

# Chapter One

## Introduction

### 1.1 The problem

Conjunction is a word that joins parts of a sentence, phrases or other words together. Conjunctions are used as single words or in pairs. Example: and, but, or are used by themselves, whereas, neither/nor, either/or are conjunction pairs. conjunctions are words, which join other words or group of words. It is divided into 4 types: those are coordinate conjunction, correlative conjunction, relative conjunction, and subordinate conjunction. Conjunctions are words that used to connect the word by word, clause by clause, or sentence by sentence (Chaer, 1998:140).

This paper tried to answer these questions:

1. What is meant by Conjunctions
2. What are the types of conjunction ?
3. What are the difficulties faced by Iraqi EFL Learners regarding the use of conjunction ?

### 1.2 The Aims

The study aims at:

1. Shedding lights on the uses of Conjunctions in English .
2. Clarifying types of conjunction that use by Iraqi EFL learners .
3. Investigating the difficulties faced by Iraqi EFL learners in use Conjunctions in English sentences .

### **١.٣ The Hypotheses**

The study hypothesizes that:

١. Coordination is type of conjunction high use in English .
٢. Iraqi EFL learners face a difficulty in producing Conjunctions because they are of different types .
٣. Iraqi learners EFL face difficulties in using correct type of conjunction in sentence

### **١.٤ The Procedure**

١. Presenting a theoretical background knowledge about uses of Conjunctions .
٢. Testing students from the department of English / University of Babylon at fourth grade in the academic year of ٢٠٢١-٢٠٢٠.
٣. Giving conclusion of the study

### **١.٥ The Limit**

The paper is limited to find out how the Conjunctions used by Iraqi EFL learners. The role of its use in English language. The way being used by the fourth grade students in the academic year of ٢٠٢١-٢٠٢٠ at university of Babylon .

### **١.٦ The Value**

It is hoped that this paper would be of some help to English students.

## Chapter Two

### Conjunctions in English

#### 2.1 Introduction

There are many aspects that we usually learn in grammar, one of them is conjunction. When you speak in your language and need to connect ٢ ideas in one sentence you may have a kind of word to connect the idea. In English the connector called as conjunctions. Conjunctions are words that used to connect the word by word, clause by clause, or sentence by sentence (Chaer, ١٩٩٨:١٤٠). According to Dykes (٢٠٠٧:٧٣), conjunction comes from Latin con meaning ‘together’ and jungere meaning ‘to join’. So, conjunction joins two or more parts of speech of a similar kind or two or more parts of a sentence.

Bernard (١٩٩٣:٩٠) states that conjunctions are words, which join other words or group of words. It is divided into ٤ types: those are coordinate conjunction, correlative conjunction, relative conjunction, and subordinate conjunction. Bernard (١٩٩٣:٩٠) states that coordinate conjunction is a single word used to connect part of the sentence. Coordinate conjunction can combine word with word, phrase with phrase and clauses.

The words used as coordinate conjunction are: but, and, or, for, and nor. Bernard (١٩٩٣:٩٣) also states that the tasks of subordinate conjunctions are to join a clause to another clause on which it depends for its full meaning.

The word is used as subordinate conjunctions are: after, although, because, before, if, since, than, through, unless, until, when, whenever, where and while.

According to Chalker (1984:237) correlative conjunction is a conjunction that split around an adjective or adverb. There are several connective words refer to correlative conjunction; either...or, not only...but (also), neither...nor, both...and, just as...so, the...the, no sooner...than, rather...than. The last type of conjunctions is relative conjunction. Relative conjunction has special functions. Relative conjunction is used when combining relative clause. There are several conjunctions that used to introduce relative clause; who, whom, which, and whose.

For example:

- 1) I tried to hit the nail *but* hit my thumb instead.
- 2) I have two goldfish *and* a cat.
- 3) I'd like a bike *for* commuting to work.
- 4) You can have peach ice cream *or* a brownie sundae.

## 2.2 Type of conjunction

### 2.2.1 Coordination

English as a Foreign Language (EFL) learners need to practice writing different sentence structures to improve their writing skill. Learning how to combine clauses is a writing skill itself and can greatly improve EFL learners' writing style. One way to combine sentences is to use coordinating conjunctions. (Pocheptsov, 1986:102).

a group of conjunctions can be used with a comma before them to make two simple sentences one compound sentence. Such conjunctions are

called coordinating conjunctions. Coordinating conjunctions are small words, but help to create smooth text with a neat flow without broken up and ungrammatical sentences that might affect the intended meaning. They are devices used to establish a connection between two or more equally important ideas (Hinkel, 2001: 67).

Thus, “The term coordinating is used because both complete ideas in the sentences are considered coordinate, or equally important, like a balanced set of weight, or an evenly balanced see-saw” (Walter, 2017: 214).

The well-known coordinating devices are for, and, nor, but, or, yet, and so.

A coordination joins two sentence elements, called conjuncts. In a coordinate structure like cats and dogs the conjunction coordinates the conjunct cats with the conjunct dogs. In many languages, conjunctions like and or or can conjoin words or phrases of virtually every category, under the condition that the categories being conjoined are of the same sort. (Walter, 2017: 215).

It may appear as if coordination is a relatively simple phenomenon. However, coordination is notoriously difficult for linguistic theory to define.

Although a wide variety of structures can be conjoined, not all coordination are acceptable. One of the first generalizations regarding coordination is Ross’s Coordinate Structure Constraint (1967). This constraint states that coordination does not allow for asymmetrical constructions.

For example, the sentence This is the man whom Kim likes and Sandy hates Pat, is unacceptable, because only the first conjunct is relativized. The sentence This is the man whom Kim likes and Sandy hates is acceptable, because both conjuncts are relativized.(Ibid)

◦)a gymnast walks on a tightrope without falling.

∩)two people work together to plan or coordinate a party.

### ∩.∩.∩ Subordinating Conjunctions

Subordinating conjunctions join independent and dependent clauses. A subordinating conjunction can signal a cause-and-effect relationship, a contrast, or some other kind of relationship between the clauses. Common subordinating conjunctions are because, since, as, although, though, while, and whereas. Sometimes an adverb, such as until, after, or before can function as a conjunction. Lyons,( 1977;90).

∩)I can stay out until the clock strikes twelve.

Here, the adverb until functions as a coordinating conjunction to connect two ideas: I can stay out(the independent clause) and the clock strikes twelve (the dependent clause). The independent clause could stand alone as a sentence; the dependent clause depends on the independent clause to make sense.

The subordinating conjunction doesn't need to go in the middle of the sentence. It has to be part of the dependent clause, but the dependent clause can come before the independent clause.

∩)Before he leaves, make sure his room is clean.

∩)If the dependent clause comes first, use a comma before the independent clause.

١٠) I drank a glass of water because I was thirsty. Because I was thirsty, I drank a glass of water.

### ٢.٢.٣ Compound Conjunctions

These are groups of words that are used as conjunctions. Quirk and Greenbaum (٢٠٠٤; ٣١٣) regard such groups of words as compound subordinators. They are compound items which act, to various degrees, like a single conjunction. Such groups of words end with obligatory „that“, e.g. in order that, in that, except that, on condition that, so that, such that, etc. while some others have optional „that“, e.g. now (that), provided (that), supposing (that), seeing (that), considering (that), etc.

compound conjunctions as semi-coordinating conjunctions because they link elements together. More examples are: as well as, as much as, rather than, etc. Other examples include: as though, in as much as, as soon as, etc.

examples:

١١) He applied for the job in order that he might help his father.

١٢) I can lend you the money on condition that you repay me next month.

١٣) I shall give you the job provided that you know how to type.

### ۲.۲.۴ Correlative Conjunctions

Correlative conjunctions are link words that consist of two parts and are used to give emphasis to the combinations of two structures that are balanced (Sahebkeir & Aidinlou, ۱۹۹۹; ۱۲۵). They are regarded as team conjunctions because they are used in pairs. They get their name from the fact that they work together (co-) and relate one sentence element to another. Correlative conjunctions are more similar to coordinating conjunctions in that the sentence fragments they connect are fairly equal. Lester (۱۹۹۰; ۶۵) notes that correlative conjunctions are very similar to coordinating conjunctions except that they are two-part conjunctions. They include: either...or, neither...nor, both...and, as many...as, whether...or, not only...but also, such...that, so...that, hardly...when, scarcely...when, no sooner...than, not...but, etc.

examples:

Neither a borrower nor a lender be.

۱۵) There are as many curtains as there are windows.

۱۶) He was not sure whether he was losing or winning.



## ۲.۳ The use of conjunctions

Conjunctions are connectors that are a crucial part of the English language, as they are used in almost every written and oral conversation quite frequently. In principle, sentences could be composed without conjunctions, but, stylistically, this would not sound pleasant. In general, the use of English conjunctions is not particularly difficult. However, there are some distinctive features regarding differences in meaning, which must be taken into account.

As far as usage is concerned, it should be remembered that one conjunction is usually sufficient; only seldom is it the case that several appear together. Regardless of this, however, there are also multi-part conjunctions. It should also be noted that connective words can never be changed, so they always maintain their form. Now, compare the possible uses:

- As the name suggests, English conjunctions can, on the one hand, connect sentence elements:
  - Such elements may be single words:
    - “Have you seen Kate and Marie?”
  - Or they can also be expressions/phrases that belong together:
    - “I’d like to have a green apple or a fresh orange.”
- On the other hand, conjunctions serve to combine whole sentences (main clauses or subordinate clauses):
  - “This was a lot of fun, and tomorrow we’re doing it again!”
  - “Gwen was in a hurry, so she left early.”
  - “Please call me as soon as you have arrived.

Sayah,( ۲۰۱۳;۲۳).

## ۲.۴ IMPORTANCE OF CONJUNCTIONS

Conjunctions are important tools both in speech and in writing. In effect, Siddiqui (۲۰۱۴;۱) 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".

In the words of McClure and Steffensen (۱۹۸۰;۳), 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 ( 1976; 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”.

## Chapter Three

### Testing and Date Collection

#### ۳.۱ Introduction

In this chapter a general idea has been given about what a test is and what are the most important features of a good test. In addition to how a test is designed, what material it includes and to what it has been applied.

#### ۳.۲ Definition of Test

According to **Al-Juboury** (۱۹۹۹:۱).The test includes any means of checking what students can do and what they can't do with a language.

#### ۳.۳ Features of A good Test

##### ۳.۳.۱ *Validity*

According to **Al-Juboury** (۱۹۹۹:۸۴), validity is the degree to which a test measures what is supposed to measure or can be used successfully for the intended purpose.

The valid test should have the following criteria:

### **۳.۳.۲ Content Validity**

It is the extent to which a test covers the syllabus to be tested. A valid test must be used upon careful analysis of the subject or skill we are testing. (Al-Juboury, ۱۹۹۹:۲۵)

### **۳.۳.۳ Face Validity**

It is the way the test looks to the examinees, supervisors or in general to the people concerned with student's education.<sup>(۱)</sup> (Ibid: ۲۶)

### **۳.۳.۴ Reliability**

It means the stability of the test scores. If the same test is given twice to the same group of students, under the same conditions, it would give the same results. (Ibid: ۲۷)

### **۳.۳.۵ Practicality**

It is also known as usability. A test which is valid and reliable but difficult to administer or score or which is expensive, may fail to gain acceptance. (Ibid: ۲۷)

### **٣.٤ Test Design**

The test is designed in such a way that it consists of two questions intended to measure the student's performance at the recognition and the production levels. Each question has ١٠ item .

### **٣.٥ Test material**

I choose the questions of the test from the same sources that using in chapter two .

### **٣.٦ The Subject**

The test has been applied to a (٣٠) students from the fourth class of Department of English, University of Babylon during the academic year (٢٠٢٢-٢٠٢١)

## ٢.٧ Test Analysis

### ١- The Recognition Level

The results of question one is shown in the following table :

**Table (١) the performance of the students of the subject at the recognition level. (Question ١)**

Items	No. of correct responses	Percentage	No. of incorrect responses	Percentage
١	١٢	٣٣,٣%	٢٤	٦٦,٧%
٢	٢٧	٧٥%	٩	٢٥%
٣	٢٢	٦١,١%	١٤	٣٨,٩%
٤	١٩	٥٢,٨%	١٧	٤٧,٢%
٥	٢١	٥٨,٣%	١٥	٤١,٧%
٦	١٤	٣٨,٩%	٢٢	٦١,١%
٧	١٥	٤١,٧%	٢١	٥٨,٣%
٨	٢٢	٦١,١%	١٤	٣٨,٩%
٩	٢٠	٥٥,٦%	١٦	٤٤,٤%
١٠	١٩	٥٢,٨%	١٧	٤٧,٢%

Item (1) has the highest total number and percentage of the incorrect responses (16, 4%) while the total number and percentage of the correct responses are (33, 8%) because they are unable to recognize the use of the topic.

Item (2) has the highest total number and percentage of the correct responses (40%) while the total number and percentage of the incorrect responses are (20%) . the students answered incorrectly as are unfamiliar with the subject.

Item (3, 4) has the total number and percentage of the correct responses (11, 1%) while the total number and percentage of the incorrect responses are (34, 9%) the number of correct responses is equal to the total number and percentage of incorrect responses because students are familiar with item.

Item (5, 6) has (19) correct responses and the percentage is (48, 8%) while the incorrect answers are of percentage is (25, 6%). Student avoid to use the direct answer since they should be more polite in answering the question.

Item (7) has (11) correct answers while the incorrect answers are (10) . the total percentage of the correct responses are (28, 7%) while the incorrect ones are (21, 5%) which means that the learner is notable to notice the conjunctions.

Items (8) have the highest incorrect answers while (22) has the highest responses of correct answers. It means that students have difficulties concerning the use of conjunction since the higher percentage is found in incorrect responses.

Item (9) has (10) correct answers while the incorrect answers are (21) . the total percentage of the correct responses are (25, 6%) while the incorrect ones are (28, 7%). which means that more than half of the students have knowledge while the other students have less information.

Item (10) has the highest total number and percentage of the correct responses (20, 5%) while the total number and percentage of the incorrect responses are (38, 9%) . because they don't have enough information about the topic.



**Table (٢) shows the performance of the students at the production level. (Question ١)**

Items	No. of correct responses	Percentage	No. of incorrect responses	Percentage
١	٧	٣٣,٣%	٢٩	٦٦,٧%
٢	٦	٢٠,٨%	٣٠	٧٩,٢%
٣	٩	٢٥%	٢٧	٧٥%
٤	١٩	٥٢,٨%	١٧	٤٧,٢%
٥	١٠	٦٦,٧%	٢٦	٣٣,٣%
٦	١٣	٢١,٢%	٢٣	٧٨,٨%
٧	١٤	٢٤,٢%	٢٢	٧٥,٨%
٨	١٦	٧٤,٨%	٢٠	٢٤,٢%
٩	١٦	٧٥,٨%	٢٠	٢٤,٢%
١٠	١٧	٤٧,٢%	١٩	٥٢,٨%

Item (١) The total number correct responses is (٧) while the percentage of incorrect responses is (٢٩). Because they don't have enough information

Item (٢) has the lowest percentage of the correct responses (٢٠,٨٪) while the percentage of the incorrect responses are (٧٩,٢٪) . because they use a guess .

Item (٣) have the percentage of the correct responses (٢٥٪) while the percentage of the incorrect responses are (٧٥٪). Because some of them leave point without answer

Item (٤) The total number correct answer is (١٩) while the percentage of incorrect answer is (١٧). Because the point is very easy .

Item (٥) has correct responses and the percentage is (٦٦,٧٪) while the incorrect answers are of percentage (٣٣,٣٪). This item has the highest of correct responses. the same reason

Item (٦) The total percentage of the correct responses are (٢١,٢٪) while the incorrect ones are (٧٨,٨٪). Because they don't know the meaning.

Item (٧) The total number correct answer is (١٤) while the percentage of incorrect answer is (٢٢). Because some of them leave the point without answer

Item (٨,٩) The total number correct responses is (٧٥,٨٪) while the percentage of incorrect responses is (٢٤,٢٪). This point more familiar to students

Item (١٠) The total number correct responses is (١٧) while the percentage of incorrect responses is (١٩). Because they don't have enough information .

## Chapter Four

### Conclusion

Conjunction one of the most important subjects in the English language

conjunctions can be used with a comma before them to make two simple sentences one compound sentence. Such conjunctions are called coordinating conjunctions. Coordinating conjunctions are small words, but help to create smooth text with a neat flow without broken up and ungrammatical sentences that might affect the intended meaning. They are devices used to establish a connection between two or more equally important ideas.

The study conclusion of the following

١. The first hypothesis which reads as (Coordination is type of conjunction high use in English) is not valid because the lowest ability of the students in using conjunction is coordinate conjunction. the researcher assumes that it is caused by not only the lack of practice in using conjunctions especially for the kinds of conjunction which has less scores but also the rules of using conjunctions in English with mother tongue might be different.

٢. The second hypothesis which reads as (Iraqi EFL learners face a difficulty in producing Conjunctions because they are of different types) is valid the ability of the students in using conjunctions was included to enough category with percentage in the test in chapter three .

٣. The third hypothesis which reads as (Iraqi learners EFL face difficulties in using correct type of conjunction in sentence) this hypothesis is valid because when test a student's we find any there are any of them answer incorrect that mean they have difficulties in use correct type .

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