conjunction in writing composition can improve student's English language.	2	18.15
2	Using conjunction in English classes can improve analytical skills for students.	3	38.16
3	Conjunction is useful to widen student's imagination in using English sentence.	4	55.45

Source: The researcher from applied study, 2020

According to the table, we can demonstrate the results as follows:

- The calculated value of chi-square for the significance of the differences for the respondents' answers in the 1ststatement was (18.15) which is greater than the tabulated value of chi-square at the degree of freedom (2) and the significant value level (1%) which was (9.21). According to

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what mentioned in table no.(3-17), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which support the respondents who have strongly agreed with that "Using conjunction in writing composition can improve students English language".

- The calculated value of chi-square for the significance of the differences for the respondents' answers in the 2nd statement was (18.16) which is greater than the tabulated value of chi-square at the degree of freedom (3) and the significant value level (1%) which was (11.34). According to what mentioned in table no.(3-18), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which support the respondents who have strongly agreed with that "Using conjunction in English classes can improve analytical skills for students".

- The calculated value of chi-square for the significance of the differences for the respondents' answers in the 3rd statement was (55.45) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (1%) which was (13.28). According to what mentioned in table no.(3-19), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which support the respondents who havestrongly agreed withthat "Conjunction is useful to widen students imagination in using English sentence".

- From above, we note that the first hypothesis was achieved for each statement that related to this hypothesis, and to check the achievement of hypothesis for all statements, we see that the number of the statements is (3), and for each statement there is (55) answers, so the total number of answers will be (165) answers. The following table summarizes these answers:

Table no.(4-29)

The frequency distribution for the respondents' answers about all statements of the fourth hypothesis

Answer	frequency	Percentage
Strongly agree	82	49.7%
Agree	68	41.2%
Neutral	9	5.5%
Disagree	5	3.0%
Strongly disagree	1	0.6%
Total	165	100.0

Source: The researcher from applied study, 2020

Figure no. (4-19)

Frequency distribution for the respondents' answers about all statements of the fourth hypothesis
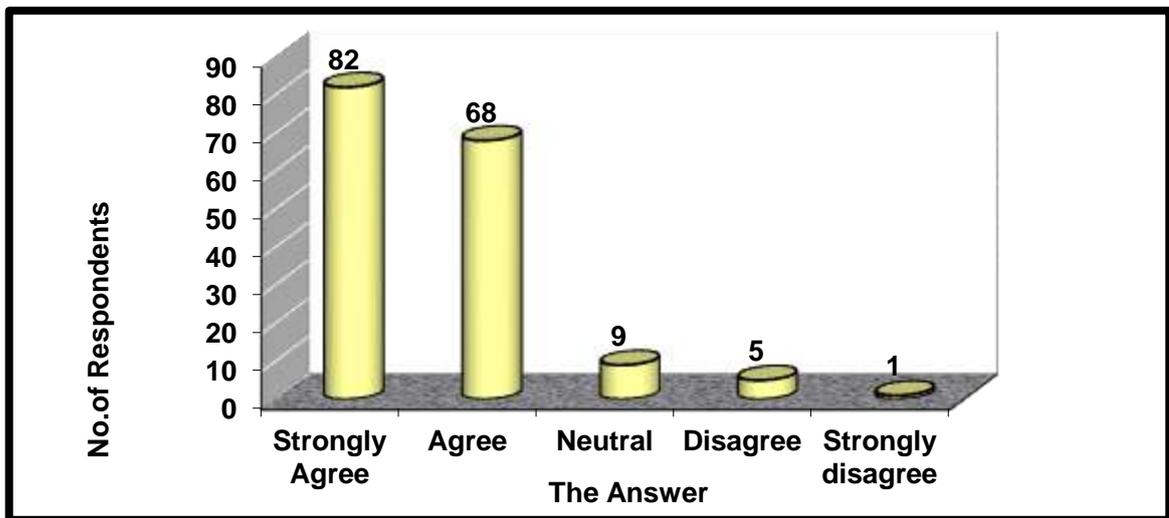
Source: The researcher from applied study, Excel Package, 2020

It is clear from table no.(4-19) and figure (4-29) that there are (82) answers with percentage (49.7%) were strongly agreed about all statements that related to the fourth hypothesis, (68) answers with percentage (41.2%) were agreed on that, (9) answers with percentage (5.5%) were neutral agreed about that, while (5) answers with percentage (3.0%) were disagreed; also only one answer with percentage (0.6%) were strongly disagreed about that. The value of chi-square test for the significant differences among these answers was (182.12) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the

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significant value level (1%) which was (13.28). According to what mentioned in table no.(4-29), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which support the respondents who have strongly agreed with the fourth hypothesis.

From above results, we see that the fourth hypothesis that states **"Conjunctions are important aspects in improving students' analytical skills"**is fulfilled.

Analysis of Test:

Table no. (30)

The frequency distribution for Statement (2)

Type	Number	Percent
Correct	20	33.3
Incorrect	40	66.7
Total	60	100.0

Source: The researcher from applied study, 2020

Figure no. (4.20): The frequency distribution for statement(2)
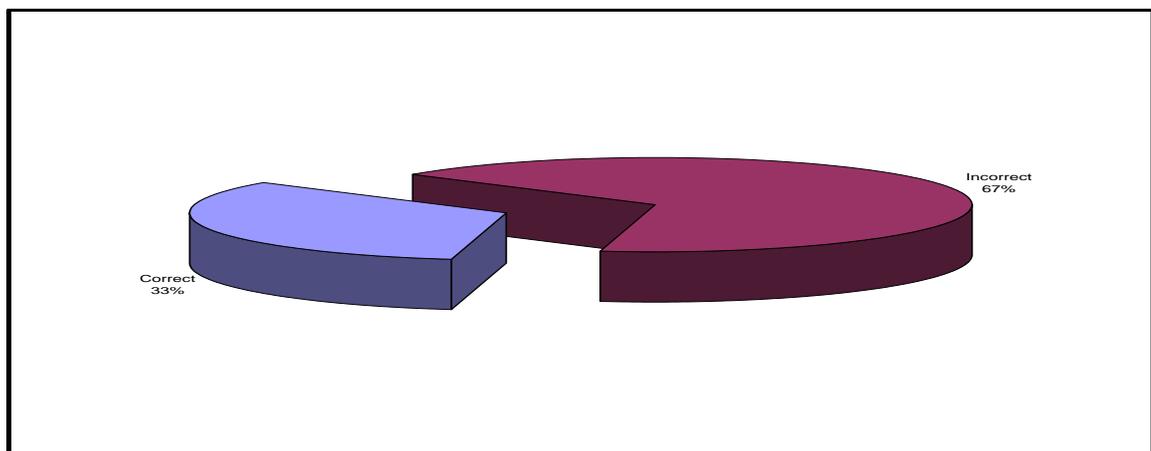
Source: The researcher from applied study, Excel Package, 2020

From above table and figure, it is shown that, the number of correctanswer was (20) answer with percentage (33.3%). The number of incorrectanswer was (40) answer with (10.0%).

Table no. (31)

One-Sample Statistics				
	Mean	**Std. Deviation**	**t**	**P-value**
Test	17.02	4.288	-12.614	.000

From above table, it shown the P-value of t-test (.000) is less than significant level (0.05) that meansthe mean not equal 24.Concludethe errors are greater .is fulfilled.

Summary of the interview results

Questionnaire and test were designed as main tools for data collection. The researcher conducted another tool needs to be answered by experts who can provide the research with fruitful information .therefore, an interview was designed for English language experts , those who taught English language long time in different levels. The purpose of using the interview in this study was mainly to check teacher's attitude towards of using conjunction in Sudanese English language classrooms. Therefore, the findings of data collected through three tools can support each other. The interviewees were chosen purposefully which would help enhance the reliability of the research data. Interview was carried out with eight experts. The interview was consisting of open and the questions were semi-structured. Interviewees answer did not record or no tape recording was used. The researcher also realized that the presence of tape recorder during interview might change the behaviors, frankness and openness of respondents. The interview was carried out in English language.

The open-ended questions were semi-structured rather than completely open. This means that, all respondents were expected to focus their comments on the same questions rather than write more freely. The idea behind this interview was to let experts say anything about their attitudes toward using conjunction. Their attitudes, experience and comments served

not only as a resource to identify problems but also as a resource for suggestions and recommendations.

In order to help the participants to freely elaborate on their answers and give deeper views. Each participant was given enough time to think of the questions.

The following are their perceptions as revealed in the interview:

To know about the experts' attitudes about using conjunction in English language classrooms, the first question is worth asking. Each expert what is he/she thinks about the role of conjunction in writing? Based on your experience, what the effective role that using conjunction plays in writing ? (positive or negative) . The second question is to what extent do you think conjunction can make writing more coherent?

The following is a sample of expert's answers:

The answers of First expert:

1. This is touchable problem in the field of teaching English language. Teachers must be aware of the role of conjunction and try to apply it in all levels on educational field. Its actual very important topic for teachers in teaching language as generally and particular aspect.

2. Unfortunately, there is lack of concentration on the use conjunction in all writing's aspects due to the lack of teachers' creativity.

The answer of Second expert:

1. Conjunction plays an important role in teaching English vocabulary, it has positive role such as helping students to know the use and meaning of conjunction, also encourage them to speak for what this picture indicates.

2. It can be used in Sudanese English classrooms in different ways such as flash cards so as a tool of knowledge.

The answer of Third expert:

1. Conjunction is one of many ways of teaching vocabulary in English language classrooms, so it can help teachers to present some difficult words and students to guess the meaning and the use of connectors. From the

above point, conjunction has a positive role in teaching English language writing.

2. In our English classes, sometimes we use conjunction to teach vocabulary as in temporal conjunction.

The answers of fourth expert|:

1. Use conjunction in my classes to enhance my student's ability in writing for its important role.

2. Noticed that such topics that are coherent in writing by using correct connectors.

The answers of Fifth expert:

1. Using conjunction in English classrooms have great role in enhancing speaking skill.

2. It can develop student's writing aspects like poetry, literature, short stories.

The answers of sixth expert:

1. I think the role of using conjunction is very important to facilitate teaching vocabulary in order to provide mental images to learners; it can help them to get meanings through writing.

2. Surely, we can apply conjunction in English language syllabus in grammar specially sentence and do much activities to illustrate its importance in language field.

The answers of seventh expert:

1. In my opinion, using conjunction in English and show its equivalents in Arabic will lead those who interested in English language pay their attention to the importance of conjunction.

2. Conjunction is the most important part in discourse analysis.

The answers of eighth expert:

1**.** In using conjunction, learners know how to differentiate between adverbial, causal and temporal conjunction and its usage in the right place.

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2. Experts in English should pay their attention more and more about the importance of conjunction.

To sum up, the main points of experts' interview as follow:

It can be concluded that, experts who answered the questions 95% them agree that conjunction has positive role in teaching English writing can be used in explaining , practicing new vocabulary , they ensure that it has positive role for teachers and students. Concern question two about 85% of respondents is agreed that, it is possible to use conjunction in Sudanese English classrooms. .teachers can use them as realia or tools for explaining new words.

Conclusion:

The result of this study showed that there is enhancement in the students learning English language vocabulary by using conjunction to teach English vocabulary, this could clearly noticed from experts' answers.

The teachers' questionnaire also has revealed its positive attitudes towards using conjunction and focusing on its importance, they believe on the use of such materials which support in understanding conjunction.

The study also proved that, the absence of paying attention and concentrate on conjunction usage in discourse will lead to misunderstanding and also lead learners to commit errors.

The above mentioned results have achieved the hypotheses of the study.

CHAPTER FIVE

Summary, Findings and Recommendations

5. Summary, Findings, Results and Recommendations

5.1 Summary of the Study

The summary of the research was reported in accordance with the research questions and hypotheses. Then main findings were discussed in relative to the research objectives reviewed in chapter one .The main issue of the study basically builds on test obtained from the preliminary study which revealed that students have some problems related to the use of conjunction in learning English writing. However, tools used to enhance and develop their ability in learning conjunction.

Using conjunction gradually can increase and would have great role on applying in teaching English writing.

In chapter one, the researcher a brief introduction in teaching English conjunction, the chapter also deals with statement of the research problem, objectives, questions and hypotheses .The researcher explains the research significance and the limitations.

In chapter two, a wide range of theoretical frame related to conjunction and its uses, besides the previous studies, some of these studies were in favor of the current study and some contradict with the current study.

Chapter three, mainly dealt with the research methodology. Three instruments of data collection were used, a questionnaire for English Language teachers, Interview for Experts in English language and a test for students who are specialize in English Language. The test applied to highlight how students use English conjunction combine with tables. The result of the test was approved and revealed that using conjunction can effect positively on using English language writing among students.

On chapter four, the results of the questionnaire and the test were analyzed statistically by SPSS program. Eac item was discussed thoroughly and the questions of the research were answered clearly and the hypotheses were tested; besides summary of experts' points for interview . As a result,

significance findings were obtained. The last chapter dealt with the research summary, findings, recommendations and suggestions for further studies. They were clearly stated and explained in accordance to the research Objectives.

The study is of great importance for teachers, students and syllabus designers alike.

5.2. Findings

Findings obtained from statistical analysis generated by SPSS (e.g. frequency, percentage , T-test ,mean, standard deviation and Chi-Square tests).revealed that the tools are significantly greater for the study.

Using conjunction for teaching English writing has positive effect on developing vocabulary among English language students. The findings as follow:

1. Using conjunction can help students to make coherent writing and practicing new writing materials, for teachers, it can help them to facilitate explanation of the meaning of other conjunction aspects.

2. Using or showing pictures in English language classroom especially in teaching conjunction have positive influence in understanding and using them in different contexts (spoken or written).

3. Using conjunction in teaching English writing can enhance students' ability in writing and speaking.

4. There is a positive attitude towards using conjunction in English language classrooms.

5. There is a great differences in students 'answers in the test and some errors when using conjunction, so teachers must do their great efforts to overcome this problem.

5.3 Recommendations

With regards to the above findings, the researcher recommends the following:

1. English language teachers should take into account the importance of using conjunction in teaching English language on all levels.

2. English language teachers should be aware of the role of showing visual objects especially pictures and images in teaching English language conjunction .

3. Conjunction should be adopted in English language writing for their effectiveness in enhancing the level of students in learning a language.

4. Teachers should be well trained on how to write an effective, well arranged texts and how to use conjunction to make their students' writing more coherent.

5. Students should be encouraged to know how to interpret conjunction in their writing classrooms' activities, because it can facilitate in understanding the text and make it well arranged and comprehensible.

6. English language syllabuses should based on accurate needs, analysis, appropriate selection of materials and methodologies required in enhancing and developing English language contexts (spoken and written).

7. Teachers should also rely on the expertise of more experienced than their colleagues.

5.4 Suggestions for Further Studies

The researcher suggests the following as recommendations for further research. These suggestions are based on the findings of the study:

1. The role of conjunction in enhancing students' writing skills.

2. The effectiveness of conjunction on learners' speaking skills.

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Sudan University of Science and Technology

College of Graduate Studies

Appendix (1)

Questionnaire:

Teachers' Questionnaire

This questionnaire is a part of ELT study entitled "Investigating the Role of English Conjunctions in writing sentences" . A case study consists of English Language Teachers. Your answer will be strictly confidential and used only for the purpose of the research. Your co-operation will be highly appreciated. Please tick (√) on your choice

Personal Information:

a- Name…………………………………………….(optional)

b- Educational   Qualifications:

1. B.A ☐   2. M.A ☐   3. PhD ☐

c. Teaching Experience:

1-5 ☐   6-10 ☐   11-20 ☐

Items	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree
1. Focusing on the use of conjunction in writing is important					
2.Conjunction plays an important role in constructing sentences					
3. Sentence maybe difficult to understand if learners have less knowledge in conjunction.					
4. Using a useful techniques and activities of teaching conjunction aspect.					
5. Using conjunction can help students to overcome difficulties in writing.					
6.using conjunction can help students to make coherent writing					
Through differentiating between the types of conjunction , students can generate coherent writing,					
8. use some Arabic conjunction helps in understanding English ones					
9. Using conjunction in writing composition can improve students English Language.					
10. The most relevant technique for teaching English conjunction is using much conjunction in composition and sentences					
11. Teachers present their ideas through conjunctions and help students to avoid errors .					
12.Using conjunction in English classes can improve analytical skills for students					
13. Conjunction is useful to widen students imagination in using English sentences.					

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Teachers' Interview

This teachers' interview tries to collect data for PhD research. The study is conducted English Language Teachers to have positive attitudes towards using conjunction in teaching writing materials.

Name…………………………………………. (Optional)

1. What do you think about the role of conjunction in writing? Based on your experience, what is the effective role that using conjunction plays in writing? (Positive or negative).

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2. To what extent do you think conjunction makes writing more coherent?

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Test

Choose the best word or phrase to fill the gaps

1. We ate a pizza _____ a kebab. (BUT / AND / SO)

2. We had some cake _____ we didn't have any coffee. (UNLESS / UNTIL / BUT)

3. I had a headache _____ I didn't go to the party. (WHEN / SO / WHEREAS)

4. You can have a coffee _____ a tea but not both. (OR / TILL / BUT)

5. I can't come to school _____ I have an important appointment. (SO / BECAUSE / UNLESS)

6. I will call you _____ I get home. (AS / AND / WHEN)

7. _____ you do your homework, you will pass the course. (UNLESS / UNTIL / AS LONG AS)

8. I wanted to eat Japanese food _____ my wife wanted to eat Chinese food. (SO / WHEN / WHEREAS)

9. You cannot go into that bar _____ you are 18 or older. (PROVIDED THAT / UNLESS / AS)

10. She still went to work _____ she was sick. (EVEN THOUGH / UNTIL / IF)

11. Don't call me _____ you have finished your work. (UNTIL / WHILE / AS LONG AS)

12. _____ the bad weather, they decided to have a picnic. (BECAUSE / DESPITE / WHEREAS)

13. Wash your hands _____ you eat your dinner. (TILL / WHEN / BEFORE)

14. I did not have the correct visa. _____, I could not enter the country. (BECAUSE / AS / CONSEQUENTLY)

15. I like milk, butter, cream and yoghurt. _____, I don't like cheese. (SO / HOWEVER / AND)

16. He did not pass the exam because he had not studied or done his homework. _____, he did not go to school on the exam day. (OR / UNTIL / IN ADDITION)

17. You can have an ice-cream _____ you have finished you homework. (SO/PROVIDED THAT/OR)

18. _____ john was fixing the car, his wife was making sandwiches. (WHILE / UNTIL / DESPITE)

19. He could not get the job _____ his excellent qualifications. (BECAUSE / WHILE / IN SPITE OF)

20. I will love you _____ I die. (AFTER / UNLESS / TILL)

21. I had a shower _____ I got home. (BUT / AS SOON AS / UNTIL)

22. _____ you don't work hard you won't get a promotion. (IF / SO / AS LONG AS)

23. You won't get a promotion _____ you work hard. (WHILE / UNLESS / BECAUSE)

24. _____ we had no money, we still had a good time. (FINALLY / HOWEVER / ALTHOUGH)