جامعة بابل

أداء طلبة الكلية العراقيين الدارسين للغة الإنجليزية

لغة أجنبية في استعمال أدوات الربط الترتيبية

رسالة

تقدمت بها إلى مجلس كلية التربية الأساسية في جامعة بابل جزءاً
من متطلبات نيل درجة ماجستير تربية في طرائق تدريس اللغة
الإنجليزية لغة أجنبية

هدى كاظم محمد الغرابي

بأشراف

ا.م. عادل العكام   د. عاصم عبود زبار

شعبــان   تشرين الأول
١٤٢٦ هـ   ٢٠٠٥م

ملخــــص الرسالة الموسومــة

تعنى هذه الرسالة بادوات الربط الترتيبية الإنجليزية كأحدالتراكيب الأساسية و الشائعة الاستعمال في اللغةالانجليزية من ناحية و من التراكيب التي يواجه الطلبة صعوبة في تعلمها من ناحية أخرى.

وعليه ، هذه الدراسة تهدف الى تشخيص قابلية طلبة الكلية العراقيين بتمييز ادوات الربط الترتيبية واستخدامها (اي تشخيص المدى الذي يستطيعون به اتقان ادوات الربط الترتيبية في عمل جمل إنجليزية قواعدية تحتوي على ادوات الربط الترتيبية وكذلك باستخدام هذه الأدوات استخداما صحيحا في الانشاءات).

هذا وتهدف هذه الدراسة أيضا إلى تعريف أنواع الأخطاء التي تحدث عند طلاب العينة في استخدام ادوات الربط الترتيبية.

وللوصول الى الاهداف المحدد ة لهذه الدراسة، فقد قدمت الفرضيات ادناه:

اولا: اغلب طلبة الكلية العراقيين يواجهون صعوبات كثيرة في اتقان ادوات الربط الترتيبية.

ثانيا: مثل هؤلاء المتعلمين لايميزون ادوات الربط الترتيبية غالبا ، انواعها وفروعها الثانوية واشكالها وظائفها ومواقعها.

ثالثا: هؤلاء المتعلمون يسيؤون استعمال أدوات الربط في تكوين جمل محتوية على هذه الروابط وكذلك لا يجيدون استعمالها في الانشاءات.

رابعا: المشاكل المذكورة في الفرضيتين الاولى والثانية هي أكثر شيوعا في مستوى الإنتاج عن مستوى التمييز.

وعلى أساس هذه الفرضيات صمم اختبار تشخيصي وطبق على عينة من مائة طالب من طلبة الكلية العراقيين من طلاب المرحلة الرابعة من اقسام اللغة الإنجليزية في كليات التربية / جامعتي بابل والقادسية.

التحليل الإحصائي واللغوي لإجابات الطلبة لفقرات الاختبار اعطى الاستنتاجات الاتيــة:

اولا: طلبة الكلية العراقيين يواجهون صعوبات في إتقان أدوات الربط الترتيبية ، هذه الصعوبة توضحت من خلال العدد الكبير للاخطاء (٦٦,٠٢٪ , ٣٣٠١) المعمولة من قبل ناقلي معلومات هذه الدراسة بينما عدد اجاباتهم الصحيحة هو(٣٣,٩٨٪, ١٦٩٩)

ثانياً : على مستوى الإنتاج ، طلبة الكلية العراقيين يواجهون صعوبات في انتاج جمل إنجليزية صحيحة تحتوي على أدوات الربط الترتيبية وكذلك لا يجيدون استعمال ادوات الربط الترتيبية في الانشاءات حيث ان اعلى نسبة للإجابات في السؤالين (الثالث والرابع) هي هي(٧٠,٩٦٪, ١٧٧٤) وهي نسبة الإجابات الخاطئة بينما (٪ ٢٩,٠٤ , ٧٢٦) هي نسبةاجاباتهم الصحيحة.

ثالثا: أداء طلبة الكلية العراقيين خلال الاختبار كله كشف بان مثل هؤلاء المتعلمون يواجهون صعوبات على مستويين: التمييز والإنتاج ، ولكنهم يواجهون صعوبات أكبرعلى مستوى الإنتاج حيث أن نسبة إجاباتهم الصحيحة على مستوى الإنتاج (٪ ٢٩,٠٤ , ٧٢٦) هي أقل من إجاباتهم الصحيحة (٣٨,٩٢٪, ٩٣٧) على مستوى التمييز.

رابعا: هذه الصعوبات تتمركز في تسعـة أنواع من الاخطاء التي وقع فيها أغلب طلاب العينة و أنواع الأخطاء التي اظهرتها هذه الدراسة يمكن تلخيصها بالآتي:

١ - الاختيار الخاطئ لأدوات الربط الترتيبية.
٢- حذف بعض أدوات الربط الترتيبية.
٣- الإخفاق في إعطاء اجابة.
٤- الإخفاق في استخدام ادوات الربط الترتيبية في جمل قواعدية.
٥- عدم الاتفاق بين الفاعل والفعل.
٦- ربط جملتين دون استخدام الفارزة المنقوطة والفارزه.
٧- الإخفاق في إعطاء أدوات الربط الترتيبية عند الحاجة.
٨- تكرار أدوات الربط الترتيبية في اكثر من مكان واحد في الانشاء.
٩- استخدام أدوات الربط الترتيبية مع جملة واحدة فقط .

خامسا:وقد عزت الباحثة أخطاء الطلبة إلى العوامل التالية:

١ ـ تأثير اللغة ألام عن طريق تبني قواعد اللغة العربية الى اللغة الإنجليزية وتطبيقها.

٢ ـ استخدام الطلبة لاستراتيجيات التعليم لقواعد اللغة الإنجليزية في محاولة استخدام ادوات الربط الترتيبية.

٣ ـ سياق التعليم حيث تنال مثل هذه العبارات قليلاً من الاهتمام في كتب تعليم النحو.

٤ ـ استراتيجيات الاتصال التي يلجأ اليها الطلبة في محاولة عمل حلول لبعض المشاكل.

هذا وتقع هذه الدراسة في خمسة فصول ، الفصل الاول يقدم مشكلة البحث وأهدافه وفرضياته وإجراءاته وأهميته وحدوده.

أما الفصل الثاني فيتضمن عرضا للأنواع السبعة من أدوات الربط : الترتيبية والاستبدالية والتلخيصية و النتائجية والاستنتاجية و التضادية والانتقالية متضمنة تعار يفها وأنواعها ووظائفها ومواقعها. أكدت الباحثة في ذلك على أدوات الربط الترتيبية حيث أنها تشكل الهدف الرئيس للدراسة.

أما الفصل الثالث فقد خصص لوصف الاختبار الذي أجرته الباحثة على طلبة المرحلة الرابعة في أقسام اللغة الإنجليزية ، كليات التربية/ جامعتي بابل والقادسية. يتضمن هذا الوصف أهداف الاختبار وتصميمه واختبار إعادة وصلاحيته وثقته والطلبة ، وأيضا خطة حساب الدرجة المعتمدة .

إما الفصل الرابع فقد كُرس لتقديم نتائج الاختبار من وجهتي النظر الإحصائية واللغوية حيث تم تحليل وتشخيص أسباب الأخطاء التي يقع فيها الطلبة.

وأخيرا الفصل الخامس خُصص لتلخيص نتائج هذه الدراسة مع عرض عدد من المقترحات للدراسات المستقبلية ذات الصلة .

UNIVERSITY OF BABYLON

Performance of Iraqi EFL University Students of Listing Conjuncts

A Thesis

Submitted to the Council of the College of Basic Education, University of Babylon in Partial Fulfilment of the Requirements for the Degree of Master of Education in Methods of Teaching English as a Foreign Language

By

Huda Kadhim Muhammed Al-Ghurabi

Supervised by

Asst. Prof.
Adil Al-Akkam (M.A) (Ph.D.) A'sim Abood Zba'r

October   Sha'ban
٢٠٠٥ A.D.   ١٤٢٦ A.H.

بِسْمِ اللهِ الرّحْمنِ الرّحِيمِ

وَقُلْ رَبِّ زِدْنِي عِلْماً

صَدَقَ اللهُ العلِي العَظيم

To

My Family

ACKNOWLEDGEMENTS

ABSTRACT

This study is mainly concerned with English listing conjuncts as one of the common and essential constructions in the English language on the one hand, and a problematic area for English foreign language learners on the other hand.

Accordingly, this study aims at investigating the ability of Iraqi EFL college students to recognize and use listing conjuncts. The study also aims at identifying the types of errors which are committed by the sample students in using listing conjuncts. It is hypothesized that:

١- Most of Iraqi EFL college students face more difficulties in mastering listing conjuncts.

٢- Such learners misuse listing conjuncts in making grammatical sentences that contain these conjuncts as well as in paragraphs.

٣- Also, such learners do not often distinguish listing conjuncts, their types, subtypes, their forms, functions and positions.

٤- The problems mentioned in one and two above are more prevalent on the production level than the recognition one.

On the basis of these hypotheses, a diagnostic test has been designed and applied to a sample of one hundred Iraqi EFL college students at their fourth year from the Departments of English, Colleges of Education, Universities of Babylon and Al-Qadisia. The statistical and linguistic analysis of the subjects' responses to the items of the test has yielded the following conclusions:

١- Iraqi EFL college students face difficulties in mastering listing conjuncts. This difficulty is evident from the great number of errors (٣٣٠١, ٦٦.٠٢ %) made by the informants of this study, whereas, the number of their correct responses is (١٦٩٩, ٣٣.٩٨ %).

٢- On the production level, Iraqi EFL college students face difficulties in producing correct English sentences that contain listing conjuncts and they misuse listing conjuncts in paragraphs as the highest rate of their incorrect responses to questions (**three** and **four**) is (١٧٧٤,٧٠.٩٦ %) against (٧٢٦,٢٩.٠٤ %) of their correct responses.

٣- Iraqi EFL college students' face difficulties on both levels, but they face more difficulties on the production level as the rate of their correct responses (٧٢٦, ٢٩.٠٤ %) is lower than that of their correct responses (٩٧٣, ٣٨.٩٢ %) on the recognition level.

٤- These difficulties center on **nine** types of errors which are made by the majority of the sample students. The errors can be summed up as follows:

    ١- Wrong choice of listing conjuncts.

    ٢- Deletion of some conjuncts.

    ٣- Giving no response.

    ٤- Failure to use listing conjuncts in grammatical sentences.

    ٥- Lack of agreement between the subject and the following verb.

    ٦- Combining two sentences without using semicolon and comma.

    ٧- Failure to give the correct listing conjuncts when required.

    ٨- Repetition of the same conjuncts in more than one place in paragraphs.

    ٩- Using listing conjuncts with one sentence.

٦- The researcher attributes the subjects' errors to the following factors:

    I.   Interlingual transfer in which the subjects' errors constitute (٢.١٥ %) of the total errors.

    II.   Intralingual transfer which accounts for (٦٢.١٪) of the subjects' total errors.

    III.   Context of learning which accounts for (٦.٠٦٪)of the subjects' total errors.

IV.   Communication strategies in which the subjects' errors constitute (٢٩.٦٩٪) of the total errors.

This study falls into five chapters, chapter **One** is an introduction which presents the problem, aims, hypotheses under investigation, procedures followed, limit and value of the study. Chapter **Two** is a theoretical survey of the seven types of **conjuncts: listing, summative, appositional, resultive, inferential, contrastive and transitional** including their definitions, types, functions and positions concentrating on listing conjuncts as they form the main aim of the present study. Chapter **Three** presents a description of test administration to the fourth year EFL college students, Departments of English, Colleges of Education, Universities of Babylon and Al-Qadisia. This description starts with the objectives of the test, then, its design, material selection, validity , reliability, subjects and the scoring scheme adopted. Chapter **Four** is devoted to the presentation of the results of the test from both statistical and linguistic perspectives. The subjects' errors have been identified and the probable causes behind such errors have also been analyzed . Finally, chapter **Five** sums up the conclusions of the present study and presents some relevant recommendations and suggestions for further related research work.

Contents

ABBREVIATIONS

Symbol	Description
LCs	listing conjuncts
Cs	Conjuncts
L١	first language
L٢	second language
*	Unacceptable

List of Tables

We certify that this thesis, entitled *"Performance of Iraqi EFL University Students of Listing Conjuncts"* was prepared by **"Huda Kadhim Muhammed"** under our supervision at the College of Basic Education, University of Babylon, as partial fulfilment of the requirements for the degree of Master of Education in Methods of teaching English as a Foreign Language.

Signature: Signature:

Name: Asst. Prof Adil Al- Akkam (M.A.)   Name: A'sim Abood (Ph. D.)

(Supervisor)   (Supervisor)

Date: /   / ٢٠٠٥   Date: /   / ٢٠٠٥

In view of the available recommendations, I forward this thesis for debate by the Examining Committee.

Signature:

Name: Asst.Prof. Dr. Abdul Sattar Mahdi Ali

Head of the Department of Higher Studies, College

of Basic Education/ University of Babylon.

Date: /   /٢٠٠٥

We certify that we have read this thesis, entitled *"Performance of Iraqi EFL University Students of Listing Conjuncts "*, and as examining committee, examined the student **"Huda Kadhim Muhammed"** in its contents, and that in our opinion it is adequate as a thesis for the degree of Master of Education in Methods of Teaching English as a Foreign Language.

Signature: Signature:

Name: Name:

(Member)   (Member)

Date: / / ٢٠٠٥   Date: / / ٢٠٠٥

Signature:

Name:

(Chairman)

Date: /   / ٢٠٠٥

Approved by the Council of the College of Basic Education

Signature:

Name: Asst. Prof. Dr. Abbas Ubied Hammadi

Dean of the College of Basic Education

University of Babylon

Date: /   / ٢٠٠٥

Chapter One

Introduction

١.١ *The Problem*

The primary purpose of instruction in English grammar is to help students use English correctly and appropriately. It is of vital importance to devote some classroom time to teaching grammar and to have students practice grammatical patterns so as to help them gain competence and confidence in the language. According to Rutherford (١٩٨٧:١) "through grammar the learner can make words effective and became master of his own communicative environment."

Grammar does not tackle a form and a meaning in isolation. Rather, its chief concern is to deal with the relationship between them since the intent of the speaker in employing a particular structure is to convey a particular meaning. Thus, one can not focuss on one of these two aspects and neglect the other.

In English, **conjuncts** are divided by Quirk et al. (١٩٨٥:٦٣٤) into seven conjunctive meanings (semantic roles): **listing, summative, appositional, resultive, inferential , contrastive and transitional** . As the name suggests, **listing** implies the way in which one can order or list the ideas in a logical and chronological way. **Listing conjuncts** are important features of spoken as well as written communication simply because once one has mastered the basic correct usage in written English; he/she will want to express himself/herself in increasingly complex ways. One of the best ways to improve his/her writing style is to use **listing conjuncts.**

The use of these conjuncts will add sophistication to his/ her writing style. The present study is confined to the grammatical **listing conjuncts** in written communication.

Quirk et al. (١٩٨٥:١٠٧٠) say that **conjuncts** are not integrated in "clause structure", but they do not mention the problem of whether **conjuncts** and particularly **listing conjuncts** are integrated in sentences or not. So whether **listing conjuncts** are integrated in sentences or not is an important question for which this study tries to offer an adequate answer.

Listing conjuncts are also one of the common and essential constructions in the English language on the one hand, and a problematic area for foreign learners on the other hand. One common observation in this respect is that most Iraqi **EFL** college students may lack knowledge about **listing conjuncts** and despite the fact that listing conjuncts refer to a set of conjuncts that are used to list or order the ideas and to combine each two or more sentences (or clauses) into one, many students are not aware of this fact. They are likely to confuse the uses of these conjuncts.

In addition, most of them may think that those **conjuncts** are like the other types of **conjunctions**. As for Arab learners of English the difficulty arises particularly from the differences between the two systems of conjunctions in English and Arabic.

Accordingly, the present study aims to answer the question: what errors are made by fourth year college students in using **listing conjuncts?**

Therefore, to promote a full understanding of each form of these **conjunct**s. First, one must consider the cases when only one of these forms is used. Second, one must consider the cases when all are permissible and discover wherein the difference in meaning lies if any.

To the best knowledge of the researcher, no such study has so far been carried out to evaluate the performance of Iraqi **EFL** college students in the use of **listing conjuncts**, this study is designed to bridge such a gap.

١.٢ *Aims of the Study*

This study aims at:

١. Evaluating the Iraqi **EFL** college students' performance in recognizing and producing **listing conjuncts**.
٢. Measuring the students' abilities to distinguish the types and sub-types of listing conjuncts, their forms, functions and positions.
٣. Investigating the types of errors made by Iraqi **EFL** college 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.

١.٣ *Hypotheses*

It is hypothesized that:

١- Most of Iraqi **EFL** college students face more difficulties in mastering **listing conjuncts**.

٢- Such learners misuse **listing conjuncts** in making correct grammatical sentences of their own as well as in paragraph writing.

٣- Also, such learners do not often distinguish **listing conjuncts**, their types and sub-types along with their functions and positions.

٤- The problems mentioned in **one** and **two** above are more prevalent on the production level than the recognition one (i.e. the students' achievement on the recognition level is expected to be better than their achievement on the production one).

١.٤ *Procedures*

The researcher adopts the following procedures:

١- Presenting **listing conjuncts**, their types and sub-types.

٢- Identifying the forms, functions, and positions of these **conjuncts**.

٣- Submitting the students to a test: this can be done by selecting a sample of Iraqi **EFL** college students as subjects for administrating a test to point out the difficulties that the may face in using listing conjuncts.

٤- Analyzing the results of the test, on the basis of which conclusions and pedagogical implications will be put forward.

١.٥ *Limit*

This study limits itself to the evaluation and the investigation of the use of listing conjuncts by Iraqi **EFL** Fourth Year students at the Colleges of Education in Babylon and Al- Qadisia Universities during the academic year ٢٠٠٤-٢٠٠٥.

١.٦ *Value*

The value of this study is twofold:

Theoretical: The theoretical value which concerns researchers lies in providing information about **listing conjuncts** which can be helpful for them as it can pave the way for future related research work.

Practical: It is hoped that this study will make the following pedagogical contributions: the results obtained will be useful to textbook writers and

syllabus designers by providing them with insights to the problematic spots in the presentation of these **listing conjuncts**. They will be able to predict the areas which require a great emphasis and therefore device remedial drills to help the **non- master students** to **master listing conjuncts**.

١.٧ *Definition of Terms*

Performance: is the actual use of that syntactic system. For Dittmar (١٩٧٦:١٦٣) 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.

EFL College Students : are those who study English as a foreign language as their "major" subject in the departments of English in Iraqi universities.

Listing Conjuncts: are conjuncts which are used to list or order ideas in a logical and chronological way.

(Salzman, ٢٠٠٥:٦٥)

Chapter Two

Listing Conjuncts

٢.١ Introduction

This chapter aims at presenting the theoretical framework of the study. It gives an outline of the types of adverbials in English and their classification in terms of ' Centrality '. In addition, it sheds light on **conjuncts**; their definition as well as their types, concentrating primarily on **listing conjuncts** : their definition, their types and subtypes along with their forms, functions, and positions as they form of the core of the present study. Finally, this chapter defines briefly the other types of **conjuncts**.

٢.٢ Grammatical Functions of Adverbials

According to Aarts and Aarts (١٩٨٨:٦٩) adverbials are divided into three categories of grammatical functions: **adjuncts**, **disjuncts**, and **conjuncts** (henceforth **Cs**). **Subjuncts** are included under the heading **'ADJUNCTS'**. But Quirk et al. (١٩٨٥: ٥٠١) mention that adverbials are divided into four categories of grammatical functions: **adjuncts**, **subjuncts**, **disjuncts**, and **Cs**. While **adjuncts** are similar in the weight to other sentence elements, **subjuncts** have a subordinate role to other sentence elements. Also, the criteria which distinguish **adjuncts** from the other types of adverbials can not be applicable to **subjuncts**. (ibid:٥٦٦)

٢.٣ Classification of Adverbials

Quirk et al. (١٩٧٢: ٢٧١, ١٩٨٥:١٠٧٠) and Hollman (٢٠٠٣:٣-٤) state that adverbials are divided into two groups in terms of ' **centrality** '. Those that are integrated into clause structure are regarded as **adjuncts** and those that are peripheral to clause structure are either **disjuncts** or **Cs**.

An **adjunct** adverbial is an integral part of the clause related to the predicator which answers the questions of how/ why/ when/ where/ for what purpose/etc. the verb is performed. It can be used in short answers:

(١) He drives wonderfully. How does he drive? (Wonderfully).

(Hollman, ٢٠٠٣:٥)

Disjunct adverbial, on the other hand, do not relate to the predicator of a clause, but rather convey the writer's/ speaker's attitude to what is being described in the sentence:

(٢) Fortunately, we managed to get there on time. ' Fortunately ' in this example shows us that the speaker was pleased about the result of the action).

(ibid)

C adverbial relates what is said in a sentence to another sentence. As such, it is not part of the structure of the sentence in which it is used:

(٣) However, things turned out much worse than expected.
' However ' in example(٣) relates what is said to contrast it with previous information about the speaker's expectations.

(ibid)

٢.٤ *Conjuncts*

٢.٤.١ *Definitions*

According to Close (١٩٧٥: ٢٩٧) **Cs** are used to introduce a new sentence in a series and link it logically with what has been said before .

Cs is a term used in the grammatical classification of words to refer to

an item or a process whose function is to connect words or other constructions. Thus the adverbials whose function is primarily connective are sometimes referred to as ' conjunctive adverbials', or simply as '**Cs** ', e.g., however, moreover, therefore …etc.

(Crystal, ١٩٩٨: ٨١)

Peters (٢٠٠٤: ١٩) defines **Cs** as "adverbs" which play a cohesive role between separate sentences or clauses. They include words like " also, therefore, moreover, however…etc." and thus express logical relationships such as: addition, contrast, and causation.

Maureen and Heinz (٢٠٠٥: ٣٠) mention that **Cs** is a term used to refer to those adverbials which serve to connect or link sentences. Some categories are : enumerative(in the first place), additive (moreover), summative (all in all), explicatory (for example), resultative (consequently),contrastive(in other words), transitional (incidentally). According to them linking adverbials is another term for conjunctive adverbials, these serve to connect or link sentences to other sentences.

Rackham (٢٠٠٥:٣٠); Baskervill and Sewell (٢٠٠٥:١٠) mention that a conjunctive adverb does the work of both a conjunction and an adverb (i.e. it connects and modifies).

٢.٤.٢ *Labels of Conjuncts*

Cs are words that have different labels in different books of grammar : traditionally, they have been termed ' sentence connectors ' since they connect sentences to compose discourse , speech , or text (Krohn , ١٩٧١ : ٢٨٩); **'Connectors'** (Chalker , ١٩٨٤ :٢٠٩); **'Cohesive Devices'** (Shammas , ١٩٩٨ :١٦٤ and Halliday and Hasan , ١٩٧٦ :٢٢٦); **'Discourse Markers'** (Swan , ١٩٩٦ :١٩٥١); ' **Conjuncts** ' (Quirk et al. ١٩٨٥ :٦٣١); **'conjunctive**

Adverbs or Conjunctive Adverbials' (Al-Hamash and Abdullah, ١٩٧٩:٤٣٦; Burton-Roberts, ١٩٩٧:١١٥-١١٦; and Eulenberg , ٢٠٠٤ :٢); **'Logical Connectors'** (Shepherd, Rossner, and Tayler, ١٩٩١: ٣٣٣ and Salzman, ٢٠٠٥:٦٦)

In spite of the fact that **Cs** have different labels, they do perform the same function as shown in the following section. Therefore, neither labeling system is right or wrong. It is a case of a slightly different way of labeling what is obviously the same relationship. Thus, the researcher prefers to adopt Quirk et al.'s terminology which is "**Cs**" as a model for conducting the present research.

٢.٤.٣ *Function*

Cs, as part of their greater distinctness from the closely integrated clause elements such as subject, complement, and object, often have the function of conjoining independent units rather than one of contributing another facet of information to a single integrated unit.

(Quirk et al., ١٩٨٥:٦٣١)

٢.٤.٤ *Usage*

Conjunctive adverbs (or **Cs**) require a semicolon and a comma to clarify the relationship between two closely related complete sentences:

(٤) "The operation will probably be successful; however, I should tell you I'm nervous about performing it." Said Dr. Gonzo.

(Jones, ٢٠٠٥:٢٣)

(٥) The five Nations respects the abilities of all its people; therefore, both women and men participate in making tribal decisions.

(ibid)

(٦) The weather was hot; moreover, the air was humid.

<div align="right">(ibid:٢٤)</div>

٢.٤.٥ *Common Pitfalls*

      Conjunctive adverbs are often confused with **coordinating conjunctions** such as: **and**, **but**, **or**, **yet.** One difference is that coordinating conjunctions join clauses of equal rank and conjunctive adverbs do not. Another difference is that conjunctive adverbs are not true linking devices themselves, as indicated by their needing semicolons:

(٧)   a- I don't have enough butter for my batter; therefore, I'll buy butter to make my batter better.

<div align="right">(Gelderen, ٢٠٠٥: ٤٥)</div>

٢.٤.٦ *Flexibility*

      The flexibility of **Cs** in the sentence also indicates that they aren't true linking devices like coordinating conjunctions. For example, the second part of the sentence in section (٢.٤.٥) could also be written as:

(٧)   b- …… I will therefore buy some butter to make my batter better.

<div align="right">(ibid)</div>

٢.٤.٧ *The Semantics of Conjuncts*

      The **C** function entails a **C** specific set of semantic relations. Thus in dealing with **C**, it is necessary to set out the conjunctive meanings (roles) concerned and this is due to the fact that ' **Cs** ' have seven ' conjunctive roles ' as follows:

(a) Listing

(b) Summative

(c) Appositional

(d) Resultative

(e) Inferential

(f) Contrastive, and

(g) Transitional

(Chalker, ١٩٨٤: ٢٠٩-٢١٢; Quirk et al., ١٩٨٥:٦٣٤; Shammas, ١٩٩٨:١٦٤-١٦٦; Burnham and Huston, ١٩٩٨: ١-٦)

So the seven roles (a – g) given here are only one way of classifying by meaning.

٢.٤.٧.١ *Listing Conjuncts*
٢.٤.٧.١.١ *Definition*

Listing is a basic language function in which **Cs** are used to give a particular structure or orientation to a list.

(Quirk et al., ١٩٨٥:٦٣٦)

Listing means ordering or listing ideas one after the other without changing the theme or the event through using **Cs** that are either enumerative or additive : (equative and reinforcing).

(Salzman, ٢٠٠٥:٦٥)

٢.٤.٧.١.٢ *Types of Listing Conjuncts*

Shammas (١٩٩٨ : ١٨٥) and Quirk et al.(١٩٨٥ : ٦٣٤) mention that listing **conjuncts** (henceforth **LCs**) are divided into two major types : enumerative as well as additive. Additive is further divided into two types : equative and reinforcing as shown in the following figure :

```
                          ┌──────  (i) enumerative                    ┌──────  equative
Listing  ─────────┤                                                  ┤
                          └──────  (ii) additive  ─────────┤
                                                                      └──────  reinforcing
```

(Quirk et al., ١٩٨٥:٦٣٤)

٢.٤.٧.١.٢.١ *Enumerative*
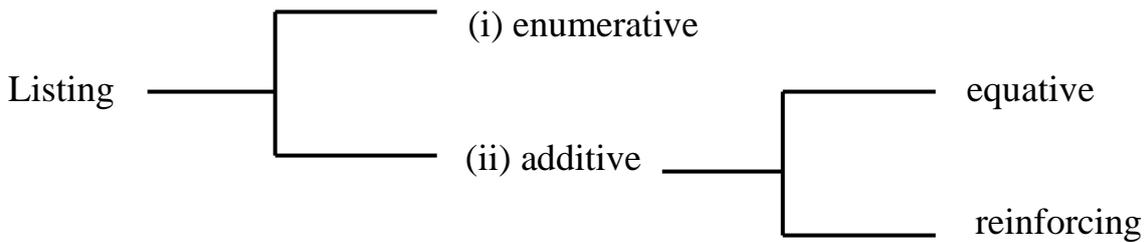
٢.٤.٧.١.٢.١.١ *Definition*

The enumerative function does more than merely assign numerical labels to the items listed: it connotes relative priority and endows the list with an integral structure, having a beginning and end .These devices are used to show the structure of what we are saying.

(ibid:٦٣٦; Thurgood, ٢٠٠٥:١٨٧)

The enumerative devices include the following:

(١)   **First, second, third…**

(٢)   **Firstly, secondly, thirdly…**

(٨) **First (ly)**, we need somewhere to live. **Second(ly)**, we need to find work. And **third(ly)**…

(Swan, ١٩٩٦:١٥٤)

(۹) There are many reasons why I can not support capital punishment. **Firstly**, it is a fundamental breach of human rights and contrary to the stipulations of the Geneva convention. **Secondly**, it does not act as a deterrent.

(Thurgood, ۲۰۰۵:۱۸۹)

(۳) In the first place, in the second place …

(۱۰) **In the first place**, the economy is recovering and **in the second place** unemployment is beginning to decline.

(Burnham and Huston, ۱۹۹۸:۱)

(٤)   First of all
Second of all < AME>
Last of all

(۱۱) I don't want to work on the paper today. **First of all**, I have a class and **second of all**, I'm very tired.

(ibid)

(۱۲) I want a new dress, **then** I want a new bag. And **last of all**, a new hat.

(Azar, ۱۹۹۹:۳۹۸)

(٥)   One, two, three…

(۱۳) I want to give you just two pieces of advice. **One**, there is no reason why he should know about your decision. **Two**, it would be better if you acted before he finds out.

(Quirk et al., ۱۹۷۲:٦٦۳)

(٦)   On the one hand … On the other hand:

These expressions give two ideas which contrast but don't contradict each other:

(١٤) Why aren't you going in for a swim? – **On the one hand**, the air's too cold; I like to be warm when I come out. **On the other hand**, the currents are too strong; I like to be sure. I shall come out.

(Halliday and Hasan, ١٩٧٦:٢٤٧)

(٧)   For a start < informal>

(٨) To begin with, to start with

(١٥) The town's traffic problems are appalling. **For a start**, the town lies on a major commercial route. **Next**, it generates its own rush-hour traffic.

(Chalker, ١٩٨٤:٢١٠)

(١٦) Several reasons can be given for the change in the attitude of many students. **To begin with**, they fear the out break of nuclear war.

(Shammas, ١٩٩٨:١٦٧)

(١٧) What are you going to do? "Well, **to start with** I'm going to buy a newspaper."

(Swan, ٢٠٠١:٨٣)

(٩) Then:

     <u>**Then**</u> : has two meanings: (١) **next** . See examples (١٨), and (١٩).
     (٢) **so** . See example (٢٠)

(١٨) He worked until six; **then** we went home.

(Eckersley and Eckersley, ١٩٦٠:٣٠٦)

(١٩) They got off the train; **then**, they began to search for a hotel.

(٢٠) If you are sure, **then** I must believe you.

(١٠)   **Finally, last, lastly:** such words usually signal an end of the series.

(٢١) She waited at the airport for over an hour; and **finally**, received a message telling her to go direct to her hotel.

(Gethin, ١٩٨٣:٦٨)

(٢٢) **Finally**, the principles that generate implicatures have a very general explanatory power.

(Levinson, ١٩٨٣:١٠٠)

٢.٤.٧.١.٢.١.٢ *Forms of Enumerative*

Chalker (١٩٨٤:٢٠٩) mentions that enumerative **Cs** are open class: some of these **Cs** include-ly forms such as: firstly, secondly, thirdly…

Quirk et al. (١٩٨٥:٦٣٧) state that the –ly forms of ordinal numerals are chiefly used as **Cs** as in:

(٢٣) **Firstly**, he is my friend, and **secondly** he is in desperate need.   [C]

(ibid)

Swan (١٩٦٠:١٥٤) states that the enumerative **Cs**: **firstly**, **secondly**…etc. are more formal than **first**, **second**…etc. and are more common in British than American English.

The cardinal and ordinal numerals may be represented in writing by their symbols in the various systems: ١, ٢, ٣… I, II, III… i, ii, iii. Similarly, the alphabetic letters may be represented either as minuscules (' lower case' a, b, c… or as a majuscules ('upper case' A, B, C….These different systems allow the writer to choose a hierarchy of listing and sub listing. In general, no clear conventions have been established for which sets of symbols are to be subordinate to other sets, and the writer is therefore free to choose a hierarchy

of sets for his own purpose. One would, of course, observe consistency and rational; for example: would not subordinate capitals to lower-case letters.

(Yorkey, ١٩٧٠: ١١٢)

٢.٤.٧.١.٢.١.٣ *Function of Enumerative*

Swan (١٩٩٦: ١٥٢) says that the enumerative **Cs** are used to show the structure of what we are saying as in:

(٢٤) There are three reasons why I don't want to dance with. **To start with,** my feet hurt. **Secondly**, you can't dance. And **thirdly**…

According to Quirk et al. (١٩٧٢:٥٢٢), the function of enumerative connectives is to indicate the relationship between parts of the text as in:

(٢٥) I'd like you to do two things for me. **First**, phone the office and tell them I'll be late. **Secondly**, order a taxi to be here in about half an hour.

In this example, enumerative connectives do not lead facts. "Phone the office and tell them I'll be late" is not a fact at all, nor is "order a taxi to be here in about half an hour." Actually, there are two things that the speaker wants his interlocutor to do for himself.

The speaker wants to communicate "two things" to his interlocutor, but it is impossible to say two things at the same time, so he encodes two messages into two linguistic expressions (sentences) and puts the enumerative connectives at the beginning of these expressions as markers which indicate the relationship between the message units.

Due to the linearity of language, it is impossible to list more one thing at the same time; therefore, units to be listed are arranged in a certain order.

Levinson (١٩٨٣: ١٠٠) says that enumerative **Cs** can function across sentence boundaries by occurring at the beginning of a paragraph and cover a whole paragraph consisting of more than one sentence.

٢.٤.٧.١.٢.٢ *Additives*
٢.٤.٧.١.٢.٢.١ *Definition*

Additives are **Cs** which are used to add information or arguments to what has already been said.

(Swan, ١٩٩٦:١٥٤)

٢.٤.٧.١.٢.٢.٢ *Types of Additives*

Quirk et al. (١٩٨٥: ٦٣٤) divide additive **Cs** into two subtypes: equative and reinforcing.

٢.٤.٧.١.٢.٢.٢.١　 *Equative*
٢.٤.٧.١.٢.٢.٢.١.١　 *Definition*

Eulenberg (٢٠٠٥:٤) states that equative **Cs** are **Cs** which are used to indicate that an item has similar force to a preceding one.

Halliday and Hasan (١٩٧٦:٢٤٦) mention that equative **Cs** are used by the speaker to assert that a point is being reinforced or a new one added to the same effect; the relevance of the presupposing sentence is its similarity of import to the presupposed one.

This subtype includes the following **Cs**:

　(١) **Equally**

(٢٦) She has high responsibilities and, **equally**, a high salary.

(Quirk et al., ١٩٨٥:٦٣٦)

(٢) Likewise

(٢٧) The region is beautiful. **Likewise**, the climate is excellent.

(Landsherger, ٢٠٠٤:١٩)

(٣) In the Same Way:

According to Swan (١٩٩٦:١٥٢) the equative **Cs 'in the same way'** and "**similarly**" are most common in a formal style. See examples (٢٨) and (٢٩):

(٢٨) James Carter did everything he could to educate his children. **In the same way**, they in turn put a high value on their own children's education.

(ibid)

(٤) Similarly:

(٢٩) The roads are usually very crowded at the beginning of the holiday season. **Similarly**, there are often serious traffic jams at the end of the holiday.

(ibid)

(٣٠) Your directors are planning for steady growth over a considerable period of time. **Similarly**, our intentions in adopting this new investment policy are focused on the long-term prospects of the company.

(Halliday and Hasan, ١٩٧٦:٢٤٧)

٢.٤.٧.١.٢.٢.٢.٢ *Reinforcing*

٢.٤.٧.١.٢.٢.٢.٢.١ *Definition*

The reinforcing subtype of additive **Cs** typically assesses an item as adding greater weight to a preceding one. This subtype includes the following **Cs**:

(Eckersley and Eckersley, ١٩٦٠:٣٠٦-٣٠٨)

(١) Again:

This **Cs** is used to add another related idea to the preceding one:

(٣١) a- The car was almost new; **again**, it was in an excellent condition.

   b- Sometimes he is pleasant; **again**, he can be very unpleasant.

(ibid)

(٢) Also:

Also : has the meaning of in addition (we use this **C** to add an idea of the same importance.)

According to Blackmore and Carston (٢٠٠٥:١٤) " **also** " performs a function similar to "**and**" as in:

(٣٢) His Biology professor encouraged him to go to graduate school; **also**, he nominated Bill for a graduate scholarship.

(Pollock, ١٩٨٢: ٦٥)

(٣٣) She is my neighbour; **also**, she is my best friend.

(٣) Furthermore:

Furthermore: also has the meaning of **in addition** but we use it when we want to add an idea or argument of greater importance as shown in the following examples:

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

(Roberts, ١٩٨٠:٢١٢)

(٣٥) I deserve the best. I'm good enough. I'm smart enough; **furthermore**, people like me.

(Eulenberg, ٢٠٠٥: ٣)

(٣٦) The project required extensive research; **furthermore**, budget cuts reduced the available funds.

(Landsherger, ٢٠٠٤:٢٠)

(٣٧) She is well- educated; **furthermore**, she has very good manners.

(٣٨) You should stop smoking. **Furthermore**, you should do it at once !

(٤) **Moreover:**

Moreover : means **in addition** and is used to add greater importance to a preceding idea or argument as illustrated in examples (٣٩), (٤٠) (٤١) , and (٤٢):

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

(Thomson and Martinet, ١٩٨٦:٢٨٨)

(٤٠) My professor is intelligent. **Moreover**, I've learned a lot from her.

(Beare, ٢٠٠٥:١٥)

(٤١) The government has serious problems because of the economic troubles, and the rise in the value of the dollar. **Moreover**, the nations debt to the World Bank is worse than ever before.

(Leech, Cruickshank, and Ivanic, ٢٠٠١: ٢٨٨)

(٤٢) She is very intelligent. **Moreover**, She is very ambitious.

(٤) **In Addition:**

In addition is similar to **and**. It is used when we want to add another related idea. See examples (٤٣),(٤٤) and (٤٥):

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

(Swan, ١٩٩٦: ١٥٤)

(٤٤) Our energy bills have been increasing steadily. **In addition** to these costs, our telephone costs have doubled over the past six months.

(Beare, ٢٠٠٥:١٦)

(٤٥) Students struggle endlessly during final week making sure that they get that final A; **in addition**, some students sleep during the day and study during the night before a final to make sure everything is fresh in their minds.

(٦) In Particular:

According to Swan (١٩٩٦:١٥٩), "**in particular**" focuses on a special example as illustrated in the following example:

(٤٦) We are not at all happy with the work you did on the new kitchen. **In particular**, we consider that the quality of wood used for the cupboards is very bad.

(ibid)

(٧) What's more:

This **C** is used to add greater importance to a preceding idea or argument.

(٤٧) a- What a frightful storm! There are gale force winds, and **what's more**, there's vicious thunder and lightning.

s

b- Carrots are so versatile! They can be steamed as well as fried. And **what's more**, they can be grated and put into a salad.

(Eulenberg, ٢٠٠٤:٥)

(٨) **Above all:**

Is used to add greater importance to the idea:

(٤٨) He has the opportunity, the motivation, and **above all** the courage to do it.

(Quirk et al., ١٩٨٥: ٦٣٧)

(٩) **On top of it all:**

This **C** is used to add much more importance to a preceding idea or argument.

(٤٩) She borrowed my bike and never gave it back. And **on top of it all**, she broke the lawnmower and then pretended she hadn't.

(Swan, ١٩٩٩:١٥٥)

٢.٤.٧.١.٢.٢.٣ *Function of Additives*

Additives are used to add information or arguments to what has already been said.

(Babcock, ٢٠٠٤:١٠)

Eulenberg (٢٠٠٤: ١) says that the **additives** seem like" throwaway "words—" more decorative than meaningful. "

One might say that they don't specify any truth conditions beyond that of the lowly conjunction. Actually, the researcher sees that there are conditions that these words specify, having to do with the speaker's goal and the informativeness of the expressions that these additives "add ".

Landsherger (٢٠٠٤: ٥) mentions that the use of these words is much

more elegant than just making a list or using the conjunction ' and '. See the example below:

(٥٠) I assured him that I would come to his presentation. **Furthermore**, I also invited a number of important representatives from the local chamber of commerce.

٢.٤.٧.١.٣ *Importance*

  LCs are the right devices for connection, they play a very significant role in maintaining cohesion in speeches(spoken) and in written arguments or discussion. Without these devices speech or text would consist of sentences that reveal no coherent idea the writer or the speaker would like to convey.

  Accordingly, such linking words should be used in a very appropriate way to serve well the writer's/speaker's purpose of cohesion and connectivity.

(Shammas,١٩٩٨:١٦٥)

  Yorkey (١٩٧٠: ١١٠) mentions that "your reading will be more efficient and meaningful if you are a ware of the conjunctions that link ideas together to indicate result, contrast, or addition" according to him, they are useful clues that will help you read more rapidly.

(ibid)

٢.٤.٧.١.٤ *Avoidance*

  The most convincing ideas in the world , expressed in the most beautiful sentences will move no one unless those ideas are properly connected . To make readers move more easily from one idea to another LCs

must appear naturally where they belong , or they'll stick like a fish bone in your reader's craw .

٢.٤.٧.٢ *Summative conjuncts*

٢.٤.٧.٢.١ *Definition*

Summative **Cs** are **Cs** which are used to introduce an item that embraces the preceding ones. (i.e. are **Cs** which are used to add a conclusion).

(Palmquist, ٢٠٠٥:٩٥)

(٥١) He was late for work, he quarreled with a colleague, and lost his wallet; **all in all**, it was a bad day.

We can also use:

(Altogether, overall, therefore, in sum, in summary, in conclusion)

(Burnham and Huston, ١٩٩٨: ٢)

(٥٢) The child was sleepy. **Therefore**, we went home early.

٢.٤.٧.٣ *Appositive conjuncts*

٢.٤.٧.٣.١ *Definition*

Appositive Cs are concerned rather to express the content of the preceding item or items in other terms such as: that is, that is to say, i.e., for example, e.g., in other words.

(Quirk et al., ١٩٨٥:٦٣٧)

Swan (١٩٩٦:١٥٩) says that these expressions introduce particular examples to illustrate what has been said as illustrated in the above examples:

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

<div align="right">(ibid)</div>

The abbreviation (e.g.) is often used to mean "for example" as in:

(٥٤) Some common minerals, e.g., silica or olivine,...

<div align="right">(ibid)</div>

(٥٥) There was one sang; **namely**, the weather.

We can also use:

(That is, that is to say, i.e., for example, e.g., in other words, specifically)

<div align="right">(Burnham and Huston, ١٩٩٨: ٢)</div>

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

٢.٤.٧.٤ *Resultive Conjuncts*

٢.٤.٧.٤.١ *Definition*

<u>Resultive Cs</u> are **Cs** which are used to give an effect or result such as: so, consequently, therefore, as a result, of course, hence , now, in consequence, accordingly, and thus. See examples (٥٧), (٥٨),(٥٩),(٦٠),(٦١) and (٦٢)

<div align="right">(Halliday and Hasan, ١٩٧٦:٢٥٦)</div>

(٥٧) I got there very late, **accordingly** I missed most of the fun.

We can also use:

(Therefore, as a result, in consequence of, of course)

<div align="right">(Burnham and Hutson, ١٩٩٨: ٢)</div>

(٥٨) a- Some of the patterns are complex, and **therefore**, we have left them until last.

b- Mrs. Allen wants to help her husband. **Thus**, she arranges social evenings.

c- Professor Baker is a little tired of teaching. **Consequently**, he is looking forward to his retirement.

<div align="right">(Praninskas, ١٩٥٧:٣٤٣)</div>

(٥٩) It was very hot. Consequently, we decided to go swimming.

(٦٠) The child was sleepy. Therefore, we went home early.

 (٦١) a- I had received my salary, **so** I had some money.

b- You've eaten a good breakfast, **so** you won't be hungry before lunch is ready.

<div align="right">(Spankie, ١٩٨٧:١٨٠)</div>

(٦٢) Very few people understood Einstein's theory. **Of course**, everybody heard of him, and a fair number of people knew the word "**relativity**".

<div align="right">(Swan, ١٩٩٦:١٥٣)</div>

٢.٤.٧.٥ *Inferential Conjuncts*

٢.٤.٧.٥.١ *Definition*

<u>Inferential Cs</u> are **Cs** which are used to indicate a conclusion based on logic and supposition such as: otherwise, in other words, else, and in that case

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

<div align="right">(Thomson and Martinet,</div>

١٩٨٦:٢٨٩)

In colloquial English   (**otherwise**) in the above example could be

replaced by or (+ **else**) as follows:

(٦٤) We must be early or (**else**) we won't get a seat.

<div align="right">(ibid)</div>

(٦٥) Will you come with me? Otherwise, I shall have to go alone.

٢.٤.٧.٦ *Contrastive Conjuncts*

٢.٤.٧.٦.١ *Definition*

<u>**Contrastive Cs**</u> are **Cs** which are used to present either contrastive words or contrastive matter in relation to what has preceded.

<div align="right">(Quirk et al., ١٩٨٥:٦٣٨)</div>

(٦٦) She is very kind. **However**, she is rather forgetful.

<div align="right">(Ansell, ٢٠٠٠:١٥٣)</div>

(٦٧) We looked everywhere. **However**, we could not find the keys.

(٦٨) The work was new to me. **Nevertheless**, it did not seem difficult.

(٦٩) Defeat was obvious; {nevertheless, / however,} the players continued to try their best t win the game.

<div align="right">(Yorkey, ١٩٧٠:١١١)</div>

٢.٤.٧.٧ *Transitional Conjuncts*

٢.٤.٧.٧.١ *Definition*

<u>**Transitional Cs**</u> are **Cs** which serve to shift attention to another topic or to a temporally related event.

<div align="right">(Burchfield, ٢٠٠٥:٧-٨)</div>

<u>**Discoursal**</u>:

(٧٠) Let me introduce you to my sister, and <u>**by the way**</u>, did I tell you that I'm moving.

Temporal:

(٧١) The ambulance got stuck in rush- hour traffic and in the **meantime** the child became delirious.

<div align="right">(ibid)</div>

٢.٤.٨ *Positions of Conjuncts*

According to Frank (١٩٧٢:١٦٤); Chalker (١٩٨٤:٢١٠); Quirk et al. (١٩٨٥:٦٤٣) and Kies (٢٠٠٥:١-٣) the normal position for most **Cs** is initial, this position is the commonest one, and is probably essential for some (e.g. **also, furthermore, similarly, likewise, again, equally, altogether, hence, besides, what is more, still, yet**).

In that position they are usually separated from what follows by a tone unit boundary in speech or a comma in writing. In addition, this position is the position of greatest emphasis.

Mid position is possible for several **Cs** : **however, nevertheless, in other words, on the contrary,**etc. End position (or final) is unusual except for **anyhow**, **anyway**, **though**. **Cs** at the end position are often preceded by a comma.

٢.٤.٩ *Conjuncts and Conjunctions*

Conjunctions also have a **connective** function which is not "syntactic" but in terms of meaning as illustrated in the following example:

(٧٢) John has loved Alice for along time. **But** he told her so only last night.

<div align="right">(Quirk et al., ١٩٧٢:٦٥١)</div>

(٧٣) It was a convention where the expected things were said, the predictable

things were done. It was a convention where the middle class and middle aged sat. It was a convention where there were few blacks and fewer beards. And that remains the Republic Problem.

(ibid)

Quirk et al. (ibid) comment as follows: 'and' in example (٧٣) links the final sentence to a unit comprising the three preceding sentences.

Thus, it is clear that **Cs** and **conjunctions** have a connective function in terms of meanings; that is, they connect what was said before and what is being said.

٢.٤.١٠ *Conjuncts with Meaning Similar to And, But, and So*

Several **Cs** (i.e. connecting adverbs) are similar to those of the conjunctions: <u>and</u>, <u>but</u>, or <u>so</u>. The researcher sums up these **Cs** and presents them as follows:

Similar to And	Similar to But	Similar to So
Also	however	accordingly
Besides	nevertheless	consequently
Furthermore	still	correspondingly
Moreover	anyhow	therefore
In addition		hence
		thus

Chapter Three

The Test

٣.١ *Introduction*

Davies (١٩٩٠:٣٠) mentions that language testing is used to test hypotheses in relation to our understanding of language and particularly language learning .Thus a test has been designed to fulfill the aims of the present study. This chapter presents the procedures followed in collecting the data of the study .It begins with the objectives of the test, selection of the material, then, it moves to the test design, its validity and reliability. Later, the chapter is devoted to the pilot administration. This is followed by a description of the main administration and the statistical means adopted in the analysis of the data

٣.٢ *Objectives of the Test*

According to Brown (١٩٨٧:٢١٩) "a test is a method of measuring a person's ability or knowledge in a given area." Due to this fact the present test has been constructed primarily to investigate the extent to which college students master **LCs**.

Taking into consideration the type of the test used which is diagnostic , it must measure the areas of difficulty encountered by Iraqi **EFL** college students in using **LCs** .In addition, this test needs to identify the types of the errors made by the subjects and their causes. What's more, the results will be the basis on which remedial   recommendations will be suggested to help the students overcome such difficulties.

Since any language test is built upon two levels: the recognition as well as the production ,the present test is designed to measure these two levels

respectively. The test includes four questions: the first and the second questions measure the subject's responses on the recognition level, while the third and the fourth questions measure the subject's responses on the production level. As a result the hypotheses mentioned in section (١.٣) will be either accepted or verified.

٣.٣ *The Material Selection*

The most important requirement in any language test is the selection of material, for it is the core of attention for both the testees and the tester.

Most of the items of the present test have been chosen in such away that can include the **LCs**, their types, and subtypes along with their forms and functions.

Furthermore, the items of the test have been selected from some of the grammar books mentioned in Chapter Two as well as from A University Grammar of English (Workbook) (١٩٧٣) by R. A. Close. In addition, the selection of the test items has been approved by a jury as will be mentioned in section (٣.٥.١).

٣.٤ *Test Design*

The test has been designed in a way that tests the subjects on both levels: the recognition and the production .It comprises four questions: the first and the second questions are designed to measure the subjects' responses on the recognition level ,while the last two questions (i.e. the third and the fourth) are designed to measure the subjects responses on the production level.

Starting with the first question, it includes ten items aimed at measuring the subjects' ability to choose the appropriate LC in the appropriate blank space .The subjects are given a list of **LCs** and they are asked not to use the same C twice.

Moving to the second question, it includes fifteen items .In this question the subjects are provided with **LCs**, on the one hand, and their subclasses: enumerative, equative, and reinforcing, on the other hand. The subjects' task is to classify these **Cs** according to the subclasses mentioned .Their answers to this question will indicate their awareness of the classes and the subclasses of **LCs**.

The third question consists of fifteen items. It represents the core of the study since it requires the subjects to make sentences of their own. According to Harries (١٩٦٩:٨) asking the examinee to compose his own sentence is a commonly used technique in language testing. Actually, the subjects' responses of question indicate whether **LCs** are problematic for Fourth Year college students or not.

Finally, the fourth question is designed to measure the subjects' ability in providing the appropriate **LCs** in the appropriate blank spaces of the paragraphs .This question is divided into two sub- questions, each of which includes five items.

Accordingly, the subjects' ability to distinguish and to produce **LCs** correctly can be measured. (See appendix ١)

٣.٥ Test virtues

Harrison (١٩٩٣:١٠) mentions that the most important features of a good test are reliability, validity and practicality . Bell (١٩٨١:١٩٨) summarizes the virtues of the three test features as follows :

The test which measures what we
and measures it in a manner which we find
acceptable is a valid test if it does this without
significant variation when the examiners and
other test conditions are not altered, it is a
reliable test. And if it can do this with ease
and economy, it is a practical test.

As far as validity and reliability are concerned , these two features have been tackled in sections (٣.٥.١) and (٣.٥.٢) respectively. As for As for practicality , this features is achieved by conducting the test with economy (saving time and efforts) and ease (showing smoothness of : administration , responding to its items and scoring), See sections (٣.٧) , (٣.٨) and (٣.٩)

٣.٥.١ *Validity*

Validity is the most controversial and critical factor to be judged in any language test. According to Lado (١٩٦٢ :٣٢١) ; Oller (١٩٧٩ :٤) ;Van Els et al. (١٩٨٤ :٣١٨) ; Falvey (١٩٨٦:١٤٥); Brown (١٩٨٧:٢٢١) ;Underhill (١٩٨٧ :٩); Finocchiaro (١٩٨٩: ٢١٣) and Weir (١٩٩٣:١٩) validity is the degree to which a test measures what it is supposed to measure .

Validity is a mixture of two criteria: face validity as well as content validity. Face validity according to (Harries ,١٩٦٩ :٢١ ; Mehrens and Lehmann, ١٩٨٤:٢٨٥ ; Davies,١٩٨٨ :٣o and Weir , ١٩٩٠ : ٢٦) is concerned with the way the test looks to the testees ,other teachers ,testers ,educators ,and observers .

As for face validity, the test has been exposed to a jury[1] of thirteen experienced university instructors in an attempt to check its validity (and also to check the selection of the test items)

---

[1] The jury includes the following:

Prof. Abdul Latif Al-Jumaily (Ph.D. in Applied Linguistics), College of Arts /University of Baghdad.

Prof. Sabah Al- Rawi (Ph.D. in Linguistics and Translation), College of Languages/ University of Baghdad.

Prof. Salih M. Hameed (Ph.D. in Literature), College of Education /University of Babylon.

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

Asst. Prof. Abdul Kareem F. (Ph.D. in Linguistics), College of Education(Ibn Rushid) / University of Baghdad.

Asst. Prof. Hameed H. Al-Masuodi (Ph.D. in Linguistics and Translation), College of Education/ University of Babylon.

Asst. Prof. Hashim A. Hussein (Ph.D. in Methods of Teaching English as a Foreign Language), College of Education / University of Al- Qadisiya.

Asst. Prof. Muayyad M. Saed (Ph.D in Methods of Teaching English as a Foreign Language), College of Education (Ibin Rushid) / University of Baghdad.

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

Asst.Prof. Riyadh T. Al-Ameedi (Ph.D. in Linguistics and Translation), College of Education /University of Babylon.

Instructor Fareed H. (Ph.D. in Linguistics), College of Education /University of Babylon.

Instructor Maysa'a K. Hussein (Ph.D. in Linguistics), College of Education /University of Al-Qadisiya.

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

After exposing the test to the jury to test its validity , 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 and the test is edited accordingly. The version of the test, which is intended to be used in the tryout, was then re-written. (See appendices ١ and ٣ in order to check the difference between the two versions of the test)

Content validity, on the other hand, is defined as "the systematic examination of the test content to determine whether it covers a representative sample of the behaviour domain to be measured". (Anastasia ١٩٨٢ as reported in Weir ١٩٩٠: ٢٤-٢٥). 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 (١٩٨٢:١٩٣) state that "two major standards for ensuring content validity are: (١) a representative collection of items and (٢) "sensible methods of construction". Therefore a statistical treatment of the students' scores in the pilot study was made to ensure what is called above "sensible method of test construction".

٣.٥.٢ *Reliability*

It is generally confirmed that reliability is a necessary prerequisite of good tests. 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, ١٩٦٢:٣٣٠; ; Madsen, ١٩٨٣:١٧٨-١٧٩ and Heaton, ١٩٨٨:١٥٥).

The reliability of the test can be achieved through using different methods: test-retest, two equivalent forms, split-half, and Kurder-Richardson method. (Heaton, ١٩٨٨:١٦٣-١٦٤)

The researcher preferred to adopt Kurder-Richardson's method to get the reliability of the present test.

This method has the following formula:

$$R= N/N\text{-}١ \ (١ – (m \ (N\text{-}m)/ \ N \ X^{٢} \ ))$$

This formula can be illustrated as follows:

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"

After the computation of this formula the researcher concluded that the reliability coefficient of the present test is (٠. ٩٥) which is highly positive correlation.

٣.٦ *The Sample of the Study*

The sample of this study has been chosen from the Departments of English of the Colleges of Education in Babylon and Al-Qadisiya Universities .It comprises one hundred subjects. Fifty (١٧males and ٣٣ females) have been taken from Babylon University and fifty subjects (١٤ males and ٣٦ females) have been taken from the University of Al- Qadisiya.

The first half represents (٧٠ %) of the total student population whereas, the second half represents (٧٣ %) of the total student population of the fourth academic year (٢٠٠٤-٢٠٠٥).

They are Iraqi students who have similar **EFL** background. The repeaters were excluded. Taking into consideration the fact that advanced

learners will facilitate things better than the others. The researcher has preferred to test them since the topic under investigation has been taught at the end of their third year in the textbook <u>A University Grammar of English</u> by Quirk and Greenbaum (١٩٧٣).

٣.٧ *Pilot Administration*

A pilot test has been administered on the twentieth of January , ٢٠٠٥ at University of Babylon and on the eighteen of February, ٢٠٠٥ at Al-Qadisiya University in order to estimate the time` needed, and to evaluate the test in terms of reliability and item analysis. It has been administered to twenty students who are selected randomly from the fourth year of the Colleges of Education in Babylon and Al-Qadisiya universities.

Each subject has been given a copy of the test after informing the subjects of the purpose of the test and the way to answer the items.

The pilot study has revealed that the time needed to the final administration of the test is sixty minutes.

In addition, it has helped the researcher to make evaluation of the procedures, and to check whether or not some changes are needed in the final test administration.

٣.٧.١ *Item Analysis*

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 Davies (١٩٦٨:١٦٢) "item analysis is a means of estimating how much information each single item contributes to the information provided by the test as a whole."

Depending on the item analysis, the researcher will make judgments about the adequacy of item formats.

The analysis tabulated according to two levels :item facility value (which is also called item difficulty or item easiness) is a statistical index which is used to examine the percentage of students who correctly answer a given item through using the formula provided below which is intended to measure the levels of difficulty and easiness of each item :

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 item difficulty and easiness ranges between (٠.٢ - ٠.٨) (see Table ١)

Table (١)

The Facility Value and the Discrimination Index of the Tests Items

NO. of Question	NO. of Item	FV	D
١	١	٠.٧	٠.٦
	٢	٠.٤	٠.٤
	٣	٠.٧	٠.٥
	٤	٠.٤	٠.٦
	٥	٠.٥	٠.٢
	٦	٠.٢	٠.٤
	٧	٠.٤	٠.٤
	٨	٠.٤	٠.٤
	٩	٠.٨	٠.٦
	١٠	٠.٣	٠.٢
٢	١	٠.٥	٠.٣
	٢	٠.٤	٠.٤
	٣	٠.٢	٠.٢
	٤	٠.٢	٠.٢
	٥	٠.٣	٠.٣
	٦	٠.٣	٠.٢
	٧	٠.٦	٠.٥
	٨	٠.٤	٠.٢
	٩	٠.٦	٠.٤
	١٠	٠.٧	٠.٦
	١١	٠.٤	٠.٤
	١٢	٠.٢	٠.٣
	١٣	٠.٧	٠.٧
	١٤	٠.٤	٠.٤
	١٥	٠.٣	٠.٣
٣	١	٠.٢	٠.٤
	٢	٠.٤	٠.٤
	٣	٠.٥	٠.٦
	٤	٠.٤	٠.٣
	٥	٠.٥	٠.٦
	٦	٠.٧	٠.٧
	٧	٠.٣	٠.٣
	٨	٠.٢	٠.٢
	٩	٠.٦	٠.٢

	١٠	٠.٤	٠.٢
	١١	٠.٦	٠.٦
	١٢	٠.٢	٠.٢
	١٣	٠.٤	٠.٢
	١٤	٠.٨	٠.٧
	١٥	٠.٦	٠.٢
٤-A	١	٠.٨	٠.٧
	٢	٠.٢	٠.٤
	٣	٠.٢	٠.٤
	٤	٠.٤	٠.٢
	٥	٠.٤	٠.٤
٤-B	١	٠.٧	٠.٦
	٢	٠.٢	٠.٢
	٣	٠.٤	٠.٢
	٤	٠.٣	٠.٤
	٥	٠.٦	٠.٢

Thus as Madson (١٩٨٣:١٨١-١٨٢) states "a test is considered too easy if more than ٩٠ percentage get it right. An item is considered too difficult if fewer than ٣٠ percentages get it right. "Accordingly, the present test is satisfactory.

Item discrimination power, on the other hand, refers to the degree to which an item separates the students who performed well from those who performed poorly.

Such item discrimination has the following formula:

D= Correct U – Correct L / N

The above formula can be illustrated as follows:

D: stands for "discrimination index"

U: stands for "upper half"

L: stands for "lower half"

N: stands for "the number of the students taking the test in one group"

After the application of this formula, it has been found that the discrimination power ranges between (٠.٢ - ٠.٧) (see table ١).

According to Ebel (١٩٧٢:٣٩٩) , "Good classroom test items have indices of discrimination of (٠.٣٠) or more".

٣.٨ *Final Administration*

The final test was carried out on the Twelfth of February at University of Babylon and on the Third of March at University of Al-Qadisiya during the academic year ٢٠٠٤-٢٠٠٥. The sample involved in the final test consists of one hundred subjects as mentioned in section (٣.٧). The time needed is an hour for the performance of the tasks.

On the other hand, some of the instructions and the sentences provided to the examinees have been revised and expanded in the final test. (See appendix ٢). Furthermore, the researcher explains the instructions of the test to the subjects, gives examples to facilitate things for them, encourages them to ask questions.

The subjects are not required to write their names on the sheet paper in order not to be embarrassed. Similarly, they are advised to stick to the instructions provided. What's more, the researcher tells them orally not to use the sentences given throughout the test in answeringQ.٣ because she will consider this cheating and give them zero for doing so.

٣.٩ *Scoring Scheme*

The scoring scheme is one of the important devices through which the objectivity and the reliability of the test can be measured.

The test has been scored out of ١٠٠. The distributions of the scores are as follows: two scores for each correct answer and zero for the incorrect one as well as for the items that are left without any answer.

The scoring scheme adopted for the present test can be illustrated in Table ٢:

Table (٢)

Distribution of the Scores of the Test

No. of Questions	NO. of Items	Scores	Percentage
١	١٠	٢٠	٢٠
٢	١٥	٣٠	٣٠
٣	١٥	٣٠	٣٠
٤-A	٥	١٠	١٠
٤-B	٥	١٠	١٠
Total	٥٠	١٠٠	١٠٠

Chapter Four

Analysis of the Data

٤.١ *Introduction*

This chapter aims at describing the set of procedures followed in analyzing and discussing the data to reach conclusions. Thus, it starts off with the analysis of the selected data. Through this analysis, the errors that the subjects made in using **LCs** are identified as well as tabulated statistically.

From the interpretation of the data, attempts are made to find out the areas in which Iraqi **EFL** college students experience difficulties. These difficulties are mainly attributed to many factors.

٤.٢ *Analysis of Data*

This section is devoted to presenting the results of the subjects' performance on each question of the test. Actually, these results are of great importance because they will be the basis upon which the researcher's hypotheses that are mentioned in section (١.٣) will either be verified or refuted.

٤.٢.١ *Frequency and Percentage of the Subjects' Performance of the First Question*

In an attempt to improve the validity of the first hypothesis which is mentioned in section (١.٣), the researcher uses this question to test the subjects' performance on each item of this question and to present the results in the following Table:

Table (٣)

Frequency and Percentage of the Subjects' Performance on the

Recognition Level in Question (١)

No. of Items	No. of Correct Choices	%	No. of Wrong Choices	%	No. of Avoided Items	%
١	٤٠	٤٠	٥٩	٥٩	١	١
٢	٣٦	٣٦	٦٤	٦٤		
٣	٢٨	٢٨	٧٠	٧٠	٢	٢
٤	٢٣	٢٣	٧٤	٧٤	٣	٣
٥	٢٨	٢٨	٧٠	٧٠	٢	٢
٦	٢٦	٢٦	٧٢	٧٢	٢	٢
٧	٦٠	٦٠	٤٠	٤٠		
٨	٢٣	٢٣	٧٧	٧٧		
٩	٢٢	٢٢	٧٥	٧٥	٣	٣
١٠	٧٠	٧٠	٣٠	٣٠		
Total	٣٥٦	٣٥.٦	٦٣١	٦٣.١	١٣	١.٣

Thus, table (٣) gives the following results:

(١) The total number and the percentage of the correct responses are (٣٥٦, ٣٥.٦)

(٢) The total number and the percentage of the incorrect responses are (٦٣١, ٦٣.١)

(٣) The total number of the avoided items and their percentage are (١٣, ١.٣)

As a result the total number and the percentage of the incorrect responses (including avoided items) (٦٤٤, ٦٤.٤) is higher than the total number and the percentage of the correct ones (٣٥٦, ٣٥.٦) and this in turn reflects clearly the subjects' lack of knowledge about such **Cs**.

٤.٢.٢ *Frequency and Percentage of the Subjects' Performance of the Second Question*

The second question is designed to measure the subjects' ability to classify **LCs** according to the three sub classes (enumerative, equative, and reinforcing). Actually this question also tests the subjects on the recognition level as well. Table (٤) presents the subjects' total responses to each item in this question:

Table (٤)

Frequency and Percentage of the Subjects' Performance on the Recognition Level in Question (٢)

No. of Items	No. of Correct Classification	%	No. of Wrong Classification	%	No. of Avoided Items	%
١	٢٠	٢٠	٧٦	٧٦	٤	٤
٢	١٨	١٨	٨٢	٨٢		
٣	٥٥	٥٥	٤٥	٤٥		
٤	٥٦	٥٦	٤٣	٤٣	١	١
٥	٥٠	٥٠	٤٦	٤٦	٤	٤
٦	٤٩	٤٩	٥١	٥١		
٧	٢١	٢١	٧٦	٧٦	٣	٣

٨	١٨	١٨	٨٠	٨٠	٢	٢
٩	٥٠	٥٠	٥٠	٥٠		
١٠	٥٢	٥٢	٤٧	٤٧	١	١
١١	٣٠	٣٠	٦٩	٦٩	١	١
١٢	٥٥	٥٥	٤٥	٤٥		
١٣	٧٠	٧٠	٣٠	٣٠		
١٤	٥٠	٥٠	٥٠	٥٠		
١٥	٢٣	٢٣	٧٥	٧٥	٢	٢
Total	٦١٧	٤١.١	٨٦٥	٥٧.٦	١٨	١.٢

Table (٤) summarizes the results as follows:

(١)The total number of correct classification of **LCs** is (٦١٧, ٤١.١)

(٢)The total number of wrong classification of **LCs** (including avoided items) is (٨٨٣, ٥٨.٨)

From the results above, the researcher concludes that the subjects encountered difficulty in classifying **Cs** correctly and this is due to the fact that the total number and the percentage of the correct responses which equals (٦١٧, ٤١.١) is lower than the total number and the percentage of incorrect responses (which comprise incorrect classification of **LCs** plus the total number of avoided items) which equals (٨٨٣, ٥٨.٨). Table (٥) displays the subjects' performance of the three sub classes of **LCS**

Table (٥)

Subjects' Performance of the Three Subclasses of LCs

Sub Classes of LCs	Total No. of Responses	Total No. of Correct Classification	%	Total No. of Wrong Classification	%
١-Reinforcing	٦٠٠	٢٣٤	٠.٣٩	٣٦٦	٠.٦١
٢- Enumerative	٥٠٠	٢١٤	٠.٤٢	٢٨٦	٠.٥٧
٣- Equative	٤٠٠	١٦٩	٠.٤٢	٢٣١	٠.٥٧
Total	١٥٠٠	٦١٧	٠.٤١	٨٨٣	٠.٥٨

The results obtained from questions (١) and (٢), the researcher concludes that the subjects have encountered difficulty in recognizing **LCs**. This difficulty is evident from the highest number of their

incorrect responses (١٥٢٧, ٦١.٠٨). This verifies the third hypothesis of the present study that reads most Iraqi **EFL** College students face difficulties in recognizing **LCs**, their classes and subclasses along with their forms and functions . Also, in an attempt to improve the validity of this hypothesis, the researcher diagnoses the types of the errors the subjects made in response to these questions and presents them in Table (٦):

Table (٦)

Errors made in Response to Questions (١) and (٢)

Types of Errors	Frequency of Errors in Q.١	%	Types of Errors	Frequency of Errors in Q.٢	%
١- Wrong Choice of LCs	٥١٥	٥١.٥	١-Wrong Classification of LCs	٦٩٩	٤٦.٦
٢- Using the same C in more than one place	٩٠	٩	٢-Confusion one sub class of LCs with another	١٠٢	٦.٨
٣-Deletion of some Cs	٢٦	٢.٦	٣-Deletion of some Cs	٦٤	٤.٢
٤-Giving no Response	١٣	١.٣	٤-Giving no Response	١٨	١.٢
Total	٦٤٤	٦٤.٤		٨٨٣	٥٨.٨

٤.٢.٣ *Frequency and Percentage of the Subjects' Performance of the Third Question*

The third question is constructed to measure the subjects' performance on the production level (see section ٣.٤) through instructuring them to use the given **LCs** to make sentences of their own. Table (٧) shows how the subjects respond to each item in this question:

Table (٧)

Frequency and Percentage of the Subjects' Performance on the Production Level in Question (٣)

No. of Items	No. of Correct use of LCs	%	No. of Wrong use of LCs	%	No. of Avoided Items	%
١	٥٠	٥٠	٤٨	٤٨	٢	٢
٢	١٨	١٨	٧٨	٧٨	٤	٤
٣	٣٠	٣٠	٦٩	٦٩	١	١
٤	٥١	٥١	٣٩	٣٩	١٠	١٠
٥	٢٦	٢٦	٧٠	٧٠	٤	٤
٦	١٩	١٩	٧٧	٧٧	٤	٤
٧	١٠	١٠	٧٨	٧٨	١٢	١٢
٨	٢٣	٢٣	٧٥	٧٥	٢	٢
٩	١٢	١٢	٨٢	٨٢	٦	٦
١٠	٢٠	٢٠	٨٠	٨٠		
١١	١٨	١٨	٨٢	٨٢		
١٢	٥٠	٥٠	٣٩	٣٩	١١	١١
١٣	٥٠	٥٠	٥٠	٥٠		
١٤	٢٧	٢٧	٦٩	٦٩	٤	٤
١٥	١٨	١٨	٨٢	٨٢		
Total	٤٢٢	٢٨.١	١٠١٨	٦٧.٨	٦٠	٤

Table (٧) presents the following results:

(١)The total number and the percentage of the correct use of **LCs** are (٤٢٢, ٢٨.١)

(٢)The total number and the percentage of the wrong use of **LCs** (including avoided items) are (١٠٧٨, ٧١.٨)

From these results the researcher concludes that the number of wrong use of **LCs** (including avoided items) (١٠٧٨, ٧١.٨) is higher than that of correct use of these **Cs** which is (٤٢٢, ٢٨.١). This reflects clearly the subjects ' inabilities to use most of **LCs** in grammatical sentences of their own and also this means that they are incompetent to produce sentences that contain these **Cs**. Accordingly, this verifies the first part of the second hypothesis of the present study that reads most Iraqi **EFL** college students misuse **LCs** in making sentences of their own. 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 (٨)**:**

Table (٨)
Errors made in Response to Question (٣)

Types of Errors	Frequency of Errors in Q.٣	%
١-Failure to use LCs in grammatical sentences	٥٠٦	٣٣.٧
٢-Lack of agreement between the subject and the following verb	١٧٥	١١.٦٦
٣-Using LCs with one sentence	٩٨	٦.٥
٤-Giving no response	٦٠	٤
٥-Combining two sentences without using semi colon and a comma	٢٣٩	١٥.٩
Total	١٠٧٨	٧١.٨

٤.٢.٤ *Frequency and Percentage of the Subjects' Performance of the Fourth Question*

The fourth question is divided into two sub-questions. Each of which is designed in a way that measures the subjects' responses on the production level. Table (٩) and (١٠) present the subjects' responses to each item in this question:

Table (٩)

Frequency and Percentage of the subjects' Performance on the Production Level in Question (٤.A)

No. of Items	No. of Correct use of LCs	%	No. of Wrong use of LCs	%	No. of Avoided Items	%
١	٥٢	٥٢	٤٣	٤٣	٥	٥
٢	١٩	١٩	٧٧	٧٧	٤	٤
٣	٥١	٥١	٤٥	٤٥	٤	٤
٤	١٦	١٦	٧٣	٧٣	١١	١١
٥	١٢	١٢	٨٤	٨٤	٤	٤
Total	١٥٠	٣٠	٣٢٢	٦٤.٤	٢٨	٥.٦

Table (١٠)

Frequency and Percentage of the Subjects' Performance on the Production Level in Question (٤.B)

No. of Items	No. of Correct use of LCs	%	No. of Wrong use of LCs	%	No. of Avoided Items	%
١	٦٠	٦٠	٣٦	٣٦	٤	٤
٢	١٨	١٨	٧٤	٧٤	٨	٨
٣	١٤	١٤	٨٠	٨٠	٦	٦
٤	١٢	١٢	٧٢	٧٢	١٦	١٦
٥	٥٠	٥٠	٤٦	٤٦	٤	٤
Total	١٥٤	٣٠.٨	٣٠٨	٦١.٦	٣٨	٧.٦

From tables (٩) and (١٠) it has been concluded that:

(١)The total number of the correct use of **LCs** is (٣٠٤, ٣٠.٤)

(٢)The total number of the wrong use of **LCs** (including avoided items) is (٦٩٦, ٦٩.٦)

Thus, tables (٩) and (١٠) show clearly that the high rate of responses is that of wrong use of **LCs** which is (٦٩٦, ٦٩.٦) in comparison with that of the correct responses which are (٣٠٤, ٣٠.٤) and this means that the informants of the study (i.e. fourth year college students) have misused **LCs** in paragraph writing and this gives support to the second part of the second hypothesis of the present study that reads most Iraqi **EFL** college students misuse **LCs** in paragraph writing. Table (١١) presents the errors made in responding to question four (A and B):

Table (١١)

Errors Made in Response to Question ٤ (A and B)

Types of Errors	Frequency of Errors in Q.(٤-A)	%	Frequency of Errors in Q.(٤-B)	%
١-Failure to give the correct LCs	٢٦٧	٥٣.٤	٢٦٤	٥٢.٨
٢-Repetition of the same C in more than one place	٥٥	١١	٤٤	٨.٨
٣-Giving no Response	٢٨	٥.٦	٣٨	٧.٦
Total	٣٥٠	٧٠	٣٤٦	٦٩.٢

٤.٢.٥ *A Survey of the Subjects' Performance on LCs Throughout the test*

To sum up the whole results of the present test, table (١٢) and (١٣) are designed to give a clear picture of the results obtained on both levels: the recognition and the production.

Table (١٢)
Subjects' Performance on the recognition level throughout the whole Test

Level	No. of Question	No. of Correct Responses	%	No. of Wrong responses	%	No. of Avoided Items	%
Recognition	Q.١	٣٥٦	٣٥.٦	٦٣١	٦٣.١	١٣	٠.٣
	Q.٢	٦١٧	٤١.١	٨٦٥	٥٧.٦	١٨	١.٢
Total		٩٧٣	٣٨.٩٢	١٤٩٦	٥٩.٨٤	٣١	١.٢٤

Whereas table (١٣) shows the subjects' total performance on the production level throughout the whole test:

Table (١٣)
Subjects' Performance on the Production Level throughout the Whole Test

Level	No. of Question	No. of Correct Responses	%	No. of Wrong Responses	%	No. of Avoided Items	%
Production	Q.٣	٤٢٢	٢٨.١	١٠١٨	٦٧.٨	٦٠	٤
	Q.٤/ A	١٥٠	٣٠	٣٢٢	٦٤.٤	٢٨	٥.٦
	Q.٤/ B	١٥٤	٣٠.٨	٣٠٨	٦١.٦	٣٨	٧.٦
Total		٧٢٦	٢٩.٠٤	١٦٤٨	٦٥.٩٢	١٢٦	٥.٥٤

From tables (١٢) and (١٣) the researcher concludes that the total number of the subjects' incorrect responses (including avoided items) is (٣٣٠١, ٦٦.٠٢), whereas the total number of the subjects' correct responses is (١٦٩٩, ٣٣.٩٨) which means that the number of the subjects' incorrect responses is higher than that of the correct ones and this indicate that Iraqi **EFL** face difficulty in mastering **LCs** on both levels: the recognition as well as the production. Therefore, the first hypothesis of the present study is valid as well. But, on the production level they face more difficulty as the total number of their correct responses (٧٢٦, ٢٩,٠٤) is lower than that of their correct responses on the recognition level (٩٧٣, ٣٨.٩٢).

Also, in an attempt to confirm these results the researcher uses certain measures like: the mean and the coefficient variation. The mean for the production (١٤.٥) is lower than that for the recognition level (١٩.٤) and the coefficient variation for the production level (٧٥.٢) is higher than that for the recognition level (٦٥.٧). This verifies the fourth hypothesis of this study which reads that the students' achievement on the recognition level is expected to be better than their achievement on the production one.

٤.٣ *Error Analysis*

٤.٣.١ *Possible Sources of Errors*

Jain (١٩٨٠:٢٠٧) asserts that errors would help determine which areas in the learner's English need more attention and what type of attention.

It can be said that identification of the exact source of errors made by foreign learners can not be completely accurate. This is due to the fact that an error may be attributed to more than one source. But, what is generally agreed upon is the fact that errors are indicators of difficulties encountered in certain structures, and the percentage of errors shows the degree of difficulty. Accordingly, the percentage of errors the subjects made in response to each question in the present study indicates the rate of difficulty encountered in recognizing and producing **LCs**.

What is also generally agreed upon is that the quality of any research must be affected by the researcher's intuitions about why the error has occurred.

(See Lott, ١٩٨٣:٢٥٩)

According to the above statement errors in the present study will be attributed to four factors: interlingual-intralingual transfer, context of learning, and to communication strategies. Corder (١٩٧٩:٦٦) and Littlewood (١٩٨٤:٢٢) mention that most errors are attributed to two major sources: interlingual-intralingual.

٤.٣.١.١ *Interlingual Transfer*

Dulay et al. (١٩٨٢:١٣٨-١٤٣) say that interlingual errors are attributed to the negative transfer of the first language(henceforth **L١**) of the learner into the second language(henceforth **L٢**). **L٢** learners are found to follow the rules of their **L١** and not the rules of the **L٢**.

The researcher will give possible answers depending on the subjects' answers to item(٢) in question (٣) (i.e. She only corrects the subjects answer to give a clear idea about how to answer such an item) and she will give such answers only in dealing with question (٣). All the examples given from now on are selected from the subjects' answers.

The asterisks mark wrong sentences, and the number between brakets indicates the number of the test item. The researcher will use these things for illustration from now on.

The influence of interlingual errors can be seen in error type ٣ which is (using **LCs** with one sentence)   in question (٣) in items (٢), and (٧):
Item (٢) possible answer: The class was bad. Likewise the school was dirty.
* The class likewise the school was dirty.

Thus, in responding to item (٢), the subjects have relied on translation to make such wrong sentence. Simply, because the meaning of "**likewise**" is "**in addition**" consequently, the meaning of their sentences will be: * the class in addition the school was dirty. الصف بالإضافة إلى المدرسة كان قذرا. This is unacceptable as well as does not go with the right use of **likewise**.

The same thing happened in response to item (٧)
Item (٧) possible answer: Sami is very lovely; **moreover**, he is intelligent.
* Sami is moreover; lovely, intelligent. سامي بالإضافة إلى, محبوب, ذكي.

In this example interference from Arabic may be an explanatory factor of such error. Apparently, the subjects are aware of the meaning of the C ' **moreover** ' which is ' **in addition'** but their sentence is wrong because its meaning is (* Sami **in addition**; lovely, intelligent) unacceptable. When one tries to use **moreover** (which implies the way in which we add extra

information to a preceding idea or argument) he/ or she should present certain idea, then he/ or she uses **moreover** to add an extra information to the idea presented first. Thus, this sentence is wrong as its meaning (Sami **moreover**; ....) is wrong (* Sami **in addition**; lovely, intelligent. Sami **in addition** to what? Lovely and intelligent). The researcher considers this sentence wrong because grammar does not tackle a form and meaning in isolation. Rather, its chief concern is to deal with the relationship between them since the intent of the speaker is employing a particular structure to convey a particular meaning. Thus, the researcher considers this sentence ungrammatical.

The total number of such errors in the subjects' performance is (٧١, ٢.١٥٪)

٤.٣.١.٢ *Intralingual Transfer*

Intralingual errors are attributed to many factors related to the **L٢** rules. These errors noticed to have a universal status and they are expected from any one learning English as a second or foreign language.Besides, they constitute the majority of errors made by learners.

(French, ١٩٧٠:٦ and Dulay et al., ١٩٨٢:١٨٣-١٤٣;)

Intralingual errors may be attributed to either: **overgeneralization; ignorance of rule restrictions; false concepts hypothesized; or to incomplete application of rules.**

The starting point in the discussion of errors is error type ١ which is **"wrong choice of LCs"** this type of errors may be attributed to "ignorance of rule restrictions". The examples in question (١) below illustrate this error.

* (١) She has high responsibilities and, **finally**, a high salary.

* (٤) We are not at all happy with the work you did on the new kitchen. **Equally**, we consider that the quality of wood used for the cupboards is very bad.

* (٦) He worked until six; **above all**, we went home.

Ignorance of rule restrictions on the part of the subjects in the choice of **LCs** covers the cases related to wrong replacement of one **C** by another. Thus, lack of knowledge of the rules that govern the choice of **LCs** is obvious in these cases and this is quite important because when the subjects choose the correct **C**, they at the same time, and to a great extent, can produce such **Cs** when it is required.

The influence of the ignorance of rule restrictions can also be noticed through error type ١ which is **"failure to give grammatical sentences"** in question (٣) in items (١١), and (١٥) see the examples below:
Item (١١) possible answer: The clever man has the ability, the experience, and **what's more**, the money to run the project.

* The clever man has the abilities, the experiences, and **what's mores**, the money to run   the project.

The error above may be attributed to ignorance of rule restrictions, apparently, the subjects have ignored the fact that they can not add (s-plural) to the C (**what's more**) which is an easy rule to be followed, instead, they commit such an error which is an unacceptable one. Allen and Vallette (١٩٧٢:٢١٦) assert that "errors in grammar and spelling are not easily excused." Therefore, learners should know how to construct grammatical sentences.

Item (١٥) possible answer: The Central Library in Babylon University is one of the best places to do research. **Furthermore**, it has hundreds of the most important books, magazines, and journals.

* The Central Library in Babylon University is one of the best places to do research. **Furthermore**, lots of people like to go to libraries to read.

This is another error that is attributed to the subjects' ignorance of rule restrictions because (the first sentence discusses the importance and usefulness of the library in Babylon University). Whereas the second sentence tells us that people like to go to libraries. Although these sentences talk about libraries, the second (which has **furthermore**) does not add further information related to the Central Library in Babylon University. Therefore, the second sentence inappropriately uses **furthermore**.

The other source of error is "overgeneralization" in which the subjects use previous knowledge in the second language learning task. This can be seen in error type ١ in question (٢) in items (١), (٢), (٨), and (١٥)

Item (١) **Furthermore**   (**reinforcing**)
*   **Furthermore**   (**enumerative**)

Item (٢) **In the first place**   (**enumerative**)
* **In the first place**   (**equative**)

Item (٨) **Likewise**   (**equative**)
* **Likewise**   (**enumerative**)

Item (١٥) **Moreover**   (**reinforcing**)
* **Moreover**   (**equative**)

Throughout the examples displayed above the researcher concludes that the subjects tend to make various generalizations which are unfortunately always unacceptable.

Another error that may be attributed to "**overgeneralization**" is the one that can be shown in question (٣) in item (٧)

Item (٧) possible answer: Ali is mean, hurtful. **Moreover**, a bad husband.
* Ali is mean, hurtful. **Moreover**, a good husband.

The subjects' responses to item (٧) reflect clearly their incorrect use of the **C** "**moreover**" which has the meaning of "**in addition**" and the function which implies the way in which we add a greater weight to a preceding idea or argument. Instead, they use "**moreover**" to connect two contradict ideas: in the first idea the subjects talk about the bad characteristics of **Ali**, then, they use **moreover** with another idea which shows Ali as a good husband. Accordingly, the meaning of their sentence is: (* Ali is mean, hurtful, and **in addition**, a good husband) which is unacceptable.

The influence of **overgeneralization** can also be seen in error type ١ in question (٤.A) which is failure to give the correct **LCs** in items (٢), (٤), and (٥) as illustrated in the examples below:

The subjects' responses to question (٤.A)

The town's traffic problems are appaling. **First**, the town lies on a major commercial rout. * **Nextly**, it generates its own rush-hour traffic. **Also**, it is near enough to be caught by the capital's weekend traffic. ***Likewisely**, the narrow streets were not built for today's cars and Lorries. Thus action is urgently needed. Travellers were unhappy, worried, and ***abovely**, very afraid of this road simply because there is only one simple

solution – namely, a by–pass.

From the above examples the researcher concludes that the subjects overgeneralize things like: (the use of: **nextly, likewisely, and abovely**) which are unacceptable and this may be because some **LCs** end in (-ly) like (**firstly, equally, finally**...). According to Dulay et al. (١٩٨٢:١٥٦) "errors of addition type usually occur in the later stages of the **L٢** acquisition when the learner has already acquired some **L٢** rules."

Another source of errors is **hypothesizing the false concept**. According to Richard (١٩٨٠:١٧٨), " **hypothesizing the false concept** is a well observed phenomenon in the field of **L٢** learning".Due to the limited exposure to the language or insufficient practice of **L٢** rules, **L٢** learners are seen to adopt the wrong hypothesis or build the wrong rule about **L٢**. This can be seen in error type ٥ in question (٣) which is "**using C with one sentence**" in item (٢), and (٨).

Item (٢) possible answer: The garden was beautiful. Likewise, the house was big.
* The garden likewise the house was big.

The error in the above example results from the fact that the subjects consider the "**C**" (**likewise**) as part of the sentence (i.e. something that is integrated in system sentence".) which is wrong because such a "**C**" relates what is said in a sentence to another sentence. As such, it is not part of the structure of the sentence in which it is used. Apparently, they are aware of the meaning and the use of this "**C**" but, they adopt the wrong hypothesis in responding to such item.

The same thing happened in responding to item (٨) as illustrated

below:

Item (٨) possible answer: I don't want to go to the cinema today. **First of all**, I'm busy and **second of all,** I'm tired.

* I don't want to go to the cinema today **second of all** I'm tired.

Similarly, error type ٦ which is "using C to combine sentences without using semi colon and a comma" in question (٣) may be attributed to the above hypothesis as illustrated in the following examples:

Item (٦): * The doctor asked me to do three things: **A** he asked me to take the drug in its time. **B** he also asked me not to exaggerate in eating. **C** he advised me to entertain myself.

Item (١١): * My professor is polite, kind **what's more** very lovely person.

The errors above may result from the fact that the subjects think that **LCs** are similar to other types of **conjunction** such as coordination conjunction (e.g**. and, yet, nor**...). Accordingly, there is no need to use a comma and semi colon in the sentence which is wrong. Simply, the use of semi colon and comma is one way by which one can differentiate between **Cs** and coordinating conjunction. This error may result from faulty comprehension of a distinction between these two different types of conjunctions.

Also, in responding to question (٤.b) the subjects commit another error that may be attributed to " **false concept hypothesis**" which is error type ١ in items (٢), (٣), and (٤) see the example below:
Question (٤.b) could be answered in this way:

Students are classified in different groups: the **first** group includes

those students who dress formally. The **next** group includes those who dress semi formally. The **last** category includes those who dress casually. **In addition**, there is the type that every one dreads: the negative teacher. **Finally**, to these groups, there is another group: the dunces.

The subjects' responses:

Students are classified in different groups: the **first** group includes those who dress formally. * The **two** group includes those who dress semi formally. * The **three** group includes those who dress casually. * **In four group** , There is the type that every one dreads: the negative teacher. **Finally**, to these groups there is another group: the dunces.

It is evident from the above examples that the subjects who make this error operate on the basis of the above hypothesis. In responding to this sub-class (b) in question (٤), the subjects use the wrong way of enumerating students. An interpretation of this error may be that the subjects may think in that way if they could say (**the first goup, the second group**...) they could use (**the one group, the two group**...) which is unacceptable. One can say " group one", "group two" in trying to enumerate things but not "the one group..."

"**Incomplete application of rules**" is another factor to which the researcher will attribute some of the subjects' errors. Thus, error type ٢ which is "**using the same C in more than one place**" and error **type ٣** which is ' **deletion of some Cs** ' in question (١) in items (٣), (٥), and (٨) may be attributed to this factor.

Item (٣): It is possible to make a continual approach towards impartiality: **on the one hand**, by knowing things somewhat remote in time or space; and, **on the other hand**, by giving to such things their due weight in our feelings. * It is possible to make a continual approach towards impartiality**: in the**

same way, by knowing things somewhat remote in time or space; and, **finally**, by giving to such things their due weight in our feelings.

Item (٥) James Carter did everything he could to educate his children. **In the same way**, they in turn put a high value on their own children's education.

* James Carter did everything he could to educate his children. **Finally**, they in turn put a high value on their own children's education.

Item (٨) **Finally**, the principles that generate implicatures have a very explanatory power.

* **In the same way**, the principles that generate implicatures have a very explanatory power.

As shown in the above examples the subjects use the same " C " in an attempt to answer this question and neglect other **Cs** inspite of the fact that the researcher does advise them "**not to use the same C twice**" in a note given to them with the question's instructions and orally. Thus, incomplete application of the rules may be the reason behind such error.

Also errors that may be attributed to "incomplete **application of rules**" can be found in question (٣) in items (١٠), and (١٤) as shown in the following examples:

Item (١٠) possible answer: Ahmed borrowed my car and never gave it back to me. **To top it all**, he made an accident and pretended he hadn't.

* Ahmed borrowed my car and never returning. **To top it all**, he made an accident and pretending not.

From the subjects' responses to item (١٠), it is clear that they are

aware of tshe meaning of the "**C**" given " **to top it all**" but they misuse this "**C**" because the subjects start their sentence with past tense, then they shift to use (-ing) form (returning) neglecting the complement which can be (gave it back **to me**). In addition, they use (pretending) where they should use past tense as they start their sentences and also should use "**not**" (which implies negation) after a verb.

Item (١٤) possible answer: My friend gave me three pieces of advice. **One**, he told me to keep quiet in the class. **Two**, he also told me not to mix with bad people. **Three**, he advised me to listen to my parents.

* My friend gave me three pieces of advice. **One**, he told me to keep quiet in the class. **Two**, he also not to mix with bad people. **Thirdly**, he me advised to listen to my parents.

In this example the subjects use the wrong system of enumerating: they started numbering the three pieces of advice by using the number "**one**" which is used correctly. Then, they used "**two**" in the second piece of advice but forgot or neglect to use the verb and the object (two, he also **told me**...) which make the meaning of the sentence incomplete. What's more, they used "**thirdly**" in the third piece of advice which does not go with the system of enumerating that is intended to follow and they use (*he me advised) instead of (he advised me...).

Accordingly, **incomplete application of rules** may be the reason behind all these errors because the subjects fail to learn complex types of structures instead, they use simple rules in an attempt to achieve communication but unfortunately this way misleads them and consequently, caused such errors.

As a result, intralingual errors constitute (٢٠٥٠, ٦٢.١٪) of the total

number of errors and this does confirm what Corder (١٩٧٩: ٦٦) mentions: " most errors are attributed to two major sources: interlingual -intralingual."

Accordingly, **inter**-**intralingual** errors constitute two sources of errors. But, the distinction between these two sources is not clear –cut and the difficulty of assigning errors to a specific source are both confirmed by several writers e.g. Firth (١٩٧٥:٣٢٨); Johanson (١٩٧٥:٢٥١); Littlewood (١٩٨٤:٢٧) and Abbot and Wingard (١٩٨٥:٢٣١). Such difficulty results from several factors. Some of these factors that are mentioned are:

(١)   **Transfer** (the main source of **interlingual** errors), and **overgeneralization** (the main source of **intralingual** errors) are expressions of the same underlying strategy of using previous knowledge in the second learning task. Yet, both of these processes can be seen as forms of simplification- a strategy used by L^2 learners to reduce the L^2 rules into simpler ones (Richard and sampson, ١٩٨٠:٦)

(٢)   Language learning is an interaction of internal factors (e.g. **transfer, simplification, generation of false hypothses by the learner, and others**), and external factors (e.g. Context of learning, communication situation...).The external factors will be discussed in the following section.

٤.٣.١.٣ *Context of Learning*

The context of learning is another source of the subjects' errors simply because it depends thoroughly on the triangle that is made of the instructor/lecturer , the material, and the student. These three factors work together in the process of learning. But the key through which one can enter to the world of learning is the instructor/lecturer because teaching will depend upon his experiences, beliefs, and his cleverness to facilitate things. Unfortunately, the misleading explanations will lead the subjects to make

incorrect hypotheses about the language and as a result commit error. **Mekeating** (١٩٨٥:٢١٣) remarks that the reason behind studying errors is to find out something about the learning-teaching process and the strategies employed by human beings learning and teaching another language.

The influence of the context of learning can be seen in question ١ item (٩) see the following example:

Item (٩) The car was almost new; **<u>again</u>**, it was in an excellent condition.

* The car was almost new; **<u>finally</u>**, it was in an excellent condition.

The error above may be attributed to classroom presentation where several **LCs** are presented at the same time with insufficient explanation and practice due to the limited time allotted for teaching **Cs**. This may make students unable to recognize **LCs**.

Also presenting and practicing the use of **LCs** by focusing on one aspect and neglecting the other may lead to such confusion in their use. Students, for instance are informed to use the **Cs** " **again**", and "**above all**" when they want to add information or argument to what has already been said which implies the use of reinforcing **Cs** in general without pointing out to the difference between these two **Cs**.

"**<u>Again</u>**" is used to add similar idea to a preceding one. Whereas, "**<u>above all</u>** is used to add extra information to a preceding idea or argument. Thus, neglecting such thing makes students confuse these two **Cs** and this can be shown clearly in question (١) item (٢)(see the above example):

Item (٢) She has the opportunity, the motivation, and **<u>above all</u>**, the courage to do it.
* She has the opportunity, the motivation, and **<u>again</u>**, the courage to do it.

The misleading explanation might be the reason behind the subjects' incorrect use of "**again**" instead of "**above all**" and this makes the meaning of the sentence weak. Thus, attention must be drawn to the areas where all **Cs** are permissible and the others where only one is permissible.

The total number of such errors is (٢٠٠, ٦.٠٦٪)

٤.٣.١.٤ *Communication Strategies*

Communication strategies are ways through which **L٢** learners use their own decisions in an attempt to reach an intended communicative goal. But these decisions may lead to the correct solution. In the same way, they may lead to wrong solution.

"**Guessing**" is one of these strategies and its influence can be seen through the subjects' correct responses to item (١٠) in question (١). Look at the following example:

Item (١٠) She borrowed my bike and never gave it back. **To top it all**, she broke the lawnmower and then pretended she hadn't.

The high rate of the subjects' correct responses may be attributed to the above strategy.

Conversely, such a strategy may lead the subjects to make errors as happened in responding to items (٧), and (١١) in question (٢). Notice the examples below:

Item (٧) **For a start**   (**enumerative**)

* **For a start**   (**equative**)

Item (١١) **Too**   (**reinforcing**)

* **Too**   (**equative**)

Other errors that can be seen in question (٣) in error type (٢) which is " **lack of agreement between the antecedent and the following verb**" in items (٣), and (٥) as well as the omission of the verb in item (١٥) may be attributed to strategies of communication and simplification that are used by **L٢** learners to learn the language as illustrated below:

Item (٣) possible answer: The house <u>is </u>very nice; **again**, it <u>is</u> in a beautiful region.

* The house <u>are</u> very nice; **again**, it <u>were</u> in beautiful region.

Item (٥) possible answer: The teacher <u>is</u> not at all happy with the work the student did in the class. In particular, he **<u>considers</u>** the way in which he **<u>behaves</u>** in the class is very impolite.

* The teacher <u>are </u>not at all happy with the work the student did in the class. In particular he **<u>consider</u>** the way in which he **<u>behave</u>** is very impolite.

Item (١٥) possible answer: Ali <u>is</u> handsome; **furthermore**, he <u>is</u> clever.

* Ali handsome; **furthermore**, he clever.

The omission of the ٣rd person "s" in (٣), and (٥) and the omission of the verb in (١٥) may occur because the students think that they are redundancies and they are unnecessary for the kind of communication they use. As Richads (١٩٨٠:١٧٧) puts it, the student's motivation to achieve communication may exceed their motivation to produce grammatically correct sentences.

In addition, error type ٣ could also be explained in terms of the difference between English and Arabic .

Other communication strategy is what is called "**<u>carelessness</u>**" or "**<u>avoidance strategy</u>**" which can be seen in errors type ٤ in questions (١, ٢, and ٣) and error type ٣ in question (٤) may be behind some types of errors like " **<u>giving no response</u>**", and "**<u>making no choice</u>**".

As a result, errors may be the product of all these factors (the internal as well as the external factors) that operate simultaneously in any bilingual situation. Such operation makes an error that looks like a structure of the learner's $L^١$, wrongly attributed to transfer of $L^١$ to $L^٢$; it may have been caused by some other mental processes. Conversely, an error that looks like an overgeneralization of $L^٢$-rules may wrongly be attributed to overgeneralization; it may be influenced in some way by the learner's $L^١$.
The total number of such errors is (٩٨٠, ٢٩.٦٩٪)

Chapter Five

Conclusions, Recommendations,

and suggestions

٥.١ *Introduction*

This chapter outlines the conclusions of the study. First, it presents the findings of the study. Then, it highlights some pedagogical implications (suggestions and recommendations) in the light of the findings. At the end of the chapter, few topics are suggested for further related research work.

٥.٢ *Conclusions*

٥.٢.١ *Theoretical Conclusions*

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

١- **Cs** are not integrated in the clause structure as well as they are not integrated in system- sentences and this can be confirmed by using Lyons (١٩٧٧:٦٢٢) distinction between **"system-sentences"** and **"text-sentences"**. **"system-sentences** are abstract theoretical constructs"** and **"text-sentences** are context- dependent utterances-signals.**" In short**, according to Lyons **Cs** are within "text-sentences" but not integrated in" system-sentences." Accordingly, this confirms what Quirk et al. (١٩٨٥:١٠٧٠   ) mention about **Cs** and **adjuncts**: **adjuncts** are integrated in clause structure, whereas, **Cs** are peripheral to the clause structure. Consequently, **LCs** are not integrated in system-sentences they are peripheral and by this way we can

differentiate between them and the other classes of adverbials like **adjuncts**. This is syntactic difference.

٢- **Listing**, unlike the other types of **Cs** is a basic language function in which **Cs** are used to list or order the ideas in a logical and chronological way. They are indeed the right devices or tools for connection without these devices, speech or text would consist of sporadic sentences that reveal no coherent idea the writer/ or the speaker would like to convey.

٣- **LCs** differ from the other types of **Cs** by their grammatical role (semantic meaning) which is **listing**.

٤- **LCs** are variant, and consequently have different functions. They can indicate the notion of **enumeration**; that of **addition** which can indicate the notion of: **equation** as well as that of **reinforcing**.

٥- **LCs** are used to connect two independent units rather than one of contributing another facet of information.

٦- The use of **LCs** will improve as well as add sophistication to the writing style.

٧- The misuse of **LCs** will lead to a potential communicative break down.

٨- They are unlike the other types of **conjunctions** such as: coordinating **conjunctions** in that they need a semi-colon 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 calls semi-colon conjunctions.

٩- **LCs** are not decorative, there are conditions that these **conjuncts** specify, having to do with the speaker's goal and the informativeness of the expressions that these **Cs** "add".

١٠- Such **Cs** help to link sentences, making them coherent, compact and facilitate interpretation.

١١- The appropriate use of **LCs** is a sign of mature writing.

١٢- **LCs** make utterances economic by combining each two sentences into one.

٥.٢.٢ *Practical Conclusions*

In the light of the results and the foregoing discussions, it can be concluded that:

١- **LCs**, as it has been expected, is a problematic linguistic area wherein Iraqi **EFL** college students at the fourth year have been found to face difficulties. In recognizing and producing **LCs** (i.e. they face difficulty in mastering such **Cs**). This difficulty is evident from the great number of errors (٣٣٠١, ٦٦.٠٢) made by the sample students when they use **LCs**. Accordingly, this validates the first hypothesis of the present study that reads Iraqi **EFL** college students face more difficulties in mastering **LCs**.

٢- From the findings of data analysis for questions (**three**) and (**four**), the researcher concludes that the subjects encounter difficulty in using **LCs** to make grammatical sentences of their own and they misuse these **conjuncts** in paragraph writing which means that most of them are incompetent to use **LCs** correctly. This is evident from the rate of their incorrect responses to these two questions which is (١٧٧٤, ٧٠.٩٦),

whereas, that of the correct ones is (٧٢٦, ٢٩.٠٤). This validates the second hypothesis of the present study.

٣- From the subjects' performance throughout the whole test, the researcher concludes that the informants of the study (i.e. fourth year College Students) experience difficulty in recognizing **LCs.** This validates the third hypothesis of the present study. But, they face more difficulties in using **LCs** on the production level than the recognition one. This is confirmed by using a mean: the subjects' performance on the recognition level has obtained a mean of (١٩.٤٦) against a mean of (١٤.٥٢). Accordingly, the forth hypothesis of the present study is valid as well.

٤- This difficulty centers on **nine** types of errors which are made by the majority of the sample students. The errors can be summed up as follows:

(١) Wrong choice of **LCs**.

(٢) Deletion of some **CS**.

(٣) Giving no response.

(٤) Failure to use **LCs** in grammatical sentences.

(٥) Lack of agreement between the subjects and the following verb.

(٦) Using **LCs** with one sentence.

(٧) Combining two sentences without using semicolon and a comma.

(٨) Failure to give the correct **LCs**.

(٩) Repetition of the same **C** in more than one place.

٥- Finally, in an attempt to justify the reasons behind the subjects' poor performance in recognizing and producing **LCs**, the researcher ascribes such performance to the following factors arranged hierarchically depending on the percentage of errors attributed to each:

(١) Intralingual transfer which accounts for (٦٢.١ %) of the subjects' total errors constitutes the majority of their errors. This confirms what French (١٩٧٠:٦) states "intralingual errors constitute the majority of errors made by learners." Thus, the subjects' dependence on their prior knowledge of the **L٢** language regardless of their acceptability is due to their incomplete understanding of such **Cs** which encourages overgeneralization, incomplete application of rules, false concept hypothesized, and failure to learn conditions for rule application.

(٢) Communication strategies which account for (٢٩.٦٩ %) of the subjects' total errors. The subjects' use these strategies to structure what they mean.

(٣) Interlingual transfer in which the subjects' errors are attributed to the negative transfer of the **L١** of the learners into the **L٢**. Accordingly, the **L٢** learners are found to follow rules of their **L١** and not the rules of the **L٢**. Errors attributed to this factor constitute (٢.١٥ %) of the subjects' total errors.

(٤) Context of learning which accounts for (٦.٠٦ %) of the subjects' total errors. The reason behind such errors may be because **LCs** have not been given attention in the grammar books in general, and in the subjects' textbooks in particular.

٥.٣. *Recommendations*

٥.٣.١ *Pedagogical Implications*

In the light of the study and its conclusions, the researcher recommends the following:

١- Since **LCs** are problematic to Iraqi **EFL** college students, a lot of concentration should be laid on teaching such constructions. Thus, to promote a full understanding of **LCs**, lecturers/instructors should focus on teaching the meaning of these connectives explicitly because students' misunderstanding of these words could limit their reading comprehension and writing style.

٢- **LCs** can be taught by using the same technique used in the test of the present study.

٣- Attention should be drawn for each **error type** and they should be asked to avoid making it.

٤- Students must be told not to use translation or transfer the structure of Arabic to English. They must also be told not to overgeneralieze the rules that they have learned previously when they use **LCs**.

٥- The time allotted for teaching **LCs** must be increased. Rules must be sufficiently explained and enough practice must be given. This will give the students the chance to make generalizations, test them, and realize the restriction of these rules.

٦- The use of **LCs** by the students, both in speaking and writing must be encouraged, since this indicates syntactic maturity

٧- Students must be told that the misuse of **LCs** will lead to a potential communicative breakdown.

٨- Students' attention must be directed to those **Cs** that are similar in meaning and they should be taught not to confuse the uses of these **Cs**.

٩- Lecturers/instructors must give a place for the new methods of teaching which encourage students' mastery of **LCs** in the English classroom.

١٠- In an attempt to achieve a satisfactory level of mastery, lecturers/instructors should know about the individual remedial work to be able to help the non-master students to achieve a satisfactory level of mastery in using **LCs**.

٥.٤ *Suggestions*

In the light of the results of the present study, the following topics are suggested to be studied:

١- A study can be conducted to find out the influence of different teaching techniques on the errors made in using English **LCs**.

٢- A similar study could be conducted on the Third year students of the English Department to reveal errors made in **LCs** by the students of this grade.

٣- A contrastive study between the English **LCs** and their counterparts in Arabic accompanied by a field study to ascertain the errors whose source is interference from Arabic.

Bibliography

Aarts, F. and J. Aarts. ١٩٨٨. *English Syntactic Structures* .New York : Prentice Hall Europe .

Abbott , G. and P. Wingard . ١٩٨٥ . *The teaching of English as an International language* . A practical guide . Collins .

Al-Jubouri, C. F. ٢٠٠٤. *Evaluating the Performance of Iraqi EFL College Students in Manipulating Participial Constructions.* Unpublished Ph.D Thesis, College of Education, University of Baghdad.

Al-Haidary, M.A. ٢٠٠٥. *Investigating the Difficulties Faced by Iraqi EFL College Learners in Distinguishing the Relationships Among Adverbial Clauses of Cause, Purpose, and Result.* Unpublished M.A. Thesis, College of Basic Education, University of Babylon.

Al- Hamash , K.I. and J. J. Abdulla . ١٩٧٩. **A** *Course in Modern English Grammar* . Iraq . Baghdad.

Allen , E. D. and R.M. Valette . ١٩٧٢ . *Modern Language Classroom Teaching : A handbook* . New York : Harcourt Brace , Jovanovich , Inc .

Al-Rimi, M. M. ١٩٩٧. *Teaching Cohesive Devices to Advanced Yemeni Learners.* Unpublished Ph.D Thesis. Internet. www.educ. gov.on.ca/eng/document/curricul/curr٩٧.htm.

Ansell , M. ٢٠٠٠ . *English Grammar Explanations and Exercises* . Internet . WWW.fortunecity.com/bally/durrus/١٥٣/gramch٢٨.htm

Anastasi , A. ١٩٨٢ . *Psychological Testing* . New York : McMillan publish company , Inc .

Azar, B.S. ١٩٩٩ . *Understanding and Using English Grammar* ٣rd ed . New Jersey : Prentice – Hall, Inc.

Babcock , K. ٢٠٠٠. *Painless Grammar Wily Adverb* ,Internet www.Karenbabcock.com/grammarAerb.htm/-٧K.

Baskervill , W.M. and J.W. Sewell . ٢٠٠٥ . *Adverb An English Grammar* . *W.M. Baskervill* : Internet : www.classiclit.about.com/----/b/~wmbaskervill-grammar-parts-adverbs.htm

Beare , K. ٢٠٠٥. *Sentence Connectors – English as ٣nd Language Achives* . Internet . els.about.com/b/a/٢٠٠٥-٠١-١٤.htm

Bell , R . T . ١٩٨١ . *An introduction to Applied linguistics : Approaches and Methods in Language Teaching* . London : Batsford .

Blackmore , D. and R. Carston . ٢٠٠٥ . *The Pragmatics and Conjunctions* : The non- narrative cases (pdf) . Internet : www.phon.ucl.ac.ul/home/pub/wb/wpl/٩٩papers/blackemore-carston. (pdf)

Brown , D. ١٩٨٧ . *Principles of language Learning and Teaching* . ٢nd ed. Englewood Cliffs : Printice - Hall, Inc .

Burnham , N. and F. Hutson ١٩٩٨ . *Scientific English as a foreign Language*. Internet : Users, www.edu/~nab/sci-eng/٩٨-nov-٢htm-٤k-kesdan-oxsar .

Burton, -Roberts, N. ١٩٩٧. *Analyzing Sentences: An Introduction to English Syntax.* London: Longman Group Ltd.

Bunchield R.W . ١٩٩٦ . *The New Fowler's Modern English Usage* . Clare don Press Oxford , England .

Chalker , S. ١٩٨٤ . *Current English Grammar*. London: Macmillan Publishers.

Close , R.A. ١٩٧٤ . *A University Grammar of English* (Workbook) . London : Longman .

_____. ١٩٧٥ . *A Reference Grammar for Students of English* . London : Longman.

Corder, S. P. ١٩٧٩. "Error Analysis, inter language and second language acquisition". In Kinsella, Valerie (ed.). *Language Teaching and linguistics surveys*. Cambridge.

Crystal , D. ١٩٩١ , *A Dictionary of Linguistics and Phonetics* . Oxford : Oxford University Press .

Davies, A. ١٩٨٨. "Procedures in Language Test Validation". In Hughes, A. (ed.) *ELT Document ١٢٧: Testing English for University Study.* Oxford: Modern English Publications in Association with the British Council. pp. ٢٩-٣٥.

_____. ١٩٩٠. *Principles of Language Testing*. Great Britain.

Dittmar, N. ١٩٧٦. *Sociolinguistics, A Critical Survey of the Theory and Application.* . London**:** Edward Arnold Publishers, Ltd.

Dulay, H.; M. Burt; and S. Krashen.١٩٨٢. *Language Two*. . New York: Oxford University Press.

Ebel, R. L. *Essential of Educational Measurement.* ١٩٧٢. Englewood Cliffs, New Jersey: Printice-Hall.

Eckersley, C.E. and J.M. Eckersley. ١٩٦٠. *A Comprehensive English Grammar for Foreign Students.* London: Longman.

Els, V., Th.. Bongaerts; G. Extra, and Ch. Dicten ١٩٨٤. *Applied Linguistics and the Learning and Teaching of Foreign languages.* London: Edward Arnold, Inc.

Eulenberg, A. ٢٠٠٤. *Conjunctions*. Internet. www.Cs.indianaedu/event/ maics/procedings/Eulenberg.htm

Falvey, P. ١٩٨٦. "Matching Teaching with Testing" in *Techniques of Teaching from Theory to Practice.* London: Modern English Publications Ltd.

Finocchiaro, M. ١٩٧٠. *English as a Second language*: From Theory to Practice. New York, Eighth printing, Simon and Schuster, Inc.

Firth, M.B. ١٩٧٥. "Second Language Learning: an examination of two hypotheses" *IRAL* ١٣ (٤): ٣٢٧-٣٣٢.

Frank, M.١٩٧٢. *Modern English: A practical English Guide.* Englewood Cliffs, N.J.: Prentice-Hall, Inc.

French, F.G.١٩٧٠. *Common Errors in English, Their causes, prevention and cure*. Oxford: Oxford University Press.

Gardner, R.C. and L., Gliksman. ١٩٨٢. "On Grander on Affect: A discussion of Validity as it relates to the Attitude /Motivation Test Battery: A Response From Grander" in *Language Learning Journal*. Vol. ٣٢, No. ١, June.

Geldren, E.V. ٢٠٠٠. *A Grammar of English*. Internet. www.public. asu.edu/geldren/٣١٤ext/chap٥.htm.

Gethin, Hugh. ١٩٣. *Grammar in Context*: Proficiency level English. London: Collins ELT.

Haliday, M.A.K. and R.Hasan. ١٩٧٦. *Cohesion in English*. London. London: Longman.

Harris, D.P. ١٩٦٩. *Testing English as a Second Language*. New York: Mc Graw-Hill Book Company-

Harrision , A.١٩٩٣. *A Language Testing Handbook .* London :Macmillan Press .

Heaton, J.B. ١٩٨٨. *Writing English Language Tests*. London: Longman.
Hollman, W.٢٠٠٣. Week ٤: *Grammatical Functions*. Internet. www.ancs.ac.uk/staff/hollman/٢٠٠٣_week٤.pdf.

Jain, M.P. ١٩٨٠. "Errors Analysis: Source, cause and significance". In Richards, J.C. (ed). *Error analysis. Perspectives on second language acquisitions*. Longman.

Johanson, S. ١٩٧٥. **"The uses of error analysis and contrastive analysis I".** *English Language Teaching* ١٨(٣): ٢٤٦-٢٥٣.

Jones, T.E. ٢٠٠٥. *Common Problems of English Grammar and Punctuation.* Internet. www.gocities.com/Athens/Acgean/٦٣٥٤/ grammar.htm١?٢٠٠٥?٢٠٠٥٢٣#sem!.

Kies, D. ٢٠٠٥. *The Adverbial and Adverbial Complements.* Internet. www.papyre.com/hypertextbooks/engl/٢٦/c.١_adxac.htm.

Krohn, R. ١٩٧١. *English Sentence Structure*. Ann Arbor: The University of Michigan Press.

Lado, R. ١٩٦٢. *Language Testing*. London: Longman.

Landsherger, J. ٢٠٠٤. *Study Guides and Strategies.* Internet.

Leech, G.; B. Cruickshank; and R. Ivanic. ٢٠٠١. *English Grammar and Usage*. London: Longman.

Levinson, S.C. ١٩٨٣. *Pragmatics*. Cambridge: Cambridge University Press.

Littlewood, W.T. ١٩٨٤. *Foreign and Second Language Learning. Language Acquisition Research and its Implications for Classroom:* Cambridge University Press.

Lott, D. ١٩٨٣. "Analysis and Counteracting interference errors". *English Language Teaching*. Vol. ٣٧١٣: ٢٥٦-٢١٦.

Lyons, J. ١٩٧٧. *Semantics*. Cambridge: Cambridge University Press.

Madson, H.S. ١٩٨٣. *Techniques in Testing*. Oxford: Oxford University Press.

Mehrens,W.and I , Lehman , ١٩٨٤. *Measurement and Evaluation in Education and Psychology* . New York : GBS College publishing .

Mureen, H. and R. Heinz. ٢٠٠٥. *Conjunct Glossary Definition-Using English*. Internet.www.UsingEnglish.com/glossary/Conjunct.htm

Oller, J. W. ١٩٧٩. *Language Tests at school: A pragmatic Approach.* London: Longman.

Peters, P. ٢٠٠٤. *The Cambridge Guide to English Usage*. Internet. www.assts.cambridge.org/٠٢/٦٢/١١٨x/sam[le/٠٥٢١٦٢/٨١xws.pdf.

Pollock, C. W. ١٩٨٢.*Communicate What you mean*. University of Denerer. Prentice-Hall.

Praninskas, J. ١٩٥٧. *Rapid Review of English Grammar.* New Jersey: Printice-Hall, Inc.

Quirk, R.;S. Greenbaum; G. Leech; and Srartvik. ١٩٧٢. *A Grammar of Contemporary English*. London: Longman.

_____. ١٩٨٥. *A Comprehensive Grammar of the English Language*. London: Longman.

Richards, J.C. ١٩٨٠. "A non-Contrastive approach to error analysis". In Richards, J. (ed.). *Error Analysis Perspectives on Second Language Acquisition*. Longman.

_____ and G. Sampson. ١٩٨٠. **"**The Study of Learner English**".** In Richards, J. (ed.). *Error analysis perspectives on second language acquisition*. Longman.

Rackham, M. *Conjunctive: Adjectives and Adverbs*. Internet. www.splashesfromtheriver.com/---/conjunctive-adjectives-adverbs.htm

Roberts, P. ١٩٨٠. *Patterns of English.* Cambridge: Cambridge University Press.

Rutherford, W. ١٩٨٧. *Second Language Grammar: Learning and Teaching. Longman* . . London: Longman

Salzman, A. ٢٠٠٥. *Logical Connectors*. Internet. www.iei.uiuc.edu/structure/structure١/transition.htm.

Shammas, N. A. ١٩٩٨. *Use in English* . Syria: Aydi Printing House.

Shephered, J.; R. Rossner; and J. Taylor. ١٩٨٤. *Ways to Grammar.* Chicago: Slott, Foresman and Company.

Pankie, G. M. ١٩٨٧. ***The Grammar you need***. London: Macmillan publishers.

Swan, M. ١٩٩٦. ***Practical English Usage***. Oxford: Oxford University Press.

_____. ٢٠٠١. ***Basic English Usage*** Oxford: Oxford University Press.

Thomason, A. J. and A. V. Martinet. ١٩٨٦. ***A Practical English Grammar for Foreign Students***. London: Oxford University Press.

Thurgood, G. ٢٠٠٥. Syllabus-٢٢٢ ***Adverbs and Adverbials***. Internet. www.csuchico.edu/~/gt/٨/٢٢٢/mp٣١٧kk/gavt.htm.

Underhill, N. ١٩٨٧. ***Testing Spoken Language***. Cambrige: Cambridge University Press.

Weir, C. J. ١٩٩٠. ***Communicative Language Testing***. Englewood Cliffs, New Jersey: Prentice- Hall, Inc.

_____, ١٩٩٣. ***Understanding & Developing Language Tests.*** . London: Longman.

Yorkey, R. C. ١٩٧٠. ***Study Skills..*** Mc. Graw-Hill, Inc.

s

Appendix I

The Test Before the Tryout

Q. ١ From the following list supply a suitable listing conjunct to link the two sentences in each pair below, without using the same conjunct twice:
(On the one hand, on the other hand, above all, equally, on top of it all, then, in particular, again, finally, fourthly, in the same way, to start with)

١- She has high responsibilities and, --------, a high salary.

٢- She has the opportunity, the motivation, and -------- the courage to do it.

٣- It is possible to make a continual approach towards impartiality: -------- by knowing things somewhat remote in time or space; and, -------, by giving to such things their due weight in our feelings.

٤- We are not at all happy with the work you did on the new kitchen. --------, we consider that the quality of wood used for the cupboards is very bad.

٥- James Carter did every thing he could to educate his children. -----------, they in turn put a high value on their own children's education.

٦- He worked until six; --------, we went home.

٧- What are you going to do? "Well, -------, I'm going to buy a newspaper.

٨- --------, the principles that generate implicatures have a very general explanatory power.

٩- The car was almost new; --------, it was in an excellent condition.

١٠- She borrowed my bike and never gave it back. --------, she broke my lawnmower and then pretended she hadn't.

Q. ٢ Classify the conjuncts on the right side of the vertical line by arranging them in the subclasses listed on the left:

Subclasses	Conjuncts
١- **Enumerative** ٢- **Equative** ٣- **Reinforcing**	١- furthermore ٢- in the first place ٣- in addition ٤- also ٥- equally ٦- in the same way ٧- for a start ٨- likewise ٩- what's more ١٠-similarly ١١- on top of it (all) ١٢- to begin with ١٣-a, b, c… ١٤-second of all ١٥-moreover

Q. ٣ / Use each of the following listing conjuncts in a sentence of your own. Don't forget that each conjunct is used to combine two sentences as shown in the following example:

First the economy is beginning to recover and second(ly) unemployment figure have not increased this month.

Now try to use these conjuncts to combine sentences:

١- **to begin with**

٢- **likewise**

٣- **again**

٤- **similarly**

٥- **in particular**

٦- **a, b, c,….**

٧- **moreover**

٨- **second of all**

٩- **equally**

١٠- **to top it (all)**

١١- **What's more**

١٢-**in the same way**

١٣- **on the one hand…… on the other hand**

١٤- **one, two, three…**

١٥- **furthermore**

(Q. ٤ /A)/ Read the following passage carefully then tick the letter of the correct answer to each item within the passage. The numbers of the items with the letters of the answers are given below the passage.

The town's traffic problems are appalling. (١. ------) the town lies on a major commercial rout. (٢. -------), it generates its own rush –hour traffic. (٣----), it's near enough to be caught by the capital's weekend traffic. (٤. --------) the narrow streets were not built for today's cars and Lorries. Thus action is urgently needed. Travelers were unhappy, worried, and (٥. ------) very afraid of this road simply because there is only one simple solution- namely a by- pass. Accordingly, they were complaining of this road in the twentieth century.

١- a. for a start	b. moreover	c. likewise	d. then
٢- a. first	b. in the same way	c. second	d. too
٣- a. similarly	b. to begin with	c. also	d. in particular
٤- a. two	b. furthermore	c. finally	d. second of all
٥- a. c	b. one	c. last	d. above all

B// Read the following passage carefully, and then supply the most suitable listing conjuncts that fit the appropriate blank.

Students are classified in different groups: the (١. --------) group includes those who dress formally. The (٢. -------) group includes those who dress semi formally. The (٣. -------) category includes those who dress casually. And (٤. ------), there is the group that everyone dreads: the negative teacher. (٥. --------) to those two groups, there is another group: the dances.

Appendix II

Possible Answers

Q. ١/

١- equally

٢- above all

٣- on the one hand………… on the other hand

٤- in particular

٥- in the same way

٦- then

٧- to start with

٨- finally

٩- again

١٠-on top of it all

Q. ٢/

Enumerative:

١. (٢) in the first place

٢. (٧) for a start

٣. (١٢) to begin with

٤. (١٣) a, b, c,….

٥. (١٤) second of all

Equative:

١. (٥) equally

٢. (٦) in the same way

٣. (٨) likewise

٤. (١٠) similarly

Reinforcing:

١. (١) furthermore

٢. (٣) in Addition

٣. (٤) also

٤. (٩) what's more

٥. (١١) on top of it (all)

٦. (١٥) moreover

Q.٣٧/ Possible answers:

١. Several reasons can be given for the change in the attitude of many students. To begin with, they fear the out break of nuclear war.

٢. The region is beautiful. Likewise, the climate is excellent.

٣. Sometimes he is pleasant; again, he can be very unpleasant.

٤. The roads are usually very crowded at the beginning of the holiday season. Similarly, there are often serious traffic jams at the end of the holiday.

٥. We are not at all happy with the work you did on the new kitchen. In particular, we consider that the quality of wood used for the cupboards is very bad.

٦. The doctor asked me to do three things. A, he asked me to take the drug in time. B, he also asked me not to exaggerate in eating. C, he advised me to entertain myself.

٧. She is very intelligent. Moreover, she is ambitious.

٨. Ali doesn't want to go to the market today. First of all, he's busy and second of all, he has some work to do.

٩. She has high responsibilities and, equally, a high salary.

١٠. She borrowed my bike and never gave it back. To top it (all), she broke the lawnmower and then pretended she hadn't.

١١. What a frightful storm! There are gale force winds, and what's more, there's vicious thunder and lightning.

١٢. James Carter did everything he could to educate his children. In the same way, they in turn put a high value on their own children's education.

١٣. You are kind, and nice on the one hand, and a problematic husband on the other hand.

١٤. I want to give you just two pieces of advice. One, there is no reason why he should know about your decision. Two, it would be better if you acted before he finds out.

١٥. I deserve the best. I'm good enough. I'm smart enough, and furthermore, people like me.

Q. ٤/ A//

١- for a start

٢- second

٣- also

٤- furthermore

٥- above all

B//

١- first

٢- next

٣- last

٤- in addition

٥- finally

Appendix III

The Test After the Tryout
(The Final Copy of the Test)

Q. ١ From the following list supply a suitable listing conjunct to link the two sentences in each pair below, without using the same conjunct twice:

(On the one hand, on the other hand, above all, equally, on top of it all, then, in particular, again, finally, fourthly, in the same way, to start with)

(٢٠ marks)

١- She has high responsibilities and, --------, a high salary.

٢- She has the opportunity, the motivation, and -------- the courage to do it.

٣- It is possible to make a continual approach towards impartiality: -------- by knowing things somewhat remote in time or space; and, -------, by giving to such things their due weight in our feelings.

٤- We are not at all happy with the work you did on the new kitchen. ---------, we consider that the quality of wood used for the cupboards is very bad.

٥- James Carter did every thing he could to educate his children. -----------, they in turn put a high value on their own children's education.

٦- He worked until six; --------, we went home.

٧- What are you going to do? "Well, -------, I'm going to buy a newspaper.

٨- --------, the principles that generate implicatures have a very general explanatory power.

٩- The car was almost new; --------, it was in an excellent condition.

١٠- She borrowed my bike and never gave it back. --------, she broke my lawnmower and then pretended she hadn't.

Q.٢ Classify the conjucts on the right side of the vertical line by arranging them in the subclasses listed on the left:

(٣٠ **marks**)

Subclasses	Conjuncts
١-Enumerative	١-furthermore
	٢- in the first place
	٣- in addition
	٤-also
٢-Equative	٥-equally
	٦- in the same way
	٧-for a start
	٨-likewise
	٩-what's more
٣- Reinforcing	١٠-similarly
	١١- on top of it (all)
	١٢- to begin with
	١٣-a,b,c,….
	١٤-second of all
	١٥- moreover

Q.٣ / Use each of the following listing conjuncts in a sentence of your own. Don't forget that each conjunct is used to combine two sentences as shown in the following example:

(٣٠ **marks**)

First the economy is beginning to recover and **second(ly)** unemployment figure have not increased this month.

Now try to use these conjuncts to combine sentences:

١- **to begin with**

٢- **likewise**

٣- **again**

٤- **similarly**

٥- **in particular**

٦- **a, b, c,….**

٧- **moreover**

٨- **second of all**

٩- **equally**

١٠- **to top it (all)**

١١- **What's more**

١٢-**in the same way**

١٣- **on the one hand…… on the other hand**

١٤- **one, two, three…**

١٥- **furthermore**

(Q. ٤ / Read the following passages carefully, and then supply the most suitable listing conjuncts that fit the appropriate blank.

(٢٠ marks)

A)/

The town's traffic problems are appalling. (١. ------) the town lies on a major commercial rout. (٢. -------), it generates its own rush –hour traffic. (٣----), it's near enough to be caught by the capital's weekend traffic (٤. --------) the narrow streets were not built for today's cars and Lorries. Thus action is urgently needed. Travelers were unhappy, worried, and (٥. ------) very

afraid of this road simply because there is only one simple solution- namely a by- pass. Accordingly, they were complaining of this road in the twentieth century.

B//

Students are classified in different groups: the (١. --------) group includes those who dress formally. The (٢. -------) group includes those who dress semi formally. The (٣. -------) category includes those who dress casually. And (٤. ------), there is the group that everyone dreads: the negative teacher. (٥. --------) to those two groups, there is another group: the dances.

Appendix IV
Possible Answers

Q. ١/

    ١- equally

    ٢- above all

    ٣- on the one hand………… on the other hand

    ٤- in particular

    ٥- in the same way

    ٦- then

    ٧- to start with

    ٨- finally

    ٩- again

    ١٠- on top of it all

Q. ٢/

Enumerative:

    ١- (٣) in the first place

    ٢- (٧) for a start

    ٣- (١٢) to begin with

    ٤- (١٣) a, b, c,….

    ٥- (١٤) second of all

Equative:

    ١- (٥) equally

    ٢- (٦) in the same way

    ٣- (٨) likewise

    ٤- (١٠) similarly

Reinforcing:

١- (١) furthermore

٢- (٣) in Addition

٣- (٤) also

٤- (٩) what's more

٥- (١١) on top of it (all)

٦- (١٥) moreover

Q. ٣/ Possible answers:

١. Several reasons can be given for the change in the attitude of many students. To begin with, they fear the out break of nuclear war.

٢. The region is beautiful. Likewise, the climate is excellent.

٣. Sometimes he is pleasant; again, he can be very unpleasant.

٤. The roads are usually very crowded at the beginning of the holiday season. Similarly, there are often serious traffic jams at the end of the holiday.

٥. We are not at all happy with the work you did on the new kitchen. In particular, we consider that the quality of wood used for the cupboards is very bad.

٦. The doctor asked me to do three things. A, he asked me to take the drug in time. B, he also asked me not to exaggerate in eating. C, he advised me to entertain myself.

٧. She is very intelligent. Moreover, she is ambitious.

٨. Ali doesn't want to go to the market today. First of all, he's busy and second of all, he has some work to do.

٩. She has high responsibilities and, equally, a high salary.

١٠. She borrowed my bike and never gave it back. To top it (all), she broke the lawnmower and then pretended she hadn't.

١١. What a frightful storm! There are gale force winds, and what's more, there's vicious thunder and lightning.

١٢. James Carter did everything he could to educate his children. In the same way, they in turn put a high value on their own children's education.

١٣. You are kind, and nice on the one hand, and a problematic husband on the other hand.

١٤. I want to give you just two pieces of advice. One, there is no reason why he should know about your decision. Two, it would be better if you acted before he finds out.

١٥. I deserve the best. I'm good enough. I'm smart enough, and furthermore, people like me.

Q. ٤/ A//

١- for a start

٢- second

٣- also

٤- furthermore

٥- above all

B//

١- first

٢- next

٣- last

٤- in addition

٥- finally