

UNIVERSITY OF BABYLON

***Evaluating the Performance
of Iraqi EFL University Students
in Using Summative Conjunctions***

A Thesis

Submitted to the Council of the
College of Basic Education, University of Babylon
in Partial Fulfilment of the Requirements
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as a Foreign Language

by

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بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

﴿ 2 ﴾ وَوَضَعْنَا عَنكَ وِزْرَكَ ﴿ 1 ﴾
الَّذِي أَنْقَضَ ظَهْرَكَ ﴿ 3 ﴾ وَرَفَعْنَا لَكَ ذِكْرَكَ ﴿ 4 ﴾ فَإِنَّ مَعَ
الْعُسْرِ يُسْرًا ﴿ 5 ﴾ إِنَّ مَعَ الْعُسْرِ يُسْرًا ﴿ 6 ﴾ فَإِذَا فَرَغْتَ
فَانصَبْ ﴿ 7 ﴾ وَإِلَىٰ رَبِّكَ فَارْغَبْ ﴿ 8 ﴾

صدق الله العظيم

﴿ الشرح : 1-8 ﴾

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

الخلاصة

تتطرق هذه الدراسة إلى مشكلة طلبة الجامعة العراقيين دارسي اللغة الانجليزية لغة أجنبية في استعمال الروابط التلخيصية فهناك سبعة أنواع من الروابط والروابط التلخيصية هي إحداها. وتعني الروابط التلخيصية أن النص استنتاجي لأنها غالباً ما تشير إلى أن الكاتب سوف يلخص المعلومة التي قيلت أو كتبت مسبقاً.

تهدف هذه الدراسة إلى:

(1) قياس قدرة الطلبة على تمييز الروابط التلخيصية وقياس مدى صعوبة استعمال هذه الروابط. (2) معرفة أداء طلبة الجامعة العراقيين في الإنتاج من خلال استعمال الروابط التلخيصية. (3) تشخيص السبب ما وراء الأخطاء الناجمة من طلبة الجامعة العراقيين في استعمال هذا النوع من الروابط. وعلية تفترض الدراسة ما يأتي:

- (1) اغلب طلبة الجامعة العراقيين لا يميزون الروابط التلخيصية من الروابط الأخرى.
- (2) طلبة الجامعة العراقيين لا يستعملون الروابط التلخيصية في جمل نحوية صحيحة.
- (3) لا يستعمل هؤلاء المتعلمون الروابط التلخيصية في كتاباتهم.

جرت برهنة مصداقية هذه الفرضيات من خلال تصميم اختبار لعينة طلبة المرحلة الرابعة, قسم اللغة الانجليزية, كلية التربية جامعة بابل لعام 2007-2008. ووفقاً للاختبار كانت النتائج كما يأتي:

- (1) اغلب طلبة الجامعة العراقيين لا يميزون الروابط التلخيصية من الروابط الأخرى لان العدد الكلي ونسبة الإجابات الخاطئة هي (1126)، (11.26).
- (2) طلبة الجامعة العراقيين لا يستعملون الروابط التلخيصية في جمل نحوية صحيحة لان العدد الكلي ونسبة الإجابات الخاطئة هي (474)، (47.4).
- (3) لا يستعمل هؤلاء المتعلمون الروابط التلخيصية في كتاباتهم لان العدد الكلي ونسبة الإجابات الخاطئة هي (152)، (15.2).

وتعزى الأخطاء الواردة إلى العناصر أدناه:

- 1- استراتيجيات التعلم بنسبة (37%)
- 2- استراتيجيات الاتصال بنسبة (28%)
- 3- تأثير اللغة لام بنسبة (21%)
- 4- سياق التعلم بنسبة (14%)

تحتوي هذه الدراسة على خمسة فصول. يناقش الفصل الأول المشكلة والأهداف والفرضيات والإجراءات والتعاريف المهمة . ويبحث الفصل الثاني الجانب النظري من البحث بإعطاء نبذة عن الروابط بشكل عام والروابط التلخيصية بشكل خاص. واقتصر الفصل الثالث على وصف الاختبار الذي أجرته الباحثة على عينة من طلبة المرحلة الرابعة. و يحدد الفصل الرابع النتائج التي ظهرت خلال الاختبار بعد تحليل الأخطاء بناء على هذه النتائج. أما الفصل الخامس فيعرض استنتاجات البحث ثم يتطرق إلى التوصيات.

ABSTRACT

This study investigates the problem of Iraqi EFL university students in using summative conjuncts. There are seven types of conjuncts, one of them is summative. Summative conjuncts explicitly state that the text is concluding because they often signal that the author will summarize the information which has already been presented, hence the name "summative" in which the ideas tie together smoothly and clearly.

This study aims at: (1) Measuring the students' abilities to recognize and distinguish summative conjuncts from other conjuncts and measuring the areas of difficulty they face in using such types of conjuncts. (2) Identifying the Iraqi EFL university students' performance in producing summative conjuncts. (3) Investigating the sources of errors made by such learners. It is hypothesized that:

1. Most of Iraqi EFL university students do not often distinguish summative conjuncts and confuse them with other types of conjuncts.
2. They misuse summative conjuncts in making grammatical sentences of their own.
3. They do not tend to use summative conjuncts in their writings.

To test the validity of the hypotheses above, a diagnostic test is formulated and administered to a representative sample of Iraqi EFL learners, Fourth Year Department of English, College of Education, University of Babylon 2007- 2008. The results of the test are :

1. Most of Iraqi EFL university students do not often distinguish summative conjuncts and confuse them with other types of conjuncts as the total number and percentage of the incorrect responses are (1374, 54.96).
2. They misuse summative conjuncts in making grammatical sentences of their own since the total number and percentage of the incorrect responses are (526, 52.6).
3. They do not tend to use summative conjuncts in their writings because the total number and percentage of the incorrect responses are (152, 50.67).

The errors committed by the subjects are attributed to the following factors:

1. Intralingual transfer (37 %).
2. Communicative strategies (28 %).
3. Interlingual transfer (21 %).
4. Context of learning (14 %).

This study consists of five chapters. Chapter One is devoted to the discussion of the problem, aims, hypotheses, procedures, limits, and value of the study. Chapter Two is a theoretical survey of conjuncts in general and summative conjuncts in specific. Chapter Three is dedicated to the description of the test administered to the subjects. Chapter Four outlines the results of the test. Chapter Five offers the conclusions arrived at along with some pedagogical recommendations.

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Glory be to **ALLAH, MY LORD** since this work has been completed under His Mercy.

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*To the light of my life:
my Father and my Mother
who enlightened my way and
really supported my work.*

Appendix I

To the Jury

**University of Babylon
College of Basic Education
Department of Higher Studies**

To /Drwith respect.

Dear Sir,

The researcher intends to conduct an empirical study entitled **"Evaluating the Performance of Iraqi EFL University Students in Using Summative Conjuncts"**

The major aim of the study is to investigate the performance of Iraqi EFL fourth year learners of the Department of English /College of Education /University of Babylon in recognizing and producing summative conjuncts. The test consists of three questions. The first question is devoted to testing the learners' ability to distinguish summative conjuncts from other conjuncts. The second question asks them to make sentences by using such conjuncts. The third question checks those learners' use of summative conjuncts in a piece of drama.

You are kindly requested to check the written test items and state if they are suitable for this study . Any addition or modification will be highly regarded. Your cooperation will be greatly appreciated.

Thank you in advance for your kind cooperation.

***Rusul Aasim Abood
M.A.Candidate in TEFL***

Appendix II

The Test

Q1/ Assign the summative conjuncts in the following sentences by ticking the number of the sentence that contain them.

1. He did not have all ingredients of the recipe, **to conclude** he decided to make something else.
2. I can't go now, I'm too busy. **Moreover**; my passport is out of date.
3. I took him to the zoo early this morning and we went to see a circus.
All in all, he's had a very good time today.
4. You haven't answered my question, **in other words**, you disapproved of my proposal.
5. He didn't know the meaning of the word. He **therefore** looked it up.
6. He did not **altogether** understand.
7. **To sum up**, we need to concentrate on staff training.
8. I rushed to catch Angie; **meanwhile**, she was on her way back here.
9. **Overall**, life is still difficult.
10. She has some assistance, **for instance**, a secretary.
11. **In all**, customary and outside unions between elite men and non-elite women opened the resources of the elite to women and their children.
12. I want a new dress, **then** I want a new bag.
13. Most of her friends were against her. **Thus** it would be almost impossible to prove her honesty.
14. **To sum up**: most of the students supported the idea, but a few were against it.

15. **Somehow**, he seems happier than he used to be.
16. **In conclusion**, we can see that their problems were mainly due to lack of money.
17. The child was sleepy. **Therefore**, we went home early.
18. He was sick. **Nevertheless**, he came to class.
19. **Overall**, prices are still rising.
20. **In sum**, soul music is important to the record industry.
21. I'm inviting John, who is a student, and who **thus** cannot afford to spend too much money.
22. Mazin didn't do well for the final examination; **therefore**, he will fail.
23. **In conclusion**, I wish to emphasize that all the charge rearrangements discussed in this section occur very fast.
24. Let me introduce you my sister, and **by the way**, did I tell you that I'm moving.
25. **Altogether**, she decided, marriage was a bit of mistake

Q2/ Make meaningful sentences using the following summative conjuncts.

1. All in all
2. Overall
3. To summarize
4. Therefore
5. Then
6. To conclude
7. Thus
8. In conclusion
9. Altogether
10. In sum

Appendix III

Possible Answers

Q1.

1. **To conclude**, it was a great success.
3. I took him to the zoo early this morning and then we went to see a circus. **All in all**, he's had a very good time today.
5. He didn't know the meaning of the word. He **therefore** looked it up.
6. He did not **altogether** understand.
7. **To sum up**, we need to concentrate on staff training.
9. **Overall**, life is still difficult.
11. **In all**, customary and outside unions between elite men and non-elite women opened the resources of the elite to women and their children.
13. Most of her friends were against her. **Thus** it would be almost impossible to prove her honesty.
14. **To sum up**: most of the students supported the idea, but a few were against it.
16. **In conclusion**, we can see that their problems were mainly due to lack of money.
17. The child was sleepy. **Therefore**, we went home early.
19. **Overall**, prices are still rising.
20. **In sum**, soul music is important to the record industry.
21. I'm inviting John, who is a student, and who **thus** cannot afford to spend too much money.
22. Mazin didn't do well for the final examination; **therefore**, he would fail.

23. In conclusion, I wish to emphasize that all the charge rearrangements discussed in this section occur very fast.

25. Altogether, she decided, marriage was a bit of a mistake

Q2.

1. He was late for work, he quarreled with a colleague, and lost his wallet; **all in all**, it was a bad day.
2. The fish measures 1.7meters **overall** .
3. The weather is dismal, **to summarize** it will rain.
4. Swanson had always enjoyed writing. **Therefore**, she sought writing.
5. If they open all the windows, **then** I'm leaving.
6. The tree are long, **to conclude** no one can get the apples.
7. They are good students. **Thus** their teachers like them.
8. They slept early, **in conclusion** they waked up early.
9. As far as I'm concerned, Frank's proposal is **altogether** nonsensical.
10. She is clever, she produces an enough effort, **in sum** she succeed.

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We certify that this thesis, entitled “*Evaluating the Performance of Iraqi EFL University Students in Using Summative Conjuncts*” was prepared by “**Rusul Aasim Al-Dulaimy**” under our supervision at the College of Basic Education, University of Babylon, as partial fulfillment of the requirements for the degree of Master of Education in Methods of Teaching English as a Foreign Language.

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Chapter One

Introduction

1.1 The Problem

In English , conjuncts are divided according to Greenbaum (1970: 70), Quirk et al.(1985: 634), Shamma (1998: 164-166), and Biber et al (2000: 875-876) into seven conjunctive meanings (semantic roles) which are: listing, summative, appositional, resultive, inferential, contrastive, and transitional. Summative conjuncts are those conjuncts which are used to introduce an item that embraces the preceding i.e., they are used to add a conclusion as illustrated in the example below:

- (1) I took him to the zoo early this morning and then we went to see a circus. All in all, he's had a very good time today
(Quirk and Greenbaum, 1973: 247)

- (2) The hotel was nice; the weather was hot, the beaches were beautiful. Altogether I'd say it was a great vacation
(Longman Contemporary English Dictionary, 2001:38)

(3) To sum up: most of the committee members supported the idea but a few were against it.

(Swan, 2003:158)

Conjuncts are important in English to tie the meaning in which conjuncts are transitional words showing logical relationships between sentences and ideas. Summative conjuncts are one of the common and essential constructions in the English language. Its chief concern is to deal with the relationship between sentences since the intent of the speaker in employing a particular structure is to convey a particular meaning. Thus, one cannot focus on one aspect and neglect the other.

In sum, to promote a full understanding of all the forms of the conjuncts, it should consider the cases when only one of these forms is used. Then, one must consider the cases when all are permissible and discover wherein the difference in meaning lies if any.

Summative conjuncts are a problematic area for learners of English as a foreign language. One common observation in this respect is that most Iraqi EFL university students may lack knowledge about these conjuncts and thus they misuse such type of conjuncts when they are required to use them (i.e. summative conjuncts) correctly in making grammatical sentences of their own. In addition, they are likely to confuse their uses. However, the present study tries to investigate the qualitative and quantitative errors made by EFL university students in using summative

conjuncts. All in all this study has so far been carried out to evaluate the performance of Iraqi EFL university students in the use of summative conjuncts.

1.2 Aims of the Study

This study aims at:

1. Measuring the students' abilities to recognize and distinguish summative conjuncts from other conjuncts and measuring the areas of difficulty they face in using such types of conjuncts.
2. Identifying the Iraqi EFL university students' performance in producing summative conjuncts .
3. Investigating the sources of errors made by Iraqi EFL university students in the area of summative conjuncts .

1.3 Hypotheses

It is hypothesized that most of Iraqi EFL university students:

1. often do not distinguish summative conjuncts and confuse them with other types of conjuncts.

2. misuse summative conjuncts in making grammatical sentences of their own.
3. do not tend to use summative conjuncts in their writings.

1.4 Procedures

The researcher adopts the following procedures:

1. Presenting a theoretical background of conjunctions concentrating primarily on summative conjuncts as they represent the core of the present study.
2. Identifying the forms, functions and positions of these conjuncts.
3. Submitting the students to a test.
4. Analyzing the results of the test.

1.5 Limits:

This study limits itself to the evaluation of the use of summative conjuncts by Iraqi EFL fourth year students at the College of Education in Babylon University during the academic year 2007-2008.

1.6 Value

The value of this study is of two fold:

The theoretical value lies in providing information about summative conjuncts which can be helpful for learners as it can pave the way for further related research work.

As for the practical value, it is hoped that this study will be of pedagogical contributions to textbook writers and syllabus designers by providing them with the problematic areas in the presentation of summative conjuncts. They will be able to predict the areas which require more emphasis and therefore provide remedial drills to help the non-master students to master these conjuncts.

1.7 Definition of the Important Terms

Performance: According to Dittmar (1976:163) this concept relates to psychological factors of actual speech (incompleteness of natural utterances, the restrictedness of memory, etc.) and does not consider speech as action related to situation. Performance rules are thus seen solely in a psychological dimension.

Summative conjuncts are used to introduce an item that is intended to conclude the preceding information, (Biber et al 2000:876).

Chapter Two

Theoretical Background and Previous Studies

2.1 An Introductory Note

This chapter deals with three topics. It starts with a survey on conjuncts, their syntactic characteristics and their semantic roles. Second, it discusses summative conjuncts in detail as far as their form, function, position, usage are concerned. It ends with a survey of some previous studies relevant to this study.

2.2 Conjuncts

2.2.1 Definitions

There are different definitions suggested by various authors. For the sake of present thesis, the researcher will survey some of them.

According to Greenbaum (1970:35), Crystal (1992: 74), Gramley and Patzold (1992: 175), Finch and Hall (2005: 91), conjuncts are defined as linking words whose main function is to connect words, phrases, sentences or other constructions together, typically express what is being said is an addition to what has been said before or as discourse devices which are introduced as various words and phrases to relate what we are about to say with what we have just said.

Foley and Hall (2005 :342) consider conjuncts as discourse devices which are introduced as various words and phrases to relate what we are about to say with what we have just said.

Conjunctions are similar to conjuncts but they are almost different in their use. Young (1984:85), Shaw (1986: 54), Greenbaum et al (1991: 184) and Yule (2003: 88) state that conjunctions serve to conjoin two utterances or parts of an utterance, and they do so by expressing at the same time semantic relationships obtaining between them. Thus they are signalling a connection between clauses within a sentence. All in all, they are used to connect and indicate relationships between events and things.

Bailey and Powell (1988: 236- 237) and Lester (1991: 368) mention that a conjunctive adverb is a kind of word that marks the independent clause. It serves as a transition rather than as conjunction, showing the relationship between the independent clause it is in and independent clause that precedes it. Such conjuncts may not seem to mark an independent clause, but they do. The following examples are perfectly correct as sentences because they are independent clause:

(4) Therefore, I am the winner.

(5) However, the car is red.

(Bailey and Powell, 1988: 237)

Often, the conjunctive adverb begins the second independent clause in a sentence because it is closely related in meaning to the first independent clauses:

(6) I finished in the first place; therefore, I am the winner.

(7) You thought your new car would be blue; however, the car is metallic brown .

(ibid)

Sometimes a conjunctive adverb appears in the middle or even at the end of a clause, such as: (that- clause, of course, ...).

(8) I finished in the first place; I am, therefore, the winner.

(9) I finished in the first place; I am the winner , therefore .

(ibid)

Fowler and Aaron (1998:190-191) state that a conjunctive adverb relates only main clauses, not words, phrases, or subordinate clauses.

Shepherd et al (1984: 294) consider conjuncts as logical connectors in which they show how ideas in the sentences are connected .

Roberts (1964: 311) differentiates between sentence connectors and conjunctions by defining connectors as words used to connect two sentences, indicating some meaning relationship between them; they may come within or at the end of the second sentence as well as between the two sentences, whereas conjunctions joining sentences must occur between the sentences.

Saez (2003 :3) defines conjuncts as discourse makers and linguistic items, with no syntactic function at the sentence level, which serve, according to their syntactic, semantic and pragmatic properties, as a guide for the interpretation of utterances. The speaker adds these markers to reduce the cognitive effort required from the hearer to interpret the utterance, by signalling which inference reflects the speaker's meaning more accurately.

Conjuncts are transitional words which show logical relationships between sentences and ideas; they are often organized according to the kinds of relationships they convey, and they can help to demonstrate logical relationships between sentences and ideas in your writing. Such words establish logical relationships between sentences, between paragraphs, and between whole sections of a text. The writer uses them to relate what has already been said and to help the reader anticipate that which is about to follow (John, 2001: 2).

2.2.2 Historical Background

The very word 'conjunction' or 'conjunct' came from Latin words for "join together" (Gill, 2007: 1) . Conjunctions join different parts of a sentence together . *The past participle of conjungere means attached or joined very close to something.* Conjuncts are certain types of adverbials whose function is primary connective (ibid).

A number of adverbs are often used like conjunctions. These include a number of Latin equivalents of English words like (*therefore, moreover, however ...*) and these conjunctions can be written in Latin as (*ergo, idcirco, itaque, hence, thus, therefore, then, whence, etiam, insuper, porro, praeterea, and beside, furthermore, in addition, moreover, tamen, autem, hoever, nevertheless, and nonetheless* (Conrad, 1997: 2).

Traditional grammarians applied the label "conjunctions" to a wide variety of connecting words and state that these words connect sentences and words logically, but not formally, they termed such group of words as parts of speech (Pullum and Wilson, 2006: 10).

They also have been termed conjuncts as 'sentence connectors' since they connect sentences to compose discourse, speech or text (Krohn, 1974: 289).

Conjuncts are called "sentence adverbials" and "sequence- signals" according to structural grammarians (Fries, 1940: 241)

Transformational grammarians refer to conjuncts as conjoined elements and they discuss them within sentence adverbials (Jacobs and Rosenbaum, 1971: 262).

Conjuncts are sometimes called 'sentence adverbials'; 'sentence connectors'; 'discourse markers'; or 'cohesive devices' ; but according to Quirk et al (1985: 632) they are called 'conjuncts' by referring to them as an assessment of how they introduce the connection between two units. Thus conjuncts perform the role of connection between one unit and another which has already been introduced. A conjunct, in this sense, has anaphoric reference and this is a logical reason to call them "linking adverbs" which are explicit indicators of the communicative function of the sentence.

2.3 Syntactic Characteristics of Conjuncts

2.3.1 Function :

Conjuncts have different labels as those which have been discussed in the previous sections and distinctness from the closely integrated clause elements such as subject, object, and complement, often have the function of conjoining independent units. In the present study, the terminology used by Quirk et al (1985: 631) will be adopted.

According to Sinclair and Coulthard (1975: 15) conjuncts have a focusing as well as a conjoining function, especially when they are joining relatively small units.

According to Fowler and Aaron (1998:191) it is important to distinguish between conjunctive adverbs and conjunctions because they demand different punctuation. Conjunctive adverbs are adverbs: they describe the relation of ideas in two clauses, and like most adverbs, they can move around in their clauses, because the two main clauses related by a conjunctive adverb remain independent units, conjunctive adverbs must be separated by a semicolon. If they are separated by a comma, the result is a comma splice.

(10) Relaxation techniques have improved; however, few people know them.

(11) Relaxation techniques have improved; few people know them, however.

(12) Interest rates rose, therefore, real estate prices declined.

(ibid:192)

Swan (2003:138) calls conjunct adverbials as 'discourse markers'. He states that those markers mean 'pieces of language longer than a sentence' and their expressions are used to show how discourse is constructed. They can show the connection between what a speaker is saying and what has already been said or what is going to be said; they can help to clarify the structure of what is being said; they can also indicate what speakers think about what they are saying or what others have said. There are a very large number of these 'discourse markers' some of them

are mostly used in informal speech or writing while others can be used in a common formal style.

2.3.2 Form :

According to Francis (1958:407-417) and Quirk (1985: 600) there are different forms of conjuncts such as :

1. Adverbs: 'accordingly', " consequently.
2. Compound adverbs: 'nevertheless', 'therefore', 'otherwise'.
3. Prepositions: 'in other words', 'in the first place'.
4. Infinitival phrases: 'to sum up', 'to conclude'.
5. A whole clause: 'that is to say', ' what is more' etc.
6. One word : 'then', thus'.

(13) She didn't know the rules. *Consequently* she died.

(Halliday, 1988: 302)

(14) Charlie lost his money and, *therefore*, his seat at the poker table .

(Allison, 2000: 7)

(15) *To sum up*, the purpose of the present project was initially to make an applied study of some aspects driver behaviour which might be relevant in the evaluation of measures to prevent wildlife accidents.

(Biber et al, 2000: 885)

(16) He ran a high fever for three days; *then* he admitted defeat and let his brother summon a doctor .

(Shaw, 1986:143)

(17) He was exceedingly inebriated- hopelessly drunk, *in other words*.

(Quirk et al, 1985: 638)

2.3.3 Position :

Conjuncts are used in various positions, which can be identified as below :

(Quirk et al, 1985: 642)

(a) Initial position:

Conjuncts in this position they are usually separated from what follows by a tone unit boundary in speech or comma in writing, they precede any clause element in the sentence before the subject e.g., *beside, altogether, better, again, also, equally, similarly, still, so, else, ...etc*).

(b) Medial Position:

Conjuncts that join two clauses together are found in the middle of a sentence between the subject and the operator or between the subject and the main verb. This position is possible for several conjuncts, for instance: *nevertheless, on the contrary, that is, thus, hence, in other word, consequently...etc.*

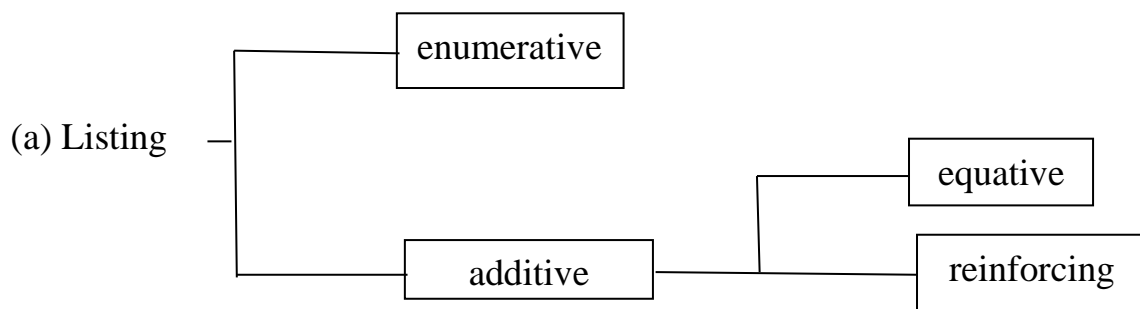
(c) Final or End Position:

It is rare for most of the conjuncts and such conjuncts follow all obligatory adverbials, those readily occur finally include: *otherwise, though, anyway, anyhow.*

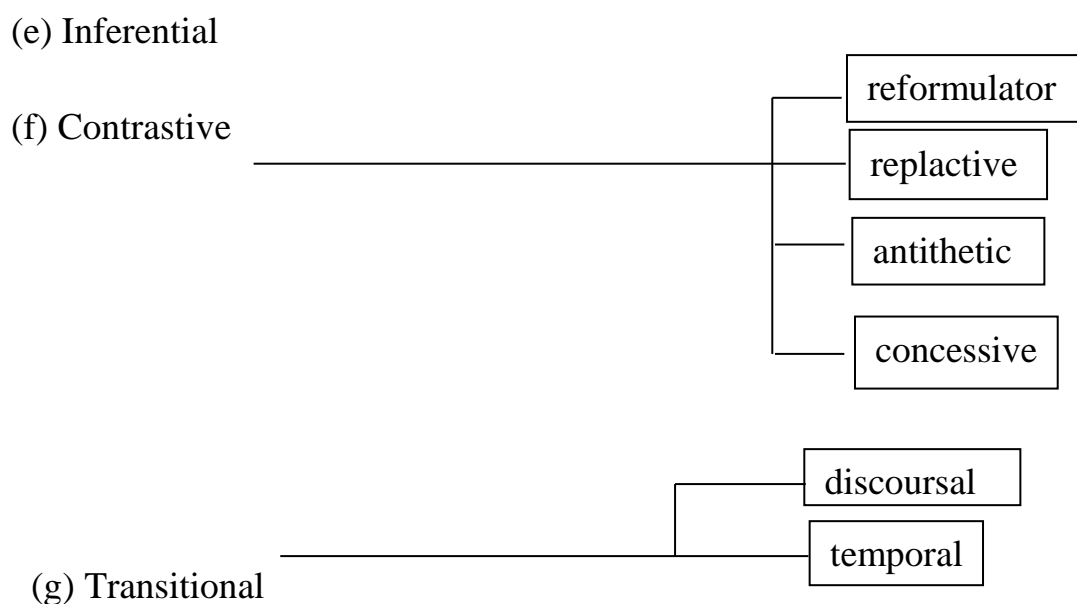
2.4 Semantic Roles of Conjuncts

Most grammarians on the topic such as Greenbaum (1970: 70), Quirk et al.(1985: 634), Shamma (1998: 164-166), and Biber et al (2000: 875-876) state that conjuncts have seven roles or meanings, as shown in the following list:

1. Listing
2. Summative
3. Appositional
4. Resultive
5. Inferential
6. Contrastive
7. Transitional



- (b) Summative
- (c) Appositional
- (d) Resultive



(Quirk et al, 1985: 634)

2.4.1 Listing Conjuncts

Quirk et al (1985- 636) mention that listing conjuncts play a vital role in language function. They are used to give a particular structure or orientation to a list such as:

(i) Enumerative (first (l y) , second (l y) , one , two ...).

(ii) Additive (equative = equally, similarly,)

(reinforcing = moreover, furthermore, then, in particular, what is more...).

(18) Charlie slept , moreover, Eggstone grew impatient.

(Roberts, 1980: 211)

(19) The door was open; furthermore, the hall was unguarded.

(ibid: 212)

(20) The peasants are desperately short of food. In addition, they urgently need doctors and medical supplies.

(Swan, 2003: 154)

2.4.2 Summative Conjunctions

These conjunctions will be discussed in some detail in section 2.5

2.4.3 Appositive Conjunctions

Appositive conjunctions are used to express the content of the preceding items in other terms such as (namely, for example, that is, specifically...),

(Quirk et al, 1985: 637)

(21) People often behave strangely when they are abroad. Take Mrs. Ellis, for example.

(22) She has some assistances, for instance, a secretary.

(ibid).

2.4.4 Resultive Conjunctions

Resultive conjunctions are those conjunctions which are used to give an effect or a result such as (consequently, hence, accordingly, of course, therefore, somehow ...), (Haliday and Hasan, 1976: 256).

(23) I argued that it wasn't my fault and somehow they let me go.

(Quirk et al, 1985: 638)

(24) Ships are designed for many purposes, therefore their type and size vary considerably.

(Blakey, 1987:21)

2.4.5 Inferential Conjuncts

Inferential conjuncts indicate a conclusion based on logical and supposition, such as (else, otherwise, then, in that case,...), (Quirk et al, 1985: 638).

(25) We must be early; otherwise, we won't get a seat.

(Thomson and Martinet, 1986: 289)

(26) Hand over your money, or else I'll shoot.

(27) To meet the needs of the new situation, agriculture had to undergo a drastic change- that was indisputable, else the country would have starved.

(Greenbaum, 1970:76)

2.4.6 Contrastive Conjuncts

Contrastive conjuncts are those conjuncts which present either contrastive words or contrastive matters in relation to what has preceded (Quirk et al, 1985: 638).

They are of four types:

(i) Reformulatory such as (rather, more accurately, more precisely...)

(ii) Replacive such as (again, rather, alternatively ...)

(iii) Antithetic such as (conversely, by contrast, oppositely, by comparison...)

(iv) Concessive such as (anyhow, anyway, beside, still, in any case, however, nevertheless, ...).

(28) I'll go there anyway.

(Parrott, 2001: 312).

(29) Long ago it was believed that demons were continually trying to put spells on people however, when a person sneezed, the curse was shaken off and thus the person deserved a blessing.

(Warriner, 1982: 521)

(30) It was cold, nevertheless, we went skiing.

(Gramley and Patzold, 1992: 139)

2.4.7 Transitional Conjuncts

Transitional conjuncts serve to shift attention to another topic or to a temporally related event (Quirk et al, 1985: 639).

(i) Discoursal such as (now, by the way, incidentally ...)

(ii) Temporal (meantime, meanwhile, eventually ...)

(31) I could tell he was ill by the way he was sweating .

(Parrott, 2001: 308)

(32) She is studying physics, astronomy, and, incidentally meteorology.

(Quirk et al, 1985: 639)

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

(Ibid: 640)

2.5 Summative Conjuncts

2.5.1 Definitions

According to Quirk et al (1985:637), summative conjuncts precede an item which is to be looked at in relation to all the items that have gone before; "they introduce an item that embraces the preceding ones". As for Krohn (1974: 293), summative conjuncts are used to introduce a sentence which summarizes the information that precedes. Biber et al (2000: 876) states that adverbials can mark summation in order to show that a unit of discourse is intended to conclude or sum up the information in the preceding discourse .

On the other hand, Alexander (1988: 142) defines summative conjuncts as conjuncts which are used to summarize what has already been said. They are essential when we wish to present information in a coherent fashion in speech or writing. Similarly, Regan (2002: 5) mentions that summative linking adverbials explicitly state that the text is concluding because they often signal that the author will summarize the information which has already been presented, hence the name "summative" in which the ideas tie together smoothly and clearly.

Quirk et al (1985: 635) classify summative conjuncts as follows :
(altogether, overall, then, therefore, thus, (all) in all, in conclusion, in sum, to conclude, to sum up, to summarize). Below is a discussion of how each one of them is used .

Altogether

Altogether: It is used to show that something has been done completely or has finished completely.

(34) The congress could ban the procession altogether.

Altogether describes something is completely true.

(35) In Canada, the situation is altogether different.

(36) This latest problem is altogether more serious.

It is also used to show that the one are referring to the total amount.

(37) There were five people altogether.

(38) How much do I owe you altogether.

(Longman Contemporary English Dictionary, 2001: 38)

It is used to make a final statement about several things you have just mentioned, similar to (all in all):

(36) Lots of sunshine, wonderful food, and amazing night- altogether a great vacation!

(ibid)

Overall

Overall: "means including everything or everyone and it means also in total".

(38) Overall, this is a very useful book.

(Oxford Advanced Learner's Dictionary of Current English, 2005: 902)

Then

Then: It means to summarize what is said previously (Greenbuam,1970: 36).

Therefore

Therefore: It is used to prepare for a conclusion (Bailey and Powell, 1989: 39).

(39) It's always warm in Hawaii. Therefore, there is never any snow there.

(Krohn, 1974: 288)

Thus

Thus: "It indicates what is said is a summary of what has gone before" (Greenbuam, 1970: 36).

All in all

All in all: It means everything is considered in complete.

(40) All in all it had been a great success.

(Oxford Advanced Learner's Dictionary of Current English, 2005: 30)

In conclusion

In conclusion: It is used "in a piece of writing or a speech to show that you are about to finish what you are saying".

(41) In conclusion, I would like to say how much I have enjoyed myself today.

(Longman Contemporary English Dictionary, 2001:720)

In sum

In sum: "It is formal and used before a statement that gives the main information about something in a few simple words".

(42) In sum, soul music is important to the record industry.

(ibid. 739)

To conclude

To conclude: It indicates a conclusion by doing something to conclude another.

(ibid. 656)

To sum up

To sum up: It can be written in many forms such as:

1- Sum up: Phrasal verb ; to give the main information in a report, speech etc, in a short statement at the end.

(43) Gerald will open the debate and I will sum up.

2- Sum something, or someone- up:

a) To describe something using only a few words.

(44) The city's problem to sum up can be introduced in three words: too many people.

b) To show the most typical qualities of someone or something.

(45) That image shows the whole film, to sum up.

c) To form a judgment or opinion about someone .

(46) Pat to sum up describes the situation at a glance.

(Longman Contemporary English Dictionary, 2001: 1446)

To summarize

To summarize means "to make a short statement giving the main information and not the details of a plan, event, report, etc".

(47) To summarize, in most cases the schools were achieving the standards set .

(ibid)

2.5.2 Form

Many summative expressions have evolved from more complex structure, e.g. (all in all, overall, therefore, to conclude ...), (Halliday, 1988: 188).

Summative linking adverbials can be realized by all of the syntactic structures as follows:

1. Single adverbs such as ('then', 'thus').
2. Compound adverbs: 'therefore', 'overall'.
3. Prepositions: 'in conclusion', 'in sum'.
4. Infinitival phrases: 'to sum up', 'to conclude'.

(Biber et al,2000: 884)

Single adverbs are the most numerous and semantically varied structures that realize linking adverbials. Every semantic category can be realized by a number of adverbs. Furthermore, the most common summative linking adverbials are almost exclusively adverbs. It is thus not surprising that adverbs account for the vast majority of linking adverbials (ibid).

2.5.3 Function

Conjuncts are called according to Parrot (2001: 303) as discourse markers to 'sing post' logical relationships and sequence- bits (textual discourse markers) and specifically summative conjuncts as markers are used to express our attitude to what we say and write "attitude markers".

Summative conjuncts may stand between two sentence patterns. We call this group sentence connectors. Sentence connectors are somewhat similar to conjunctions, but in some ways they pattern differently (Roberts, 1956: 210-211).

Summative linking adverbials in general function to state the speaker/ writer's perception of the relationship between two units of discourse. Because they explicitly signal the connections between passages of text, they are important devices for creating textual (Biber et al, 2000: 875).

2.5.4 Position

Summative connectors occur in the beginning, in the middle, or at the end of the second sentence (Krohn, 1974: 288).

To illustrate, the sentence connector '*altogether*' can be introduced in different positions, for instance:

(48) You are altogether wrong .

(49) There were six of us altogether

(Allison, 1931: 7)

(50) Altogether, she decided, marriage was a bit of a mistake

(Swan, 2003: 40)

Both conjunctions and sentence connectors may stand directly between the patterns they join. And both may join two sentence patterns. But conjunctions may join parts of patterns; sentence connectors just join whole patterns. (*Therefore*) could replace (*and*) in the sentence below:

(51) Canaries twitter, and storks sputter.

But (*therefore*) could not replace (*and*) in the sentence :

(52) Canaries and storks twitter and sputter.

(Roberts, 1956 :211)

When conjuncts join whole patterns, conjunctions must stand directly between the patterns. Sentence connectors may stand directly between the patterns or may come at the end of the second pattern or in the middle of the second pattern . (*And*) could replace (*therefore*) in this sentence:

(53) Canaries twitter; storks therefore sputter.

But (*and*) could not replace (*therefore*) in:

(54) Canaries twitter; storks therefore sputter or in :

(55) Canaries twitter; storks sputter therefore.

(ibid)

Summative conjuncts may come at the beginning followed by a pause in speech or a comma in writing, (Alexander, 1988: 142). On the other hand, Regan (2002: 5) mentions that some of summative linking adverbials occur at the end of the section, such as: (*all in all, overall, to summarize*).

2.5.5 Usage

There are different types of using summative conjuncts stated by various writers, the researcher will adopted some of them.

When sentence connectors are used to connect two sentences, the first one usually ends in a period, a comma is never used between two sentences. However, sometimes a semicolon (;) is used in a place of a period (Krohn, 1974: 290).

The strongest of the punctuation marks is the semicolon, when we come to the usage of conjuncts, we move from the punctuation marks which separate complete sentences to those which set off various word groups within the sentence, clause, phrases... etc. It is always used grammatically to separate phrases or independent clauses. The semicolon is thus related to the period in that both are used to mark independent clause, but of the two the period is the stronger, for it signals the end of a sentence as the semicolon does not. Another difference between these two marks of punctuation is that the semicolon signals a closer relationship between the clauses it separates than does the period (Brown et al, 1968: 262).

In addition, the colon is a more specialized mark of punctuation than the semicolon and it is for this reason, less often used. In terms of grammatical meaning, the colon tells the reader to anticipate what is to follow, it points ahead to the thought of the remainder of the sentence and what follows is usually a restatement, for instance:

(Ibid:264)

(56) He lost his watch, his car broke down, and he got a letter of complaint from a customer: all in all, he had a bad day.

(Quirk et al, 1985: 637)

Whiteo (2004: 1) and Druker (2006: 3) state that summative conjuncts are usually parenthetical; therefore, they are separated from the sentence by commas, the comma is used when each element has the same importance or when the order of ideas can be interchanged, often when a phrase or clause can be moved in the sentence, it should be separated from the sentence with commas.

(57) Interest rates rose, therefore, real estate price declined.

(Brown et al 1968:192)

(58) In conclusion, then we can see that Britain's economic problems were mainly due to lack of industrial investment.

(Swan, 2003: 158)

Academic prose uses summative adverbials more commonly than the other registers. A very important aspect of academic prose is presenting and supporting arguments. The higher frequency of linking adverbials in academic prose not only reflects this communicative need but also the characteristic choice of this register to mark the links between ideas overtly, as these arguments are developed. In some texts, especially as arguments are concluded adverbial.

(59) To summarize, there is no class of healthy ruminant for which the direct effects of low air temperature per se are likely to cause intolerable stress in the temperate and cool zones of the world.

(Biber et al, 2000:880)

Summative adverbials "are also more common in academic prose than conversation, and many adverbials in these categories are prepositional phrases."

(60) In conclusion, I wish to emphasize that all the charge rearrangements discussed in this section occur very fast.

(61) In sum, customary and outside unions between elite men and nonelite women opened the resources of the elite to the women and their children.

(62) To sum up, the purpose of the present project was initially to make an applied study of some aspects driver behaviour which might be relevant in the evaluation of measures to prevent wildlife accidents.

(ibid: 885)

There are many exceptions of summative adverbials which can be considered as other kinds of adverbials such as (*in brief, in short, in all, so, briefly*) most of these summative adverbials are style disjuncts. In the following example (*in brief*) can be used to indicate (*in all*):

(63) The techniques discussed are valuable. Sensible stress is laid upon preparatory and follow-up work.. Each chapter is supported by a well-selected bibliography. In all, this is an interesting and clearly written textbook that should prove extremely useful to geography teachers.

(Quirk et al, 1985: 325)

(64) In short, he is mad but happy.

(65) Briefly, there is nothing more I can do about it.

(ibid: 616)

There is another expression which can be considered as summative adverbials but not conjuncts such as : (I shall conclude by saying, I will sum up), (ibid: 326).

(66) I tell you, to conclude, it was a great success.

"To conclude" in the example above is a process adjunct in which the same type can be established as a subclasses of conjuncts (summative), (Quirk et al, 1985: 640).

Thus certain summative linking, in particular, not only mark summation conjuncts but also blend functions of stance adverbials to include the sense of style other adverbials, because the summative statement is a brief by analysis of a situation. In the following passage, (in sum) seems closely related to the stance adverbial (in brief) (Biber et al, 2000: 879-880).

Inevitably it the crucial question must be answered in such a way as to produce either a kind of dualism or a true monism. In the former case, mental indispensability cannot be achieved by what is on hand. In the latter case, the upshot Local. Identity Theories, *in sum*, face a defeating dilemma

(ibid).

Summative conjuncts and disjuncts are both external to the clause structure in which disjuncts represent a comment by the speaker or writer on the content of the clause as a whole. Conjuncts are said to “tell us how the speaker or writer understands the semantic connection between two utterances, or parts of utterances.” It is interesting to note that, when it comes to comment in detail the contribution of disjuncts and conjuncts in

initial position, as such summative adverbial "in short" can give the meaning of the following:

Summative

Meaning

"in short"

Briefly

To sum up,

In conclusion, etc.

(Saez, 2003: 4-5)

According to John (2001:3) summative adverbials not only conjuncts, but as adverbials in general, they can be listed as follows;

(after all, all in all, all things considered, briefly, by and large, in any case, in any event, in brief, in conclusion, on the whole, in short, in summary, in the final analysis, in the long run, on balance, to sum up, to summarize, finally).

(67) "...at least we can help make the world safe for diversity, for in the final analysis our most basic common link is that we all inhabit this small planet..." President John F Kennedy, 1963.

(68) The video has many interesting graphics and the pace is set well with the music. On the whole, I would recommend it.

(ibid)

2.6 Previous Studies

This section deals with reviewing some relevant studies dealt with conjuncts. These studies are close to the present work . It is significant to refer to such studies and compare them with the present study. They are arranged chronologically.

2.6.1 AL- Ghurabi 2005

This study dealt with listing conjuncts under the title "*Performance of Iraqi EFL College Students on Listing Conjuncts.*" It is submitted to the Council of the College of Basic Education, University of Babylon. It tackles the English listing conjuncts as one of the common and essential constructions in the English foreign language learners.

This study aimed at:

1. Evaluating the Iraqi EFL university students' performance in recognizing and producing listing conjuncts.
2. Measuring the students' abilities to distinguish the types and subtypes of listing conjuncts; their forms; functions; and positions.
3. Investigating the types of errors made by Iraqi EFL university students in the area of listing conjuncts so that some solutions can be suggested to help the students overcome the problems they face in using such constructions.

The researcher made in chapter two a theoretical survey of English conjuncts, their definitions, functions and usage. The researcher focused on listing conjuncts from the point of view of forms, types, subtypes, functions and usage. Some of these subjects have been discussed in the present study because they have a direct relationship with summative conjuncts. The following procedures have been stated by the study:

1. Presenting listing conjuncts and their types.
2. Identifying the forms, functions, and positions of these conjuncts.
3. Submitting the students to a test .
4. Analyzing the results of the test .

The sample of this study consist of one hundred Iraqi EFL university students at their fourth year in the Departments of English, Colleges of Education, University of Babylon and Al-Qadisiyah. The researcher hypothesized that: (1) most of Iraqi EFL university students face more difficulties in mastering listing conjuncts, (2) such learners misuse listing conjuncts in making grammatical sentences that contain these conjuncts as well as in the paragraph, (3), such learners do not often distinguish listing conjuncts, their types, subtypes, their forms, functions and positions, and (4) the problems mentioned in one and two above are more prevalent on the production level than on the recognition one.

A test was adopted so as to confirm or refute the hypotheses of her study. The statistical and the linguistic analyses of the subjects' responses have proved the hypotheses of the study. The study revealed that Iraqi EFL university students face difficulty in mastering listing conjuncts. This

difficulty was evident from the great number of errors (3301, 66.02%) made by informants of this study, whereas the number of their correct responses was (1699,33.98%).

2.6.2 Al- Mousawi 2006

This study is entitled "*Investigating the Difficulties Faced by Iraqi EFL University Learners in Using Transitional Conjuncts.*" It was structured to deal with the errors made by Iraqi EFL university students in using transitional conjuncts as one of the essential constructions in language.

This study aimed at:

1. Identifying the ability of Iraqi EFL university students performance in recognizing and using transitional conjuncts.
2. Presenting a literature review about transitional conjuncts.
3. Finding out the causes of students errors in the area of transitional conjuncts in order that some solutions can be posited to help them overcome the problems they face in using such conjuncts.

In addition, the researcher motioned in chapter two syntactic functions of adverbials and their subtypes, semantic classification of adverbials , definition and semantics of conjuncts starting with transitional conjuncts.

The researcher hypothesized the following:

1. Most of Iraqi EFL university learners face problems in mastering transitional conjuncts, their different types and their functions.
2. the learners' achievements at the recognition level is expected to be better than their achievements at the production one.

On the basis of these hypotheses, a test was applied to a sample of fifty Iraqi EFL university students at their fourth year in the Department of English, College of Education, University of Babylon.

The following procedures were adopted the researcher:

1. Presenting a comprehensive description of English transitional conjuncts.
2. Identifying the functions and uses of these conjuncts.
3. Selecting a sample of Iraqi EFL university students as subjects for administering a test to point out the difficulties that they face.
4. Analyzing the results of the test .

This study showed that Iraqi EFL university students faced difficulty in recognizing and producing transitional conjuncts. This was indicated by their incorrect responses (1772, 74.2 %) against their correct responses (647, 25.8 %).

2.6.3 Al- Shibani 2007

This study is entitled "*An Analysis of the Performance of Iraqi EFL University Students in Manipulating Resultive Conjuncts.*" It dealt with English resultive conjuncts as one of the constructions in English. Moreover, such constructions constitute a problematic area for English Iraqi learners.

The problem of the study is that the majority of Iraqi EFL university students do not recognize resultive conjuncts, their functions, and their usage. What is more, those learners cannot produce grammatical English sentences that contain such conjuncts.

This study aimed at:

1. Identifying the Iraqi EFL university students' performance in recognizing and producing resultive conjuncts.
2. Assessing the students' ability in manipulating resultive conjuncts.
3. Investigating the types of errors made by Iraqi EFL university students in the area of resultive conjuncts.

The researcher adopted the following hypotheses:

1. Most of Iraqi EFL university students do not distinguish resultive conjuncts, their forms, functions and uses.
2. The students' achievements at the production level is expected to be worse than their achievement at the recognition one.

The following procedures were stated by this study:

1. Presenting, as far as possible, a comprehensive description of resultive conjuncts.
2. Applying a test to a sample of Iraqi EFL university students as subjects for the administration of a test to point out the difficulties that they may face in manipulating resultive conjuncts.
3. Analyzing the results of the test on the basis of which conclusions and pedagogical recommendations were given.

On the bases of these hypotheses, a diagnostic test was constructed and applied to a sample of one hundred Iraqi EFL university students at their fourth year at the Departments of English, Colleges of Education, university of Babylon and Al- Qadisiya, during the academic year 2006-2007. The linguistic analysis of the subjects' responses to the items of the test gave the following conclusions: (1) the majority of Iraqi EFL university students face difficulties in manipulating resultive conjuncts. This was confirmed by the low rate of their correct responses (37 %) in comparison with the total number of their incorrect responses (63 %), (2) they encounter more difficulty at the production level than that at recognition one. Hence, the total number of their correct responses at the production level (20 %) was lower than at the recognition one (48.4 %).

2.7 Discussion of the Previous Studies

This section deals with the discussion of the previous studies in order to show the similarities and differences between the present study and the

previous ones. These studies are discussed with reference to the aims, hypotheses, procedures.

All the above mentioned studies deal with the recognition and production levels according the researcher's test while the present study aims at checking learners' use of summative conjuncts in their writing by taking papers of drama.

The present study is similar to the previous studies in dealing with specific types of conjuncts. Theoretically, it completes the series of studies, which have dealt with various types of conjuncts .

Practically, this study differs from other studies in that it shows how learners can produce summative conjuncts without depending on the questions of the researcher's test only. Moreover, as an experimental study, it investigates the difficulties facing the Iraqi EFL learners in using summative conjuncts.

Chapter Three

Procedures and Methodology

3.1 An Introductory Note

This chapter describes the way the test is designed, administered and scored. Moreover, it collects data about the subjects to whom the test is applied as well as material's selection.

3.2 Population and Sample Selection

The test attempts to investigate the difficulties faced by Iraqi EFL college students, Fourth Year of Department of English, College of Education, University of Babylon, 2007-2008 in using summative conjuncts. All the items of the test have been taken from various grammar books consulted by the researcher and most of them are mentioned in chapter two. The first question includes twenty five items intended to measure the subjects' ability to distinguish summative conjuncts from other conjuncts by ticking the sentences that contain summative conjuncts.

In the second question, the subjects are supplied with ten summative conjuncts accordingly and asked to make sentences.

The third question checks the learners' use of summative conjuncts in one of their monthly exam, papers of drama, by taking a question depends on subjective answer. The question is *"Arthur Miller has written the play that illuminates the dark side of American success- which is to say, the dark side of us." Comment*

A good test, however, must have the features of validity, reliability, economy, scorability , and administrability.

3.3 Test Objectives

According to Bachman (1990: 20), language test is regarded as a means of assessing the student's performance through the elicitation of certain behaviour from which one can make inferences about certain characteristics of an individual. The present test has been constructed primarily to investigate the extent to which college students master summative conjuncts. It aims at measuring the areas of difficulty encountered by Iraqi EFL college students in using those conjuncts as well as trying to identify the causes of their errors so that the appropriate remedial recommendations can be suggested on the basis of the test results. The test is designed to measure the recognition and the production levels. The first question measures the

subjects' responses on the recognition level, whereas the second and third questions measure their responses on the production level.

3.4 Pilot Administration

Before the main test, a pilot test has been conducted to another sample of (10) students selected randomly from the fourth year. A pilot test as Harris (1969: 25) says, is trying out the test material on a similar group to that for whom the test is being designed.

The goal of the pilot test is to determine the amount of time required for answering the questions of the test, to clarify whether the instructions or the items of the test are clear to the subjects. The pilot test is also important to check whether its questions and items are clear or not so that a smooth performance can be achieved in the main test. Moreover, the pilot test is useful to know the testees' reaction towards it and their general assessment of its contents.

Having been analyzed and checked, the students' pilot responses have shown that the time required for answering the test items of the first two questions only is 45 minutes allotted for the clarification that is required for answering all the items of the test. In addition, the instructions were explained by the researcher in order to be understood of the subjects.

3.5 Final Administration

On the fourth of March 2008, the main test has been given to the testees of the learners of Department of English, College of Education, University of Babylon. The subjects have taken 45 minutes for responding to the items, which is the time allotted for the test. Carroll (1980: 16), states that a good test is expected to provide as much information as is required with the minimum expenditure of time, effort and resources.

Moreover, the subjects were asked to give their responses on the same test papers so as not to waste time and effort.

After collecting the test sheets, the researcher has marked those papers using a scoring scheme, which is presented in the following section.

3.6 Validity

A test is said to be valid if it measures what is intended to measure, or validity is the degree to which a test measures what it is supposed to measure. Most writers on the subject such as: Lado (1962 :321), Oller (1979 :4),Van Els et al. (1984 :318), Falvey (1986:145), Brown (1987:221), Underhill (1987 :9), and Weir (1993:19), Hughes (1996: 22).

The test of this study has been exposed to a jury. The jury has decided the test as being valid, given their suggestions on each question of the test. The suggestions made by the members of the jury are unified.

The test has been exposed to a jury (1) of ten experienced university instructors in an attempt to check its validity.

(1)The jury includes the following:

Prof. Al-Seady, Muhammed Jasim (Ph.D. in Methods of Teaching English as a Foreign Language) College of Education / University of Thi-Qar.

Asst. Prof. Al-Dulaimi, Aasim (Ph.D. in Methods of Teaching English as a Foreign Language), College of Basic Education / University of Babylon

Asst. Prof. Al-Hindawi, Fareed H. (Ph.D. in English Language and Linguistics), College of Education / University of Babylon .

Asst. Prof. Al-Akkam, Adil (M.A. in English Language and Linguistics), College of Basic Education / University of Babylon .

Asst. Prof. Darweesh, Abbas D. (Ph.D. in Linguistics and Translation), College of Education/ University of Babylon.

Asst. Prof. Mukheef, Razzaq N. (M.A. in English Language and Linguistics), College of Education / University of Babylon .

Lecturer Al-Azzawi, Qassim (Ph.D. in English Language and Linguistics), College of Education / University of Babylon .

Lecturer Al-Rihan, Jassim (Ph.D. in Methods of Teaching as a Foreign Language), College of Basic Education / University of Babylon .

Lecturer Al-Tufaili, Qassim (Ph.D. in English Language and Linguistics), College of Education / University of Babylon .

Lecturer Faisal, Wafa'a M. (Ph.D. in Methods of Teaching English as a Foreign Language), College of Education / University of Babylon .

Validity is a mixture of two criteria: face validity and content validity. Face validity according to (Harries ,1969 :21), Mehrens and Lehmann, (1984:285), Davies (1988 :30) and Weir (1990 : 26), is concerned with the way the test looks to the testees ,other teachers ,testers ,educators and observers .

On the other hand, content validation depends on analysis of the language being tested and objectives of a particular course (Heaton, 1988: 160). Thus, the researcher should make the test as a representative sample of the content in order to fulfill the aims of the present study. Otherwise, nothing will be approved appropriately.

Gardner and Gliksman (1982:193) mention two major standards for ensuring content validity: (1) a representative collection of items and (2) "sensible methods of test construction". To sum up a statistical treatment of the students' scores in the pilot study have been made to ensure what is called above as "sensible methods of test construction".

3.7 Reliability

Richards and Schmidt (2004: 454) state that reliability is a measure of the degree to which a test gives consistent results. A reliable test is one that produces essentially the same results consistently on different

occasions when the conditions of the test remain the same, (Lado, 1962:330; and ; Madsen, 1983:178-179).

According to Brown (1996: 197) and Heaton (1988: 163-164) a reliability of the test can be achieved through using different methods: test-retest, two equivalent forms.

The researcher adopts Kurder-Richardson's method to get the reliability of the present test. This method has the following formula:

$$R = \frac{N}{N-1} \left(1 - \frac{m(N-m)}{N X^2} \right)$$

where

R= stands for "reliability"

N= stands for "the number of the items in the test"

M= stands for "the mean of the test scores"

X= stands for "the standard deviation of the test scores"

The computation of this formula has yielded that the reliability coefficient of the present test is (0.94) which is highly positive correlation.

3.8 Item Analysis

Davies (1988: 162) and Brown (1996: 50) pointed out that item analysis is a means of estimating how much information each single item contributes to the information provided by the test as a whole.

One of the ways through which researchers can make

judgments about the adequacy each single item contributes in a test is by using item analysis.

According to Brown (1996: 50) item analysis is the systematic evaluation of the effectiveness of the individual items of a test, the aim of such analysis is to examine the test items in terms of ease or difficulty and to discriminate between good and weak students.

Gronlund, (1976: 211) defines facility value or (the difficulty level) as a percentage of students who get the item right.

Item difficulty is proportion of test takers who select the key response of a given multiple choice item (Khodadady, 1999: 125).

$$FV = R / N$$

The above formula can be illustrated as follows:

FV= stands for "item facility value"

R= stands for "the number of correct answers."

N= stands for "the number of the students taking the test."

After the application of this formula, it has been found that facility value ranges between (0.1- 0.8) (see Table 1)

On the other hand, the following formula has been used

to find out the discrimination power:

$$DP = \frac{RU - RL}{1/2 N}$$

This formula can be illustrated as follows:

DP=stands for "Discrimination Power"

RU= stands for "the number of the students in upper group who get the item correct"

RL=stands for "the students in the lower group who get the item correct"

N=stands for "the total number of the testees included in item analysis"

(Brown,

1996: 65).

After the application of this formula, it has been found that the discrimination power ranges between (0.0 - 0.3) (see table 1).

According to Ebel (1972:399) , "Good classroom test items have indices of discrimination of (0.30) or more".

Table (1)

The Facility Value of the Test Items

NO. of Question	NO. of Item	FV
1	1	0.2
	2	0.3
	3	0.3
	4	0.5
	5	0.6

	6	0.6	
	7	0.3	
	8	0.3	
	9	0.4	
	10	0.5	
	11	0.6	
	12	0.6	
	13	0.7	
	14	0.4	
	15	0.6	
	16	0.3	
	17	0.6	
	18	0.4	
	19	0.4	
	20	0.4	
	21	0.6	
	22	0.6	
	23	0.3	
	24	0.3	
	25	0.5	
2	1	0.5	
	2	0.4	
	3	0.6	
	4	0.4	
	5	0.9	
	6	0.6	
	7	0.5	
	8	0.3	
	9	0.2	
	10	0.5	
	3	1	0.2
		2	0.6
3		0.7	

Table (2)
The Discrimination Power of the Test Items

NO. of Question	NO. of Item	D
1	1	0.1
	2	0.2
	3	0.1
	4	0.2
	5	0.4
	6	0.6
	7	0.1
	8	0.2
	9	0.4
	10	0.4
	11	0.5
	12	0.6
	13	0.7
	14	0.4
	15	0.5
	16	0.4
	17	0.2
	18	0.0
	19	0.2
	20	0.2
	21	0.2
	22	0.5
	23	0.1
	24	0.2
	25	0.2
2	1	0.1
	2	0.4
	3	0.4
	4	0.1
	5	0.4
	6	0.5

	7	0.2
	8	0.2
	9	0.1
	10	0.2
3	1	0.1
	2	0.2
	3	0.1

3.9 Scoring Scheme

The present test is an objective one since it does not depend on the personal opinion of the testee herself. In Question One, each correct item is given 2 marks, therefore the whole mark of question one is 50. Question Two, on the other hand, contains ten items, each one is given 3 marks so it has 30 marks and the Third Question is given 20 marks for each 25 correct answers 5 marks.

Each test paper was scored out of (100) marks. Scores were equally allocated to both the recognition and the production levels, and to all test items by assigning marks for each correct response and zero score for the incorrect ones. Spelling mistakes and wrong production of sentence elements that are unrelated to the construction of the split conjuncts are ignored. The scoring scheme adopted for the present test can be illustrated in the following table:

Table(3)***Distribution of the Test Scores***

No. of Question	No. of Item	Scores	Percentage
I	25	50	50%
II	10	30	30%
III	/	20	20%
Total	35	100	100%

Chapter Four

Data Analysis

4.1 An Introductory Note

This chapter presents the data analysis of the subjects' performance of each question. Then the discussion offers the results of the subjects performance by analyzing the errors committed into four types: interlingual transfer, intralingual transfer, context of learning and communicative strategies. This chapter ends up with an investigation of the probable sources of the learners' errors.

4.2 Data Analysis

This section is devoted to presenting the results of the subjects' performance on each question of the test. In fact, these results are of great importance because they will be the basis upon which the researcher's hypotheses will either be verified or refuted.

4.2.1 Subjects' Performance of the First Question

In an attempt to improve the validity of the first hypothesis which is mentioned in section (1.3), Question One is

used to test the subjects' performance in this respect, the results of this question are presented in the following table:

Table (4)
Subjects' Performance at the Recognition Level in
Question (1)

No. of Items	No. of Correct Choices	%	No. of Wrong Choices	%
1	17	17	83	83
2	31	31	69	69
3	34	34	66	66
4	54	54	46	46
5	56	56	44	44
6	55	55	45	45
7	31	31	69	69
8	32	32	68	68
9	36	36	64	64
10	52	52	48	48
11	64	64	36	36
12	58	58	42	42
13	67	67	33	33
14	43	43	57	57

15	59	59	41	41
16	33	33	67	67
17	56	56	44	44
18	36	36	64	64
19	42	42	58	58
20	44	44	56	56
21	59	59	41	41
22	59	59	41	41
23	25	25	75	75
24	31	31	69	69
25	52	52	48	48
Total	1126	45.04	1374	54.96

Thus, table (4) gives the following results:

- (1) The total number and the percentage of the correct responses are (1126), (45.04).
- (2) The total number and the percentage of the incorrect responses including the avoided responses are (1374), (54.96).

As a result, the total number and the percentage of the correct responses (including the avoided items) are (1126), (45.04) which is lower than the total number and the percentage of the incorrect ones (1374), (54.96) and this in turn reflects clearly the subjects 'lack of knowledge'

about such conjuncts because most of the learners depend in their answers on guessing in which other questions shows that most of the learners cannot distinguish summative conjuncts from other parts of speech such as (nouns, verbs...). This validates the first hypothesis which states that "most of Iraqi EFL university students often do not distinguish summative conjuncts and confuse them with other types of conjuncts".

In order to give a clear picture of the difficulty the subjects face in responding to this question, the researcher displays the types of errors they made in response to this question in Table (5):

Table (5)
Errors Made in Response to Question (1)

Types of Errors	Frequency of Errors in Q.1	%
1- Wrong choice of summative conjuncts	736	29.44
2- Confusion summative conjuncts with other conjuncts	335	13.4
3-Giving no response	303	12.12
Total	1374	54.96

4.2.2 Subjects' Performance of the Second Question

The second question is constructed to measure the subjects' performance on the production level (see section 3.4) through instructing them to use the given summative conjuncts to make sentences of their own. Table (6) shows how the subjects respond to each item in this question:

Table (6)
Subjects' Performance at the Production Level in
Question (2)

No. of Items	No. of Correct use of summative conjuncts	%	No. of Wrong use of summative conjuncts	%
1	46	46	54	54
2	42	42	58	58
3	58	58	42	42
4	39	39	61	61
5	89	89	11	11
6	57	57	43	43
7	46	46	54	54
8	34	34	66	66
9	17	17	83	83
10	46	46	54	54
Total	474	47.4	526	52.6

Table (6) presents the following results:

(1)The total number and the percentage of the correct use of summative conjuncts are (474), (47.4).

(2)The total number and the percentage of the wrong use of summative conjuncts (including avoided items) are (526), (52.6).

This validates the second hypothesis which reads as follows: "most of Iraqi EFL university students misuse summative conjuncts in making grammatical sentences of their own.

Table (7)
Errors Made in Response to Question (2)

Types of Errors	Frequency of Errors in Q.2	%
1- Failure to use summative conjuncts in grammatical sentences	198	19.8
2- Lack of Knowledge	97	9.7
3- Using summative conjuncts with one sentence	77	7.7
4- Using summative conjuncts as other parts of speech	62	6.2

5- Combining two sentences without using semicolon and a comma	49	4.9
6-Giving no response	43	4.3
Total	526	52.6

4.2.3 Subjects' Performance of the Third Question

The third question is designed to measure the subjects' ability in making summative conjuncts. This question checks those learners' use of such conjuncts in a piece of drama in their writing in which the percentage is accounted according to the use of summative conjuncts in the learner's test as a whole. It is worth mentioning that most of the students use the summative conjuncts (therefore) about (58) correct answer so for each group higher than 50 correct answer the researcher gives 10 marks and 5 marks for each 25 correct answer. Thus, the third question tests the subjects at the production level . Table (8) presents the subjects' total responses to the items which are used in this question:

Table (8)
Subjects' Performance at the
Production Level in Question (3)

The construction	No. of Correct use of summative conjuncts	%	No. of Wrong use of conjuncts	%
Then	24	24	76	76
Therefore	58	58	42	42
Thus	66	66	34	34
Total	148	49.33	152	50.67

Table (8) presents the following results:

- (1)The total number and the percentage of the correct use of summative conjuncts are (148), (49.33)
- (2)The total number and the percentage of the wrong use of summative conjuncts are (152), (50.67). Most of the conjuncts in this question Thus, such conjuncts can be accounted as avoided items.

This validates the third hypothesis which states that "most of Iraqi EFL university students do not tend to use summative conjuncts in their writings.

4.2.4 Subjects' Performance of the Whole Test

All in all, the whole results of the present test are illustrated in

tables (9) and (10) to give a clear picture of the results obtained on both levels: recognition and production.

Table (9)
Subjects' Performance at the Recognition level
throughout the Whole Test

Level	No. of Question	No. of Correct Responses	%	No. of Wrong responses	%
Recognition	Q.1	1126	45.04	1374	54.96
Total		1126	45.04	1374	54.96

Table (10)
Subjects' Performance on the Production Level
throughout the Whole Test

Level	No. of Question	No. of Correct Responses	%	No. of Wrong Responses	%
Production	Q.2	474	47.4	526	52.6
	Q.3	148	49.33	152	50.67
Total		622	48.37	678	51.64

From tables (9) and (10) the researcher concludes that the total number and the percentage of the subjects' incorrect responses (including avoided items) is (1374, 54.96), whereas the total number and the percentage of the subjects' correct responses is (1126,45.04). This indicates that Iraqi EFL face difficulty in mastering summative conjuncts on both levels: the recognition as well as the production. At the production level they face more difficulty as the percentage of their correct responses (45.04) is lower than the percentage of their incorrect responses on the recognition level (54.96). In sum, the second hypothesis of the present study is valid as well.

At the recognition level the incorrect answers are more than the correct answers, this is because of (guessing) in which most of the learners committed such errors.

4.3 Error Analysis

4.3.1 Sources of Errors

There are different views regarding to the types of errors.

Els et al (1984: 51) differentiate two main types: **interlingual** and **intralingual**. Interlingual errors are caused by the structure of the native language (first language). The learners of a foreign language use their knowledge of first language in learning the second language (second language). Such errors depend on linguistic differences between first language and second language are interpreted as interference errors. Intralingual errors are caused by the structure of second language.

Brown (1987:177–8) distinguishes four factors regarding to learners' errors: interlingual transfer, intralingual transfer, context of learning and communication strategies

4.3.1.1. Interlingual Transfer

According to Barry (1991:101) interlanguage transfer refers to contrastive analysis which deals with the differences and similarities between the native language of the learner and the target language.

First and second languages may be learned simultaneously or successively, the second language may be learned in either the first or the second language environment; in the former, the second language is learned through verbal contact with native speakers.

Psycholinguists predict that the nature of the mother tongue will facilitate or make difficult the learning of certain aspects of the target language. A comparative study of the two languages identifies certain features of the second language as different from those of the mother tongue and predicts that the learner will find them difficult. Thus, the study of errors is part of an experiment to confirm or disprove the psycholinguistic theory of “transfer” (Barry :60).

Interlingual transfer may be either positive, when a first language pattern, identical with a second language pattern, is transferred, or it can be negative, when a first language pattern, different from the target language, is transferred. Therefore, interlingual problems depend, to a great extent, on

the linguistic differences between first and second language which are traditionally known as “interference problems” (ibid).

Translation may lead to first language interference by which the learner can transfer forms from his first language to the second language he is learning. Thus when he translates the words in his first language he notices the changes that occur as he derives nouns from given words (Els et al, 1984:52). The amount of interference is determined, among other factors, by the degree of ‘translatability’ between first language and second language .

The researcher will give possible answers depending on the subjects' answers to item (1) in Question (3) to give a clear idea about how to answer such an item.

*(1) In this play they are two thing present and past, present is reality of character **then** become difficult in reality. في هذه المسرحية يوجد شيئان الحاضر. والماضي، الحاضر هو الواقع للشخصية ثم أصبح صعبا في الواقع.

Most of the learners have used the conjunct (**then**) as a listing conjunct not as summative specially in Question (3), just like the example above. The possible answer to this example is (In this play there are two things, present and past, present is the reality of the character, then it becomes difficult in reality).

Other errors can be seen in the examples below which belong to Question 3, items (1), (2) and (3):

* (1) You cannot depended for him, but family in this was tried help his father **then** offended everything. لا يمكن الاعتماد عليه, لكن العائلة في هذا كانت تحاول مساعدة أبيهم ثم عارضوا كل شيء.

* (2) American means expensive and it gets money **therefore** it means very important. أميركا تعني الغلاء وتحصيل الأموال لذلك هي تعني الأهمية البالغة.

* (3) He wanted to feel that he is wanted and **thus** loved. هو يريد أن يشعر بأنه مرغوب وكذلك محبوب.

The influence of interlingual errors can be seen in the following examples by (using summative conjuncts with one sentence) in Questions (2) and (3) in items (1), (3), (3), (5), (6), (7), (8), and (10).

* (1) **All in all** are happy.

* (3) **Thus** there is another example.

* (3) **To summarize**, He left the job.

* (5) **Then** the party was finished.

* (6) **To conclude**, she arrive soon.

* (7) **Thus**, I'll write the home work.

* (8) **In conclusion** He found his key.

* (10) **In sum** there are some students inside the class.

To conclude, such errors indicate that the students did not understand the meaning of summative conjuncts. The percentage of this type of errors is (21 %).

4.3.1.2 Intralingual Transfer

Ellis (1986:171) suggests that intralingual errors occur when the second language learners begin to process the second language in its own terms, and are reflected in *overgeneralization* and *simplification*. Overgeneralization is a form of negative transfer which involves the incorrect application of the previously learned second language material to a prent second language context . On the other hand, simplification involves the second language learner's attempts to control the range of hypotheses that he attempts to build at any single stage in his development by restricting hypothesis- formation to those which are relatively easy to form and then facilitate communication (ibid.). Brown (1987:3-8) classifies other factors that include processes like *incomplete application of rules* which involves the inability to learn more complex types of structures because the learner thinks that he can achieve effective communication by using relatively simple rules.

The influence of the ignorance of rule restrictions can be noticed as " **incomplete applications of rules** " in Questions (2) and (3) in items (1) and (6) see the examples below:

*(1) Willy working of a company and *then* make many things.

*(6) *To conclude*, she arrive soon.

Another error that may be attributed to "**overgeneralization**" is the one that can be shown in Questions (2) and (3), items (1), (5) and (7) in which the conjunct is used as listing.

*(1) the writer expresses Willy's character *then* he expresses other characters.

*(5) I was at home *then* she come.

*(7) he could play tennis, *thus* football.

"**Overgeneralization**" can also be noticed in Question 2, item (7):

*(7) *Thus*, we will succeed if we study hard.

We study hard, **thus** we succeed.

Another example which is **overgeneralization** between tenses (present) and (past) in Question 2, item (5):

*(5) She call me *then* she went to the school.

She called me, *then* we got a date to meet.

"**False concepts hypothesized**" may be attributed to "**simplification**". The examples in Questions (2) and (3), items (1), (2), (3), (5) and (6) attributed to such type of errors by ignoring the quotation marks through producing the sentences.

*(1) Willy wants to be business man *then* he wants to get money.

*(2) I end my homework *overall* I finished.

*(3) Lowman as a modal of American poor man who work all his life *thus* as a sailor.

*(5) We must study hard *then* we exam.

*(6) He is very strong man *thus* he is cute.

Errors attributed to *incomplete application of rules* are mostly found in question (1), in which " **wrong choice of summative conjuncts**" can be shown in items (2), (8), (10), (12) and (24):

*(2) I can't go now, I'm too busy. **Moreover**; my passport is out of date.

*(8) I rushed to catch Angie; **meanwhile**, she was on her way back here.

*(10) She has some assistance, **for instance**, a secretary.

*(12) I want a new dress, **then** I want a new bag.

*(24) Let me introduce you my sister, and **by the way**, did I tell you that I'm moving.

The percentage of this type of errors is (37 %).

4.3.1.3. Context of Learning

The word "context" refers to the classroom with its teacher and its material. Thus this source overlaps with both types of the previously mentioned factors, i.e., interlingual and intralingual transfer. There is a logical relationship between what goes on in the classroom and the preparation of syllabuses and teaching material. The ease or difficulty of learning is not simply related to the nature of the task but has components of motivation, intelligence, aptitude and quality of teachers and teaching materials, (Corder, 1973:140).

A psychological explanation in terms of the learner's strategies and the process of learning is the explanation of how errors come about. This is one of the theoretical objectives in error analysis (ibid).

Similarly, Corder (1973:265) states that the most obvious practical use of analyzing errors is the teacher. Errors provide feedback, they tell the teacher something about the effectiveness of his teaching materials and his teaching techniques and show him what parts of the syllabus he has been following have been inadequately learned or taught and need further attention. They enable him to decide whether he can move on to the next item on the syllabus or whether he must devote more time to the item. They provide the information for designing remedial syllabus or a program of teaching (ibid).

Errors may come from the influence of the situation of learning (the classroom), the misleading explanation by the teacher, or the textbook writer who emphasizes some aspects of the target language and others, according to his beliefs and experiences. All these factors may have the undesired effect of motivating the learner to make faulty hypotheses about language, (Richards, 1974:178).

It is worth noting that errors of such type can be seen in Question 2 items (3) and (10).

*(3) *To summarize* the play, you should read it well.

*(10) *In sum* of money, you can buy a car.

The errors of this type may be attributed to textbook where many summative conjuncts are presented at the same time with insufficient explanation of each type of conjuncts. This may make students unable to recognize summative conjuncts from other conjuncts or classroom presentation in which learners have no chance to practice enough exercises.

Most of the students are unable to distinguish conjuncts from other parts of speech by using (summative conjuncts) as (verb, noun , adverb....). See the examples below which belong to Question 2 items (1), (2), (3), (6), (8) and (10).

*(1) I *all in all* in Iraq.

*(2) She *overall* her sister.

*(3) *To summarize* the play, I will write only the important points.

*(6) *To conclude* something we must read it well.

*(8) She went to the party *in conclusion* her situation.

The percentage of this type of errors is (14 %).

4.3.1.4 Communication Strategies

Brown (1987: 183) mentions that a communicative strategy is used by learners to overcome a communication problem caused by a lack of or inability to access second language knowledge, (Ellis, 2003: 340). One such strategy is paraphrase; another is avoidance.

Data error analysis shows numerous examples of erroneous responses, which reflect the learner's attempt to somehow cope with the testing situation by producing deviant answers. The types of deviations involved resist any attempt to reasonably attribute them to any of the three sources of error above since they clearly indicate that the learner's insufficient EFL learning induces her/him to give any response whatsoever just for the sake of responding. Here are some examples of such errors:

*(1) We discovered that Arthur Miller reflected his feelings in Willy's character then describes his suffer from the difficulties of the society.

The error above in Question (3) shows " **lack of knowledge**" in item (1) in which the auxiliary verb is omitted and the subject of the second sentence is absent , the possible answer to such example is " *We discovered that Arthur Miller reflects his feelings in Willy's character then he describes his suffer from the difficulties of the society* ". Thus it is attributed to strategies of communication that are used by second language learners to learn the language .

In the example below the verb (*wanted*) is supposed to mean (*went*) the past of (*go*) but the student mixed between the present tense of the verb (want) and the past tense of the verb (go) which is (went), all in all such error again shows "**the lack of knowledge**" which is shown in Question 3, item (1):

*(1) Ben Wanted to the jungle *then* returned with a fortune.

Another error is *(2) "The book is interesting *overall* is benefit" which is belongs to Question 2, item (2). Thus this sentence is meaningless, the possible answer could be as such: I read the book, overall it is interesting and useful.

Other errors in this type are found in Question (2) and (3), items (3), (5), (7), and (8).

*(3) To summarize in your speech talked less.

*(5) Collect you papers then, I correct them.

*(7) You do thus with me, treated bad.

*(8) The speech in conclusion in research is important.

The percentage of this type of errors is (28 %).

4.4 Error Source: Summary

The discussion of error sources above can be summarized in the following table :

Table (11)

Error Sources

<i>Error Source</i>	<i>%</i>
<i>Interlingual Transfer</i>	<i>21</i>
<i>Intralingual Transfer</i>	<i>37</i>
<i>Context of Learning</i>	<i>14</i>
<i>Communication Strategies</i>	<i>28</i>
<i>Total Rates</i>	<i>100</i>

Chapter Five

Conclusions, Recommendations, and Suggestions

5.1 *An Introductory Note*

This chapter summarizes the most important findings of the study. It discusses the conclusions: (theoretical and practical). These conclusions are meant to serve as a basis for the pedagogical recommendations and suggestions for further studies at the same field of summative conjuncts.

5.2 *Conclusions*

5.2.1 *Theoretical Conclusions*

The theoretical work of the present study has yielded the following conclusions :

- 1- Conjuncts are similar to conjunctions but they are almost different in their use. Conjuncts are defined as linking words whose main function is to connect words, phrases, sentences or other constructions together, typically express what is being said is an

addition to what has been said before. Conjunctions, on the other hand, serve to conjoin two utterances or parts of an utterance, and they do so by expressing at the same time the semantic relationship obtaining between them. Thus they signal a connection between clauses within a sentence. All in all, conjuncts and conjunctions are used to connect and indicate relationship between events and things.

- 2- Conjuncts are certain types of adverbials whose function is primary connective.
- 3- Summative conjuncts, are different from other conjuncts in the sense that they are used to summarize what has already been said. They are essential when we wish to present information in a coherent fashion in speech or writing; they often signal that the author will summarize the information which has already been presented, hence the name "summative" in which the ideas tie together smoothly and clearly.
- 4- Summative conjuncts as markers are used to express our attitude to what we say and write "attitude markers". They state the speaker/ writer's perception of the relationship between two units of discourse. Because they explicitly signal the connections between passages of text, they are important devices for creating textuality.

- 5- Summative conjuncts differ from other types of conjuncts by their semantic meaning in which summative means (to summarize and to conclude) They are unlike the other types of conjunctions such as: coordinating conjunctions in that they need a semi-colons and a comma and this means that they are not true linking devices themselves. Thus, their need for semi-colon and comma justify the reason behind their being called 'semi-colon conjunctions'.
- 6- Summative conjuncts occur at the beginning, followed by a pause in speech or a comma in writing, some of summative linking adverbials occur at the end of the sentence.

5.2.2 Practical Conclusions

1. Most of Iraqi EFL university students do not often distinguish summative conjuncts and confuse them with other types of conjuncts as the total number and the percentage of the incorrect responses are (1374), (54.96).
2. They misuse summative conjuncts in making grammatical sentences of their own since the total number and the percentage of the incorrect responses are (526), (52.6).
3. They do not tend to use summative conjuncts in their writings as the total number and the percentage of the wrong use of summative conjuncts are (152), (50.67).

4. The following types of errors are committed by the samples of this study:
 - a. Confusion of summative conjuncts with other conjuncts.
 - b. Wrong choice of summative conjuncts.
 - c. Using summative conjuncts with one sentence.
 - d. Lack of knowledge.
 - e. Combining two sentences without using semicolon and a comma.
 - f. Failure to use summative conjuncts in grammatical sentences.
 - g. Using summative conjuncts as other parts of speech
 - h. Giving no response .

5. The error analysis has yielded the following results:
 - The learners' use of intralingual transfer is the highest cause of error in the data; it is behind (37%) of all the subjects' errors due to the subjects' unfamiliarity with the summative conjuncts. The subjects' dependence on their prior knowledge of the second language regardless of their acceptability is due to their incomplete understanding of such conjuncts which encourages *overgeneralization*, *simplification* and *incomplete applications of rules*.
 - The second-highest rate of error cause is communicative strategies (28 %) of all the subjects' errors, because of the unfamiliarity with summative conjuncts.

- Interlingual transfer accounts for (21%) of all the subjects' errors, the second language learners are found to follow rules of their first language and not the rules of the second language.
- Context of learning has been found to explain only (14%) of all the subjects' errors. Errors may come from the influence of the situation of learning (the classroom), the misleading explanation by the teacher, or the textbook writer. All these factors may have the undesired effect or motivate the learner to make faulty hypotheses about language.

5.3 Recommendations

In the light of the above conclusions, the researcher recommends the following:

1. Due to the importance of summative conjuncts to language production proficiency and to the programmes of the Department of English, syllabus designers and language teachers must explain summative conjuncts in more detail. Summative conjuncts are dealt with only once during the fourth year in grammar. The summative conjuncts areas can be covered through the fourth year of their study and the learners can have a better mastery at them and their errors can be reduced to the minimum range. The results of this study can provide English teachers and syllabus designers with certain clues about the problematic areas in using summative conjuncts that need change or special emphasis.

2. A clear distinction should also be made by teachers and syllabus designers alike between the areas of differences such as the difference between the types of conjuncts and their semantic roles. In all cases, it is recommended that the material should be explained in plain language with significant examples about these differences and sufficient exercises should be provided.
3. EFL learners need to be aware of the various useful syntactic and semantic functions of the summative conjuncts in order to distinguish them from other kinds of conjuncts.
4. The results also indicate the need to improve the EFL university student's performance in using summative conjuncts at both recognition and production levels.

5.4 Suggestions for Further Studies

Further suggestions can be presented in the light of the results of this study:

- 1- A useful study can tackle the differences between the seven types of conjuncts according to their semantic roles.
- 2- Investigating the Performance of Iraqi EFL university students in using contrastive conjuncts can be another topic.

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Appendix I

To the Jury

**University of Babylon
College of Basic Education
Department of Higher Studies**

To /Drwith respect.

Dear Sir,

The researcher intends to conduct an empirical study entitled **"Evaluating the Performance of Iraqi EFL University Students in Using Summative Conjunctions"**

The major aim of the study is to investigate the performance of Iraqi EFL fourth year learners of the Department of English /College of Education /University of Babylon in recognizing and producing summative conjunctions. The test consists of three questions. The first question is devoted to testing the learners' ability to distinguish summative conjunctions from other conjunctions. The second question asks them to make sentences by using such conjunctions. The third question checks those learners' use of summative conjunctions in a piece of drama.

You are kindly requested to check the written test items and state if they are suitable for this study . Any addition or modification will be highly regarded. Your cooperation will be greatly appreciated.

Thank you in advance for your kind cooperation.

***Rusul Aasim Abood
M.A.Candidate in TEFL***

Appendix II

The Test

Q1/ Assign the summative conjuncts in the following sentences by ticking the number of the sentence that contain them.

1. He did not have all ingredients of the recipe, **to conclude** he decided to make something else.
2. I can't go now, I'm too busy. **Moreover**; my passport is out of date.
3. I took him to the zoo early this morning and we went to see a circus.
All in all, he's had a very good time today.
4. You haven't answered my question, **in other words**, you disapproved of my proposal.
5. He didn't know the meaning of the word. He **therefore** looked it up.
6. He did not **altogether** understand.
7. **To sum up**, we need to concentrate on staff training.
8. I rushed to catch Angie; **meanwhile**, she was on her way back here.
9. **Overall**, life is still difficult.
10. She has some assistance, **for instance**, a secretary.
11. **In all**, customary and outside unions between elite men and non-elite women opened the resources of the elite to women and their children.
12. I want a new dress, **then** I want a new bag.
13. Most of her friends were against her. **Thus** it would be almost impossible to prove her honesty.
14. **To sum up**: most of the students supported the idea, but a few were against it.

15. **Somehow**, he seems happier than he used to be.
16. **In conclusion**, we can see that their problems were mainly due to lack of money.
17. The child was sleepy. **Therefore**, we went home early.
18. He was sick. **Nevertheless**, he came to class.
19. **Overall**, prices are still rising.
20. **In sum**, soul music is important to the record industry.
21. I'm inviting John, who is a student, and who **thus** cannot afford to spend too much money.
22. Mazin didn't do well for the final examination; **therefore**, he will fail.
23. **In conclusion**, I wish to emphasize that all the charge rearrangements discussed in this section occur very fast.
24. Let me introduce you my sister, and **by the way**, did I tell you that I'm moving.
25. **Altogether**, she decided, marriage was a bit of mistake

Q2/ Make meaningful sentences using the following summative conjuncts.

1. All in all
2. Overall
3. To summarize
4. Therefore
5. Then
6. To conclude
7. Thus
8. In conclusion
9. Altogether
10. In sum

Appendix III

Possible Answers

Q1.

1. **To conclude**, it was a great success.
3. I took him to the zoo early this morning and then we went to see a circus. **All in all**, he's had a very good time today.
5. He didn't know the meaning of the word. He **therefore** looked it up.
6. He did not **altogether** understand.
7. **To sum up**, we need to concentrate on staff training.
9. **Overall**, life is still difficult.
11. **In all**, customary and outside unions between elite men and non-elite women opened the resources of the elite to women and their children.
13. Most of her friends were against her. **Thus** it would be almost impossible to prove her honesty.
14. **To sum up**: most of the students supported the idea, but a few were against it.
16. **In conclusion**, we can see that their problems were mainly due to lack of money.
17. The child was sleepy. **Therefore**, we went home early.
19. **Overall**, prices are still rising.
20. **In sum**, soul music is important to the record industry.
21. I'm inviting John, who is a student, and who **thus** cannot afford to spend too much money.
22. Mazin didn't do well for the final examination; **therefore**, he would fail.

23. In conclusion, I wish to emphasize that all the charge rearrangements discussed in this section occur very fast.

25. Altogether, she decided, marriage was a bit of a mistake

Q2.

1. He was late for work, he quarreled with a colleague, and lost his wallet; **all in all**, it was a bad day.
2. The fish measures 1.7meters **overall** .
3. The weather is dismal, **to summarize** it will rain.
4. Swanson had always enjoyed writing. **Therefore**, she sought writing.
5. If they open all the windows, **then** I'm leaving.
6. The tree are long, **to conclude** no one can get the apples.
7. They are good students. **Thus** their teachers like them.
8. They slept early, **in conclusion** they waked up early.
9. As far as I'm concerned, Frank's proposal is **altogether** nonsensical.
10. She is clever, she produces an enough effort, **in sum** she succeed.