

## جامعة بابل

استقصاء الصعوبات التي يواجهها طلبة الجامعة العراقيين  
من متعلمي اللغة الإنجليزية لغة أجنبية في استخدام أدوات  
الربط الانتقالية

رسالة تقدمت بها

إلى

مجلس كلية التربية الأساسية - جامعة بابل جزءاً من متطلبات الحصول  
على درجة ماجستير تربوية في طرائق تدريس اللغة الإنجليزية  
لغة أجنبية

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آذار ٢٠٠٦

صفر ١٤٢٧

**UNIVERSITY OF BABYLON**  
**INVESTIGATING THE DIFFICULTIES FACED**  
**BY IRAQI EFL UNIVERSITY LEARNERS IN**  
**USING TRANSITIONAL 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**

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**March, 2006**

**Safar ,1427**

# بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

شَهِدَ اللَّهُ أَنَّهُ لَا إِلَهَ إِلَّا هُوَ  
وَالْمَلَائِكَةُ وَأُولُوا الْعِلْمِ قَائِمًا  
بِالْقِسْطِ لَا إِلَهَ إِلَّا هُوَ الْعَزِيزُ  
الْحَكِيمُ

صدق الله العظيم

آل عمران ﴿١٨﴾

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*To my family.....*

*To my husband.....*

*To my children....*

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# Abbreviations

Symbol	Description
C <sub>s</sub>	Conjuncts
C <sub>v</sub>	Coefficient variation
Dis	Discoursal
EFL	English as a foreign language
L1	First language
L2	Second language
Te	Temporal
TL	Target language
Tr. C <sub>s</sub>	Transitional Conjuncts
*	unacceptable

# ***ACKNOWLEDGEMENTS***

Praise be to (Allah) for helping me in completing this study. I wish to express my gratitude and thanks to my supervisors **Asst. Prof. Adil Al-Akkam**, and **Asst. Prof. Hameed Hassoon** for their suggestions, support and encouragement throughout the preparation of this work.

I am particularly indebted to all the professors who taught me in the MA course for their suggestions.

Thanks are also due to the dean, teaching staff and the students of English Department, in the College of Education for their co-operation in carrying out the test.

I would like to extend many thanks to the librarians for their invaluable and remarkable services.

I also present my sincere thanks to all my sisters and my father who have helped me in one way or another in presenting this study.

Finally, my thankfulness and appreciation are due to my family and to my husband for their support, co-operation, patience and encouragement.

# Chapter One

## Introduction

### 1.1 The Problem

Conjuncts can be found in all types of texts, and they often play a very significant role in maintaining cohesion in speeches (spoken) and in written arguments or discussions. Cohesion is the term used to describe the grammatical means by which sentences are paragraphed and linked. In English, the principal means of establishing cohesion are through the use of pronouns, determiners and conjunctions (Cyber,2004:3).

As Nunan (1993:27) points out, “cohesive devices themselves do not create the relationships in a text; what they do is to make the relationships explicit”. Cohesion, in itself, is not enough to make a text coherent. The content of the text has to have its own logic, which the reader should be able to recognize even without the aid of explicit cohesive devices.

According to Quirk et al.(1985:639) ,two types of **transitional conjuncts** can be recognized in English: discorsal and temporal conjuncts: Discorsal conjuncts include the following: ‘incidentally’, ‘now’ (informal), ‘by the way’ and ‘by the by’. Temporal conjuncts include the following: ‘meantime’, ‘meanwhile’, ‘in the meantime’, ‘originally’, ‘subsequently’, ‘eventually’ and ‘in the meanwhile’. **Transitional conjuncts** “serve to shift attention to another topic or to a temporally related event”.

Most Iraqi EFL university students may lack knowledge about **transitional conjuncts** because of the weakness in teaching such materials.

Most of the students may ignore the fact that these conjuncts, like other conjuncts can overlap with each other. Such a process is expected to be difficult for the students to master (Quirk et al,1985:1089).

It is possible that some students are unable to identify the difference in meaning and function of certain **transitional conjuncts**. It is also important to point out that **transitional conjuncts** only highlight logical connections if a logical link already exists within the text.

Focusing specifically on the practical applications of teaching **transitional conjuncts**, the researcher thinks that some methods of teaching these connectors in the classroom can be confusing and may lead to the misuse of certain connectors. Many students misuse or over use **transitional conjuncts** in the belief that they will add a logical argument to their writing or simply improve their style. This, of course, could be due to the traditional methods of teaching **transitional conjuncts** in the classroom.

Traditionally, the researcher finds that most course books present **transitional conjuncts** out of context in isolated sentences that bear no relation to each other, thereby, not allowing students to see the 'big picture' and the form and function of these connectors within that picture. Often, students are presented with long lists of connectors, again out of context, which are loosely categorized into groups according to meaning and function. This of course, can lead students to believe that those connectors within the same categories are interchangeable in a text, since the subtle differences in meaning and the positioning of each conjunction are not highlighted.

However, before deciding this, the readers have to take into consideration several different factors, the most important of these being the learners' reasons for learning English: do they need to use it in a written or spoken context, or whether they need it for formal or informal situations. In addition, frequency should be another central consideration: how often are these connectors used, and how they are used in relation to particular kinds of texts and contexts.

## ***1.2 Aims of the Study***

The study aims at:

- 1- Identifying the Iraqi EFL university students' performance in recognizing and producing **transitional conjuncts**.
- 2- Presenting literature view about **transitional conjuncts** which can be of help to distinguish those conjuncts and their different types and functions.
- 3- Finding out the causes of the students' errors so that some solutions can be posited to help them overcome the problems they face in using such conjuncts.

## ***1.3 Hypotheses***

In view of the preceding aims, it is hypothesized that:

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



## **1.4 Procedures**

In the course of fulfilling the aims of this study, the following procedures are to be followed:

- 1- Presenting a comprehensive description of English **transitional conjuncts** and their two types: temporal and discorsal conjuncts depending on the literature available in the field.
- 2- Identifying the functions and uses of these conjuncts.
- 3- Selecting a sample of Iraqi EFL university students as subjects for administrating a test to point out the difficulties that they may encounter in using **transitional conjuncts**.
- 4- Analyzing the results of the test, on the bases of which conclusions and pedagogical recommendations will be given.

## **1.5 Limits of the Study**

The sample of the study is confined to university students at fourth stage in the Department of English at the College of Education, University of Babylon during the academic year (2004-2005).

The Fourth Year Students have been chosen to apply the test as the topic under investigation i.e **transitional conjuncts** have been taught to them in their third year of study.

## **1.6 Value**

To the best knowledge of the researcher, no such study has so far been carried out to evaluate the performance of Iraqi EFL university Learners in the use of **transitional conjuncts**.

It is hoped that this study will be of value to those interested in studying syntactic performance of EFL learners.

The findings of the present work are hoped to be useful in two aspects:

- 1- The theoretical aspect : the study will provide up to date information about **transitional conjuncts** which can be useful for the researchers as it can pave the way for further research on this topic.
- 2- The practical aspect :it will have a pedagogical value for teachers in that it can provide insights in the problematic areas concerning **transitional conjuncts** which can be useful to them in their effort to help learners perform more effectively. The study can also be of some help to syllabus designers as it can serve as a basis for the preparation of remedial teaching programmes.

# ***Chapter Two***

## ***Transitional Conjunctions***

### **2.1 Introduction**

This chapter presents the theoretical framework of the present study. It gives a clear view of the types of adverbials in English and their classification. Particularly, it deals with conjunctions, their definitions and their types. The present study, on the other hand, focuses on **transitional conjunctions**, their definitions, their types, functions and positions. This will be followed by defining the other types of conjunctions and classifying their subtypes.

Through reviewing literature concerning evaluation of the performance of EFL university students in using the **Transitional Conjunctions**, the researcher has found some relevant studies of Iraqi researchers. These studies are presented chronologically and discussed at the end of the chapter with the view of comparing them with this study.

### ***2.2 Syntactic Functions of Adverbials***

According to Quirk et al. (1985:1069), adverbials are divided into four broad categories of syntactic functions: adjuncts, subjuncts, disjuncts and conjunctions (henceforth **Cs**). While adjuncts are similar in the weight to other sentence elements, subjuncts are generally not realized by clauses, the exception being viewpoint subjuncts. Adjuncts and disjuncts tend to differ semantically in that adjuncts denote circumstances of the situation in the matrix clause,

whereas disjuncts comment on the style or form of what is said in the matrix clause.

The syntactic difference does not manifest itself in form or position, for example,

- (1) If we look at it from an historical point of view, they have little claim on the territory. (subjunct)
  - (2) Slowly they walked back home, he spoke to me about it briefly. (adjunct)
  - (3) He took his coat, since it was raining. (disjunct)
- (Quirk et al. 1985:1070-1075)
- (4) Despite having worked hard , he failed in the exam. (conjunct)

(Chalker, 1984:250)

The adverb functions as the head of an adverb phrase or adverbial, with or without modification. Adjuncts and subjuncts are relatively integrated within the structure of the clause. Conjuncts express the speaker's assessment of the relation between two linguistic units. **Cs** have primarily a connective function (Quirk et al., 1985:236; Parrot, 2002:32 and Andrew, 2004:5).

The Adverbial is integrated to some extent in the clause structure if it is affected by such clausal processes as negation and interrogation: for example it is an adjunct if either:

It cannot appear initially in a negative declarative clause.

- (5) Quickly they didn't leave for home.

Or it can be the focus of a question.

- (6) Did they leave for home quickly?

In contrast, disjuncts and conjuncts are not affected by either of these clausal processes. For example, the disjunct 'to my regret' can appear initially in a negative clause.

(7) To my regret, they did not leave for home.

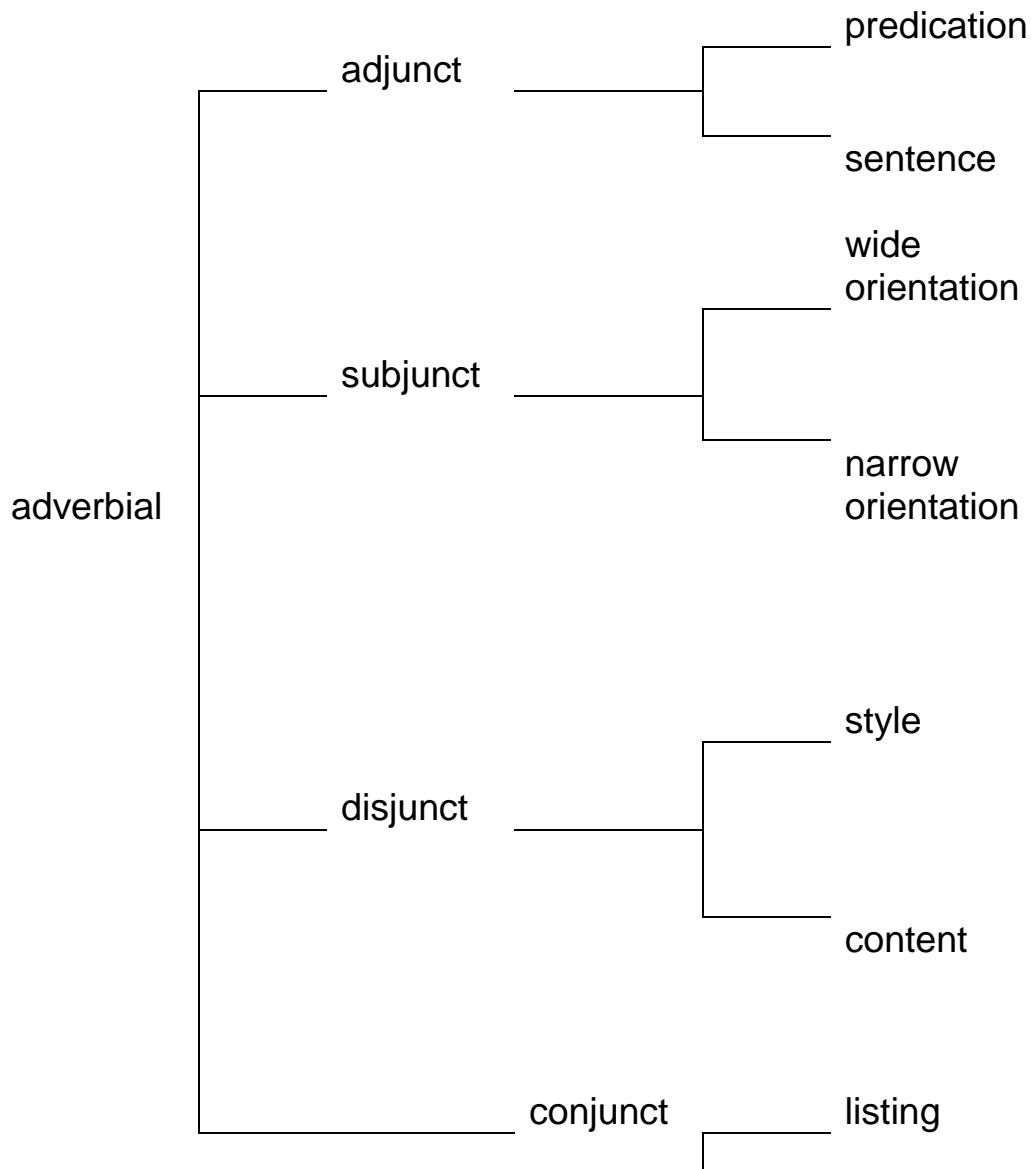
And cannot be the focus of a question.

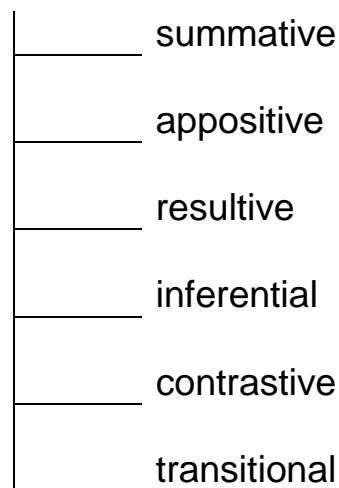
(8) To my regret, did they leave for home?

(Quirk et al., 1985: 507)

## 2.3 Subtypes of Adverbials

Adverbials are subdivided into several major subtypes as shown in the following figure:





(Ibid:508)

## ***2.4 Semantic Classification of Adverbials***

There are two terms which have been adopted: centrality and periphery, which have important bearing on the relative position of adverbials. The distinction between centre and periphery is relative rather than absolute. The verb element is the most central element in that (1) its position is normally medial rather than initial or final: (2) it is normally obligatory: (3) it can't normally be moved to a different position in the clause: and (4) it helps to determine what other elements must occur. For the opposite reasons, adverbials are the most peripheral elements (1) their position is most frequent final: (2) they are usually optional: (3) they are mostly mobile, and (4) they do not determine what other elements occur (Ibid:51-52).

It is worth pointing out that different degrees of centrality can be observed not only in different elements of clause structure, but also in different subcategories of the same element. Thus the adverbial category has been described as the most peripheral, but it is in fact a heterogeneous category, within which there are

relatively central and relatively peripheral types of adverbials (Thornbury, 1997:14).

Most adverbials are both mobile and optional, but there are some adverbials which cannot readily be moved from their position in a given clause. And there are even adverbials which are obligatory, such as the place adverbials ‘in the oven’ in the following example,

(9) I have put the meat in the oven.

Those adverbials integrated into clause structure are regarded as adjuncts, subjuncts and those that are such markers of peripherality as separation from the rest of clause by intonation in speech or by commas or semi comma in writing, are either disjuncts or conjuncts (Quirk et al., 1972: 271 and Hollman, 2003:5)

(10) The baby walked back to his mother very slowly.

By contrast, disjunct adverbials semantically express and evaluate of what is being said either with respect to the form of communication or to its meaning. We identify disjuncts with the speakers’ authority for, or comment on, the accompanying clause (Quirk et al., 1985:440).

(11) Frankly, I’m sick. (disjunct)

Conjunct adverbials are more like disjuncts than adjuncts in having a relatively detached and ‘super ordinate role’ as compared with other clause elements (Ibid: 632).

(12) He went out although it was raining. (Conjunct)

(Swan, 1997: 253)

(13) Unless something is done soon, we will lose the last cause of all. (Conjunct)

(Foly, 1991: 675)

## **2.5 Conjuncts**

### **2.5.1 Definitions**

Cs indicate how the speaker “views the connection between two linguistic units such an indication does not conversely entail the use of conjunct” (Quirk et al., 1985: 32 ).

(14) You can tell me or not. But in any case I will find out the truth.

(15) The plan was carefully thought out; yet, it didn't work.  
(Close, 1974:100)

According to Crystal (1992:81), Cs are items or processes whose functions are to connect words or other constructions. Thus the adverbials which function as connective devices are sometimes referred to as ‘cohesive devices’ (Halliday and Hasan, 1976:226 and Phild, 2004:19) or ‘conjunctive adverbial’ or ‘adverbial conjunction’ or ‘conjunctive adverb’ (Al-Hamash and Abdullah, 1979:430 and Eulenberg, 2004:2) or ‘conjuncts’ (Quirk et al., 1985:631) or ‘sentence connectors’ (Korean, 2004: 289) or ‘connectors’ (Chalker, 1984: 209) or ‘discourse markers’ (Swan, 1997:151; Parrot, 2002:31) or ‘logical connectors’ (Swan, 1997:151 and Ceris, 2004:27).

Conjuncts are sometimes called ‘sentence adverbials’ by grammarians. But Quirk et al. (1985:31) don't follow this convention partly because the double motivation involves two quite separate considerations and partly because other adverbials (sentence adjuncts) also relate to the sentence as a whole.

Punctuation thus has a greater interest for the study of texts than for linguistics as a whole, where it can be generally looked upon as. Conjunctive adverbs or Cs are not true conjunctions but



these adverbs often function as conjunctions in joining two independent clauses. Because of that, a semi-colon precedes them and a comma follows them is required when connecting two independent clauses. A conjunctive adverb connects two ideas in complete clauses (Robert, 2004:2; Power, 2004:5; Korean, 2004:26; Diana, 2005:11 and Miller, 2005:1).

(16)He is trying hard; however, he still makes mistakes.

(Andrew, 2004: 386)

(17)The Zionists tried to stop Arab demonstrators; yet, they failed.

(Al- Hamash and Abdullah, 1979:432)

(18)I don't think we'll succeed; but, we should at least try.

(Dolphin, 2004: 231)

## **2.5.2 Functions**

Conjuncts have different terms as seen in the previous section, but they do perform the same function. In the present study, the terminology used by Quirk et al (1985) will be adopted.

The adverbial is integrated to some extent in clause structure. Cs are grammatically distinct from adjuncts in applying the clausal processes such as interrogation, negation, etc.

According to Quirk et al. (1985:633-634), Cs have the function of conjoining independent units rather than one of contributing another facet of information to a single integrated unit. Cs are related to the speaker's comment in one quite specific respect: his assessment of how he views the connection between two linguistic units which may be concerned large or small: sentence, paragraphs, or large parts of a text.

(19) We'd like you to stand although we believe, we can still manage.

(Bosewitz, 1987: 230 )

It is common for a conjunct to have a focusing as well as conjoining one, especially when it is conjoining relatively small units (Sinclair and Coulthard, 1975:15 and Quirk et al., 1985:634).

### **2.5.3 The Semantics of Conjuncts**

Conjuncts and sentence connectors are fundamental parts of any academic writing. It is vital role to be able to join sentences and thoughts. When writing papers or reports, Learners need to use different conjunctive roles in order to be cohesive in their writing speech or discourse or text (Mcdougal and Barbara, 2000: 7 and Gelderen, 2004:2).

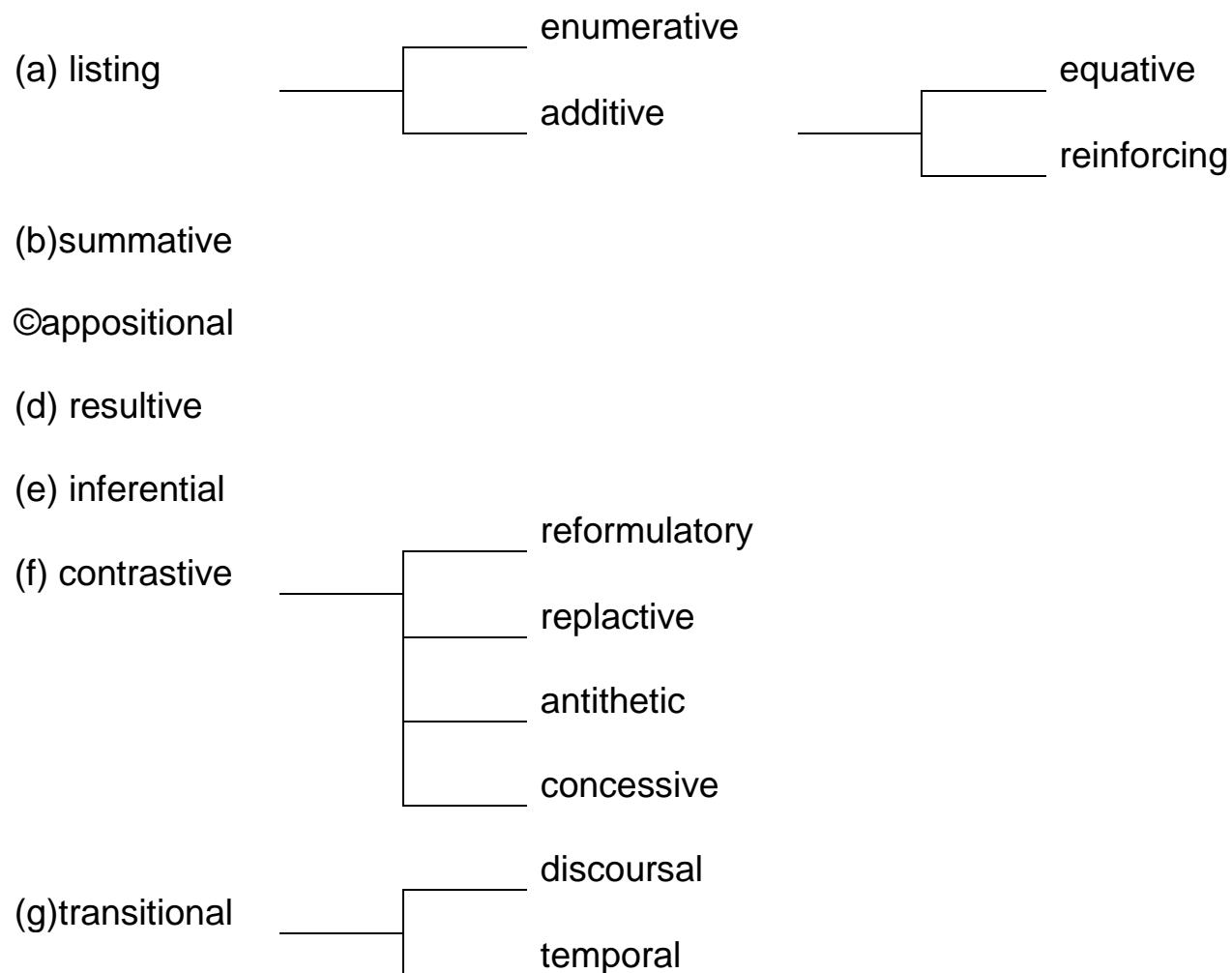
Cohesive devices are indeed the right devices or tools for such connectivity; without such devices, speech or text would consist of sporadic sentences that reveal no coherent idea the writer or speaker would like to convey.

Cohesive devices are variant and consequently have different functions. They can indicate the notion of addition, that of contrast, etc.

They are classified according to the conjunctive role each of them plays in connecting sentences in a discourse, whether spoken or written (Macfadyen, 1994:115 and Shamma, 1998:164-166).

Quirk et al. (1985:634), Shamma (1998:164-166), Hall (2003:256), Phild (2004:1), and Madison (2004:62) have

distinguished that **Cs** have seven conjunctive roles, in some cases with: fairly clear subdivisions as shown in the following diagram:



(ibid)

## **2.5.3.1 Transitional Conjunctions**

### **2.5.3.1.1 Definition**

Transitional Conjunctions (henceforth **Tr. Cs**) “serve to shift attention to another topic or to a temporally related event” (Quirk et al., 1985 : 639).

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

(Power, 2004: 4)

(21) Barry seems very friendly; incidentally, he’s the same sign as lam.

(Armchair, 2003:10)

According to Comrie (1985:1), Sperber and Wilson (1986:1), Wilson and Pollitt (1994:1) and William (2004:1), **Tr. Cs** are like bridges between the parts of the paper. They merge pieces of the writing together; in so doing they smooth the flow of the content and ease the reading process. **Tr. Cs** help readers carry over a thought from one sentence to another, from one idea to another, or from one paragraph to another with words or phrases.

(22) I want to tell you about my trip, but; by the way, how is your mother?

(Quirk et al., 1985: 639)

(23) By the by, are you going to the dance?

(Parrot, 2002: 3)

According to Hale (1976:317), Foly (1991:60), Armchair (2004:11), and Cyber (2004:31), **Tr. Cs** can be called as ‘adverbial expletive’ which can appear nearly anywhere within a sentence. Expletives do not introduce dependent clauses, but join

independent clauses, or act as a bridge between sentences or paragraphs.

(24) Toni found that old sofa; by the way, lying in a vacant lot.

(25) The new students; incidentally, don't have enough pencils.

(Armchair, 2004: 11)

Adverbial connectors are one form of transition or words used to join multiple ideas together. Transition makes your writing more cohesive and coherent (McCarthy, 1991:4).

Nunan (1993:5), Burchfield (1996:3) and Hall (2003:3) say that the most convincing ideas in the world, expressed in the most beautiful sentences, will move no one unless those ideas are properly connected.

Providing transition between ideas is largely a matter of attitude. Writers must never assume that their readers know what know. In fact, it is a good idea to assume not only that readers need all the information that writers have and need to know how they arrived at the point they are at, but also that readers are not quite as quick as writers are. They might be able to leap from one side of the stream to the other (Sinclair and Coulthard, 1975:16).

### ***2.5.3.1.2 Types of Transitional Conjunctions***

According to Quirk et al. (1985 :634), McCarthy (1991:3), Shamma (1998:166), Phild (2004:1) and Armchair (2004:2) , **Tr. Cs** have two basic mechanical considerations in providing transition between ideas: Discoursal **Cs** and Temporal **Cs**.

## **2.5.3.1.2.1 Discoursal Conjuncts**

### **2.5.3.1.2.1.1 Definition**

Crystal (1992:25) defines discourse (henceforth **Dis**) as, the study of the relationship between language and the contexts in which it is used, 'A continuous stretch of language larger than a sentence, often constituting a coherent unit'.

Discourse may have any number of interlocutors, from a single signpost to a heated parliamentary debate. Discourse may vary in degrees of formality and structure, as well as in the object it pursues.

When interpreting discourse, a certain amount of procedures are activated within the listener/reader, which facilitate its interpretation. The listener/reader will search for coherence, and meaning, within the linguistic and contextual knowledge of the language and the situation, as well as in the conceptual and formal schemata at his disposal (Kaplan and Danettee, 2003:3).

Focusing on the use of cohesive devices and more specifically on **Dis Cs** in written or spoken language which can be considered as a useful tool to enable students to make logical connections and coherent stretches of discourse.

(26) Salim will buy a new house; by the way, how is his thesis?

(27) Now you are back, let us start the meeting.

(Ceris, 2004:2)

### **2.5.3.1.2.1.2 Function**

**Dis Cs**, just like a conjunctive adverb, appear between independent clauses and provide adverbial emphasis. In addition to this function, **Dis Cs** can appear between entire sentences, acting as a connector, or a bridge between the sentences (Armchair, 2004:16).

**Dis Cs** can also appear between entire paragraphs acting as a connector between these constructions (Ibid: 17 and Grew, 1990:44).

(28) Coastlines are actually infinite in length though they circumscribe a finite area. Incidentally , you might think that could simply stretch a long string a round the coast for an accurate measurement but unless the string were infinitely thin , it would still involve essentially the same kind of over-simplification as the stick.

(Edmondson, 1981:39)

Parrot (2002:302) gives a clear definition and states some of the different functions and uses of **Dis Cs**:

- To 'signpost' logical relationships and sequences-to point out how bits of what we say and write relate to each other.
- To 'manage' conversations - to negotiate who speaks and when, to monitor and express involvement in the topic.
- To influence how the listeners or readers react.
- To express our attitude to what we say and write.

'Incidentally' and 'by the way' add explicitly that what is being said is a digression as it is seen in the following examples:

(29) The airlines charge half price for students; incidentally,  
I have already bought my ticket to New York.

(Grice, 1967:289)

According to Quirk et al. (1985:646) and Swan (1996:432), virtually all Cs can appear in questions. Especially 'by the way' and 'by the by' (not commonly used) transitions can occur in questions:

(30) And, quite; by the way, how is your sister?

(Quirk et al., 1985:647)

(31) You are doing your job perfectly; by the by, how is your health?

In example (32) it is intended to mean not 'she is studying meteorology as a minor and incidental component of her work, but I regard it as an incidental worth passing on to you; often however incidentally is used as a polite way of changing the subject; in this usage' it resembles 'by the way' and is incidental to what has preceded only to the extent that something has been said that reminds the speaker of the other topic.



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

(Ibid: 339)

Among the other **Dis Cs**, 'now' have function as 'discourse-initial items' which can be less easy to account for plausibly, but it seems significant that such items are usually those that have a well-established conjunctive role in mid-discourse use. Such **Cs** do not necessarily seek to change the subject of the discourse; they are frequently used merely to indicate a rather adventitious relation (Ibid: 631-39).

The transition 'now' (informal) introduces a new stage in the sequence of thought.

(33) We have settled that at last. Now, what was the other thing we wanted to discuss?

(Brown and Yule, 1983:30)

### **2.5.3.1.2.1.3 Discourse Strategies**

Halliday and Hassan (1976:48), Thornbury (1997:246) and Margert (2004:76) say that certain words, or phrases, and their location within the discourse will activate a set of assumptions as to the meaning of what has gone beforehand or will generate a set of expectations as to what may follow. These words can be described as 'cohesive devices', as they create links across the boundaries of mere fragments, or can chain related items together.

Relational structures can be realized by a number of discourse designs or strategies that have been well described within the rhetorical tradition since ancient time.

Some of the most outstanding may be seen in terms of the following metaphors:

- (a) Step
- (b) Chain
- (c) Stack
- (d) Balance

The chain resembles the step procedure in going from point to point, but whereas in a stepped text it is part of the technique to assure the hearer/reader in advance that the course is unidirectional and the goal planned with the chain it is equally part of the technique to let it appear that. Though, there are definite links, the direction may curve. The chain strategy is thus well suited to reflective or exploratory discourse. The chain is often characteristic of informal speech, where the varied and uncertain progression is acknowledged by sections beginning with 'by the way' and the like (Quirk et al., 1985:1435-37 and Crystal, 1992:27).

- (34) By the way, Cynthia. It's awful of me, I know, but would you be able to look after my dog while I'm a way next week?

The different discourse strategies will likewise call for different adverbial indicators. The step technique is simplest, following as it does a progressive relation-with the chain; however,

it is particularly helpful to point to the existence and direction of transitions in the structure.

The writers need here to emphasize their dual role in the textual structure: interpreting the text to the hearer/ reader (e.g in encouraging a particular attitude), and expressing the relevant connection between one part of a text and another (Quirk et al., 1985:1464-66).

The Cs would serve not only to nudge the hearer in the direction of adopting a particular attitude or to let the hearer know something of the speaker's attitude: they would also indicate the nature of the connection between the two parts of each text (Grice, 1967:27 and Quirk et al., 1985:1464-66).

### ***2.5.3.1.2.2 Temporal Conjuncts***

#### ***2.5.3.1.2.2.1 Definition***

Temporal (henceforth **Te**) transition similarly seeks to indicate a move away from the normal sequence in narrative.

(35) He saved a great deal of money, but; in the mean time,  
his house deteriorated badly.

The speaker here is not, of course concerned to repeat on two simultaneous happenings but to relate them (in this case, ironically the money in the bank should have been used to repair the house). If the speaker in an oral conversation wishes to refer to an earlier point or introduce a new topic instead of pursuing the last speaker remarks (Quirk et al., 1985:340).

The textual fragmentation of a conference results primarily from the ability of many participants to speak simultaneously coupled the absence of a hierarchical or linear planning structure (Comri, 1985:22).

Lascarides and Asher (1993:319) set the definition of **Te Cs** as the relations hold between events described by successive utterances.

But according to Arther (1957:11), Van (1983:5), and Allen (1984:154) **Te Cs** have been broadly used to cover all the ideas of the speaker to the representation of temporal information within a logical framework.

### ***2.5.3.1.2.2 Function***

**Te Cs** can function as related events in terms of the time of the occurrence (Sinclair and Goulthard, 1975:30).

Quirk et al. (1985:1452) divide three major divisions of time relation ship:

- 1- Temporal ordering previous to a given time reference
- 2- Temporal ordering simultaneous to a given time reference
- 3- Temporal ordering subsequent to a given time reference

Item (1) is not related to **Te Cs** which function as temporal adverbs so it is excluded from this work but items (2) and (3) are closely related with **Te Cs** functions. So the researcher aims to clarify these two items.

2- Temporal ordering simultaneous to a given time reference: Including the following adverbials: meantime, meanwhile, in the meanwhile and in the meantime.

(36) Several of the conspirators have been arrested but their leader is as yet unknown. Meanwhile the police are continuing their investigations into the political sympathies of the group.

(Ibid)

'Meanwhile' means from the time of the arrests up to the present. 'In the meantime', 'meanwhile', 'meantime' and 'in the meanwhile' mean at the same time or during the interval (Lascares and Oberlander, 1993:19 and Wash,1999:30).

(37)The ambulance got stuck in rush-hour traffic; in the meantime, the child became delirious (Burnham and Hutson, 1998:2).

(38)They are on their way; meanwhile, lets have a game.

(Foley, 1991:4)

(39)They repaired the fence ; in the meanwhile, the horse jumped the fence and never returned.

(40)While I'm out , you can; meantime, do the dishes .

(Tide, 2005:6)

3- Temporal ordering subsequent to a given time reference: including the following adverbials: 'subsequently' and 'eventually' mean at a specific time or a specific order. Nunan (1993:30) and

William (2004:2) also say that 'subsequently' and 'eventually' can show time sequence.

(Deirdre and Dausperber, 1975:3 and Wash,1999:30)

(41)I felt very confused; eventually, I telephoned him.

(42)They completed their job; subsequently, they entered a fantastic hotel.

(Wash,1999:30)

## **2.5.3.2 Listing Conjuncts**

### **2.5.3.2.1 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., 1985:636).

Shammas (1998:185) mentions that listing Cs are divided into two major types: enumerative as well as additive. Additive Cs are divided into subcategories: equative and reinforcing.

Enumerative Cs include: first, second, third etc.

Firstly, secondly, thirdly etc.

(43) 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.

(Burnham and Huston, 1998:2)

Additive Cs are divided into two subcategories:

Equative Cs include: equally, likewise, in the same way, similarly (Quirk et al., 1985:635).

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

(Landsherger, 2004:19)

Reinforcing Cs include the following: again, also, furthermore, moreover, in addition, in particular, what's more, above all and on top of it all.

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

(Thomson and Martinet, 1986:288)

### **2.5.3.3 Summative Conjunctions**

#### **2.5.3.3.1 Definition**

Summative Cs introduce an item that embraces the preceding ones (Deirdre and Dausperber, 1975:5).

Summative Cs include: all in all, in conclusion, to sum up, so that, etc.

(46)The train was so late this morning that I missed my connection in Glasgow.

(Bosewitz, 1987:229)

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

(Quirk et al., 1985:637)

### ***2.5.3.4 Appositive Conjuncts***

#### ***2.5.3.4.1 Definition***

Appositive Cs are concerned rather to express the content of the preceding item or items in other terms.

Appositive Cs include: namely, in other words, for example, for instance, that is, that is to say.

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

(Ibid)

### ***2.5.3.5 Resultive Conjuncts***

#### ***2.5.3.5.1 Definition***

Resultive Cs are used to give an effect or result (Halliday and Hasan, 1976:256).

Resultive Cs include: consequently, hence, therefore, thus, and as a result.

(49) There were no supporters. Therefore, the team lost the match.



(50) We were frightened. As a result, we decided to go to the police.

(Bosewitz, 1987:229)

## **2.5.3.6 Inferential Conjuncts**

### **2.5.3.6.1 Definition**

Inferential Cs indicate a conclusion based on logic and supposition (Quirk et al., 1985:638).

Inferential Cs include: else, otherwise, then, in other words and in that case.

(51) A: Give my regards to John. B: Then you're not coming with me?

But the conjunct 'then' is especially used in an inferential response to another speaker (Ibid).

## **2.5.3.7 Contrastive Conjuncts**

### **2.5.3.7.1 Definition**

Contrastive Cs are used "to present either contrastive words or a contrastive matter in relation to what has preceded" (Quirk et al., 1985:638).

Contrastive Cs can be divided into four types:

Reformulatory Cs include: better, rather, in other words.

Replacive Cs include: alternatively rather, on the other hand.

Antithetic Cs include: instead, then, on the contrary, in contrast, by comparison, on the other hand etc.

Concessive Cs include: any how, any way, else, however, nevertheless, still, though, yet, in any case, at any rate, in spite of that, and all the same.

(52) I listened to his story, though I never believed it.

(53) I'd like to work to earn some money. On the other hand I should finish University.

(54) She wanted to be at work on time; nevertheless, she couldn't start her car.

(Bosewitz, 1987:231)

## **2.5.4 *Positions of Conjuncts***

It is important to be aware that although some linkers have similar meanings, they may not be interchangeable within a text. Different linkers are usually found in different positions in a sentence. The positioning of linkers can be put into three categories. (Thorubuty, 1997: 3 and Ceris, 2004: 8).

According to Chalker (1984:210), Quirk et al. (1985:643) Thorubury (1997:4) and (Ceris, 2004:9): the normal position for most Cs is initial which is the commonest one and is probably essential for some (e.g similarly, likewise, furthermore, also, again, equally, altogether, hence, besides, what is more, still and yet).

Those linkers that link ideas between two sentences or paragraphs are usually placed at the beginning of a sentence and usually separated from what follows by a tone unit boundary in speech or a comma in writing (Hall, 2004:51).

Linkers that usually join two clauses together are found in the middle of a sentence/go between two clauses.

Conjunctive adverbs can occur possibly in mid position and usually preceded by a semicolon and followed by a comma. Some Cs may occur in that position: however, nevertheless, etc.

## ***2.6 Previous Studies***

Through reviewing literature concerning evaluation of the performance of EFL university student in using Tr. Cs, the researcher has found some relevant studies of Iraqi researchers. These studies are close with the present work. They are presented chronologically and discussed with the view of comparing them with the present study.

### ***2.6.1 Al-Dulaimy(1989)***

Al-Dulaimy's study aims to identify secondary school pupils' errors in the verb tense in English and compare errors of boys to those of girls, both quantitatively and qualitatively.

Al-Dulaimy's study is of error-analysis nature; eleven verb tense-forms are included in a test of four questions, which are equally distributed to test the pupils' ability to identify and produce correct tense-form in separate sentences and prose passages. The researcher has identified seven types of errors. He attributes

these errors to eleven sources (e.g, testees' ignorance of rule restrictions, inadequacy of teaching methods, incorrect generalization, misunderstanding the English time adverbials, morphological reasons, differences between Arabic and English tense systems, etc. ) . Thus, pupils' misunderstanding of some rules is one of these difficulties which are put as a problem being investigated.

### ***2.6.2 Al-Ma'moori (2003)***

Al-Ma'moori's study aims at presenting an adequate and systematic framework of the various semantic and syntactic features and classifications of modal perfect constructions so that these constructions could be seen as systematic as possible.

The researcher's work began with a presentation of a review of the semantic and syntactic aspects of the topic. Then a test was conducted to measure the ability of 4<sup>th</sup> year university students' recognition and production of modal perfect constructions. The testees' overall performance was not satisfactory. The correct responses constituted only 33%.

Iraqi EFL learners face serious difficulties in mastering the semantic interpretations that the combination of modality and perfective aspect implies. This is ascribed to three basic factors: context of learning, complexity of these structures, and the absence of their counterparts in Modern Standard Arabic.

The study is limited to the investigation of the combination of modality and perfective aspect of English verbs. Iraqi Arabic

speaking learners in the fourth year of the Department of English, College of Education for Women, University of Baghdad are chosen for this study.

Finally, some pedagogical recommendations and suggestions for further research are provided.

### ***2.6.3 Al- Jubouri (2004)***

Al- Jubouri's work attempts to present a systematic description and analysis of participial construction in English. It aims to measure the students' ability in using participial construction, in distinguishing gerundial functions from the participial one and evaluating the types of syntactic errors made by the students in making participial and gerundial constructions.

The study comprises five chapters. Chapter one handles the nature of the problem being investigated, aims of the study, the hypotheses, limits of the study, the procedures, value of the study and definitions of basic terms.

Chapter two is devoted to the theoretical background of participial constructions. Chapter three is dedicated through reviewing literature concerning evaluation of performance of EFL university students in manipulating the participial constructions; the researcher has found some relevant studies.

Chapter four provides a description for the researcher's attempt to devise the test .Chapter five is devoted to the presentation and discussion of the result of the test.

Finally, the findings arrived at in the light of the analyses conducted in previous chapters, some pedagogical

recommendations and suggestions for further research are provided.

#### **2.6.4 Edan (2004)**

Edan's study is mainly concerned with English verbless clauses as one of the structural types of clause. They cover structures with no verb, but are capable of being analyzed into clause elements. They can often be regarded as derivations from finite or nonfinite clauses. Such processes are irregular and depend largely on the syntactic content of the sentence itself.

The study aims at investigating the ability of Iraqi EFL university students to recognize and use verbless clauses and the extent to which they can change those clauses to finite or nonfinite ones and vice versa.

This study comprises five chapters, the first of which is devoted to the discussion of the problem, aims, hypotheses, procedures followed, limit, and value of the study.

Chapter Two is a theoretical survey of the three types of clause; finite, nonfinite, and verbless clauses including their definitions, types and functions with more emphasis on verbless clauses as they form the main aim of the study.

Chapter Three presents a description of the test administered to the fourth year EFL university students. This description includes the objectives of the test, its design, material selection, validity and reliability, subjects, as well as the scoring scheme adopted.

Chapter Four outlines the results of the test from both statistical and linguistic perspectives.

Finally, Chapter Five summarizes the conclusions arrived at in the study, on the bases of which some pedagogical implications are given and some topics for further research are suggested .

### ***2.6.5 Subhi (2004)***

Subhi's study deals with the errors made by EFL university students in Iraq who study EFL in using English concord in the subject and its verb area. Many difficulties may face the university students in using concord for example, a verb is singular or plural may depend on whether its subject is singular or plural. Therefore, students' failure or misunderstanding of some rules of agreement is one of these difficulties.

The aims of this study are identifying, classifying, as well as stating the differences in making errors in subject-verb agreement between second and fourth year students and comparing the results of these groups. The study is limited to the second and fourth year students of English Departments, university of Tikrit and Baghdad .It focuses on the errors made by university students in the area of English concord in grammar.

The researcher has arrived at some conclusions such as many errors are made by university students in the area of English concord. And there is no significant difference among second year students in both colleges, in addition, there is no significant difference among fourth year students in both colleges.

A theoretical discussion of English concord is presented in chapter two. Furthermore, this chapter deals with important aspects of grammar that may cause a problem to university

students. Chapter Three presents a description of the test. Chapter four has dealt with the procedures and the results of the test.

Finally, chapter five sheds light on the main conclusions and findings of the current study, recommendations and suggestions for further studies.

### ***2.6.6 Al-Haidary (2005)***

This study investigates the difficulties faced by Iraqi EFL learners in distinguishing the relationships among adverbial clauses of cause, purpose and result. The Iraqi EFL learners are not able to distinguish syntactically and semantically among those clauses of cause, purpose and result. In addition, those learners are unable to differentiate among various subordinators used to express clauses of different meanings such as: so that, that, in order that, for, and so. Furthermore, the Iraqi EFL learners are incapable of distinguishing adverbial clauses that combine meanings. Moreover, the Iraqi EFL learners can not differentiate between the similarities and differences among cause, purpose and result adverbial clauses. This study is an attempt at finding out the extent the Iraqi EFL learners can recognize the relationships among adverbial clauses of cause, purpose and result.

This study falls into five chapters. Chapter One is an introductory chapter which defines the problem, the purpose, and the hypotheses of the study. It also specifies the procedure, the limit and the value of the study.

Chapter Two is devoted to explaining the syntactic and semantic classification of adverbial clauses in English. It also



investigates the relationships among cause, purpose and result clauses supported by sufficient examples.

Chapter Three provides a description of the researchers' attempt to devise a constructive study-tool, i.e., the test.

Chapter Four deals with the analysis of the results obtained and the learners' errors.

Finally, Chapter Five sums up the conclusions arrived at, recommendations and suggestions for further studies.

### **2.6.7 Al-Khateeb (2005)**

One of the most important lexical relations is antonymy which refers to the words that have opposite meanings. The uniqueness of meaning of every antonym is attributable to its occupation of a particular semantic space. So it can be said of almost any two words that they are "not the same" in meaning. This study aims at explaining the main characteristics of antonyms and investigating empirically the extent of Iraqi EFL university students' awareness of the different types of antonyms.

This study consists of five chapters. Chapter One offers the problem, aims, hypotheses, procedures, limits and value of the study. Chapter Two presents a close look at some basic types of lexical relations, a general overview of antonymy and its different types. Chapter Three introduces a description of the test. Chapter Four analyzes the collected data and discusses the results. The testees' errors have been analyzed and probable sources of their errors have been identified. Chapter Five sums up the conclusions

of the study, sheds light on some pedagogical recommendations, and suggests topics for further studies.

### **2.6.8 Al-Gurabi (2005)**

The study deals with the errors made by university students in Iraq who study English as a foreign language in using English listing conjuncts.

The study aims at investigating the ability of Iraqi EFL university students to recognize and use listing conjuncts and the extent to which they can master these conjuncts in making grammatical English sentences.

A test has been designed and applied to a sample of 100 Iraqi EFL university students at their fourth stage from the Departments of English, College of Education, University of Babylon and Al-Qadisiya.

This study includes five chapters; Chapter One is devoted to the discussion of the problem, aims, hypotheses, procedures, limits, and value of the study.

Chapter Two is a theoretical background about listing conjuncts.

Chapter Three provides a description of the researchers' attempt to devise a tool, i.e., the test.

Chapter Four deals with the results of the study and outlines these results of the test from both statistical and linguistic perspectives. The main reasons of committing errors by the students are also explained.

Finally, Chapter Five summarizes the conclusions arrived at in this study, on the bases of which some pedagogical implications are given and some topics for further research are suggested.

## ***2.7 A Comparison Between Previous Studies and the Present Study***

All these studies have the implication that the study of performance contributes to language learning. The above eight studies investigating performance have been chosen on the grounds of affinity with the present research.

The choice stems from the researcher's view that these works shed light on the history of the concept of performance and /or of its measurement. With the absence of studies investigating performance in this country, the present endeavor is a contribution in the field, attempting to measure the extent of Iraqi EFL university students' performance in using the **Tr. Cs** the deployment of a carefully prepared test.

Effort is here on matters of relevance to this work as follows:

- 1- The instrument of all related studies is a test and these studies agree with the present work.
- 2- Some of the related studies focus on the historical development of the study of adverbial clauses and conjuncts such as Al-Haidary(2005) , Al-Gurabi (2005) these agree with the theoretical background of the present work .
- 3- All of the related studies emphasize the types of errors committed by EFL learners. (which is the same thing done in present study ).

- 4- Concerning the samples of the studies, some researchers used pupils as a sample of their studies, such as: Al-Dulaimy (1989), the rest used university students as a sample of their study, whereas the present study has adopted (50) university students as a sample to carry out its aim. The studies differ from each other in the level and grade of their subjects. The present study is restricted to fourth year university students only.

# **CHAPTER THREE**

## ***Procedures and Administration of the Test***

### ***3.1 Introduction***

The aims of this study are to discover and identify errors of Tr. Cs committed by the fourth year students of English Department of College Education in Babylon University. To achieve the aims of the study, the researcher has constructed a test. The test consists of **(50)** items. The effectiveness of the items of the test is indicated by their arrangement, which depends on the test content, its validity and reliability.

This chapter deals with the practical procedures of the current study which include: the sample selection, test construction, the scoring scheme, the pilot study, the objectives of the test, its validity, its reliability, its administration and statistical means.

### ***3.2 Objectives of the Test***

Corder (1973:365) and James (1980:185) say that the test, like any other type of instrument used for measurement, should give the same results every time it measures, and it should measure exactly what it is supposed to measure (not something else) and it should be practical to use.

For the purpose of achieving the objectives of the study and verifying its hypotheses, an elicitation technique has been

adopted; namely an objective test which has been constructed primarily to investigate the extent to which university students master **Tr. Cs**.

It is a diagnostic test which does not only aim to measure the areas of difficulty faced by Iraqi EFL university students in using **Tr. Cs** but also aims to find the causes of their errors so as to suggest an appropriate remedial recommendations on the basis of the test's results.

The present test is designed to measure the subjects' responses in **Tr. Cs** at their recognition and production levels. The first and second questions are designed to measure the subjects' responses at the recognition level, whereas the third and fourth questions are put to measure their responses at the production level.

### ***3.3 Selection of Material***

Most of the items have been selected from the grammar books mentioned in Chapter Two. The items cover as far as possible the forms of **Tr. Cs** and their parts: temporal and discursual conjuncts.

Furthermore, the items of the test have been approved by a jury committee of **(6)** experienced university teachers whose recommendations have been taken into consideration:

1. Prof. Salih Mahdy Hameed, (Ph.D. in Literature) College of Education, University of Babylon.
2. Asst. Prof. Riyadh Tariq Al-Ameedi, (Ph.D. in Linguistics and Translation), College of Education, University of Babylon.

3. Asst. Prof. Razzaq Nayif Mukheef, (M.A in English Language and Linguistics), College of Education, University of Babylon.
4. Instructor Asim.A. Al-Dulaimy (Ph.D. in Teaching English as a Foreign Language), College of Basic Education /University of Babylon.
5. Instructor Chassib AL-Jubouri (Ph.D. in Teaching English as Foreign Language), Open Educational College.
6. Instructor Fareed-Al-Hindawi (Ph.D. in English Language and Linguistics), College of Education/University of Babylon.

### **3.4 Test Construction**

In order to have an objective measure for the evaluation of the students' achievement, this test is designed according to the recognition and production level.

The test consists of four questions. The total number of items in the test is **(50)**. The first two questions are designed to measure the subjects' responses at the recognition level.

The last two questions, on the other hand, are designed to measure the subjects' responses at the production level.

The first question includes ten items intended to measure the subjects' ability to distinguish whether the underlined word of each item functions as temporal or discorsal conjuncts. The subjects are given two choices: temporal (T) or discorsal (D) in which only one choice is correct. The second question consists of **(15)** multiple-choice items. Each item has only one correct choice.

The third question consists of **(15)** items. The subjects are given these items which are wrong and are asked to correct what is underlined by putting another conjunct which is suitable to the

meanings of the statements which are capable of taking more than one conjunct.

The fourth question consists of ten items, in which the subjects are requested to join the statements by using the conjuncts given between brackets.

A test can be regarded a good one by having the features of validity, reliability, economy, scorability and administrability. These features will be taken into consideration in detail in the following sections. The test should be objective, because objectivity is a necessary though not sufficient condition for having confidence in the results of a test (Corder, 1973:362).

### ***3.5 Validity and Reliability***

Following Ross and Stanley (1954:107), and Heaton (1975:53), validity refers to the “truthfulness of the test and, therefore, its important characteristics, in other words, is the extent to which a test measures what is supposed to measure and nothing else”.

According to Dalen’s (1962:337) and Cyril’s (1990:22), there are different types of validity: face validity, content validity, predictive validity, concurrent validity and construct validity. Two types of validity are evaluated in this study: face validity and content validity.

Face validity refers to the way the test looks right to administrators, educators and testees (Smith and Adams, 1966:38; and Heaton, 1975:153).



Heaton (ibid:160) and Cyril (1990:25) define content or rational validity as: essentially the systematic examination of the test content to determine whether it covers a representative sample of the behaviour domain to be measured and the aims of the test. Thus, the items of this test are assumed to be valid as they are designed to satisfy the objectives of the test.

“Reliability provides the consistency in the results which makes validity possible and indicates how much confidence we can place in our results” (Heaton, 1975:163).

Gronlund (1971:193) and Heaton (1975:164) define the test reliability as the extent to which the results can be considered consistent or reliable. It can be estimated by calculating the reliability of the present test.

Games (1980:123) mentions that there are different methods for estimating the reliability of the test such as: test-retest, split-half, Kurder-Richardson method and two equivalent forms. The method used in this study for estimating the test reliability is Kurder- Richardson method which refers to the stability of the subjects' scores.

The chief methods of estimating reliability are shown in Table **(1)**. Note that these different methods determine different types of consistency: consistency over a period of time, consistency over different forms of the instrument, and consistency within the instrument itself. The reliability coefficient resulting from each method must be interpreted in terms of the type of consistency being investigated.

**Table (1)****Methods of Estimating Reliability**

The Methods	Type of Reliability Measure	Procedure
Test-retest method	Measure of stability	Give the same test twice to the same group with any time interval between tests from several minutes to several years
Equivalent-forms method	Measure of equivalence	Give two forms of the test to the same group in close succession
(test-retest with equivalent forms)	Measure of stability and equivalence	Give two forms of the test to the same group with increased time interval between forms
Split-half method	Measure of internal consistency	Give test once. Score two equivalent halves of test (e.g., odd items and even items);

		correct reliability coefficient to fit whole test by Spearman Bromn formula, Pearson's formula ....etc.
Kuder –Richardson method	Measure of internal consistency	Give test once ;score total test and apply Kuder-Richardson formula

Games (1980:123)

The following formula can represent the Kurder – Richardson method:

$$KR21 = \frac{K}{K-1} \left( 1 - \frac{M(K-M)}{K(SD)^2} \right)$$

where:

K = The number of the test items.

M = The mean of the test scores.

SD = The standard deviation of the test scores

Harris (1969:16) refers to that satisfactory reliability coefficient was falling between 1.00 which indicates perfect reliability and 0.00 which refers to the absence of reliability.

The reliability coefficient of the present test is **0.77** which has a highly positive correlation.

The test was exposed to a jury who approved its face validity and content validity, after making some modifications which have been taken into consideration.

### ***3.6 Sample Selection Procedure***

To achieve the purposes of this study, the sample included (50) students of the fourth academic year (2004-2005) of English Department of the College of Education, University of Babylon. Twenty of them are male students, the rest are female. In general, they almost have the same educational, social and economical backgrounds. No one of them has spent a period whatsoever in an English speaking community, that is to say, all lack the exposure to the cultural environment of the target language. They are native speakers of Iraqi Arabic who have similar EFL background and their average age is twenty – two years old.

The sample of students was selected randomly, and represents about **83%** of the total student population. The test was applied to the fourth year students as the topic under investigation had been taught in their third year of study at the university. The textbook adopted is A University Grammar of English by Quirk and Greenbaun (1973 ).

### ***3.7 The Pilot Administration***

To discover the difficulties in administering the test, a pilot study was conducted to achieve the following:

- 1- Estimating the time needed for the final administration of the test.

- 2- Having an idea about the requirements and arrangements for the final administration of the test.
- 3- Making any necessary modifications for the final administration of the test in order to determine its suitability and efficiency.
- 4- Finding out the reliability of the test.

The pilot study was applied to ten fourth-year students who were chosen randomly from Department of English, College of Education, University of Babylon. These students were asked to answer the questions of the test after telling them its purpose. Thus, instructions were clearly explained and the students were encouraged to ask for any clarification if needed. Those ten students were excluded from the final administration.

The students' responses showed that the time required for answering the test items was an hour including five minutes for clarification. The present test was administered as a main test without any change.

### ***3.8 Final Administration of the Test***

The main test was administered on the fourteenth of May during the academic year 2004-2005. The time allocated for the test was an hour. The subjects were motivated to respond as spontaneously and seriously as possible. The requirements of the test were explained to them in order to make the subjects fully understand what they are required to do.

Furthermore, the subjects were given the chance and even encouraged to ask for any clarification or explanation they might need in their performance. A sufficient space was left in the test paper to enable the subjects to write their responses on the same sheet paper but some of them liked to write their names on the sheet paper.

It was explained to the subjects that the test was completely for research purposes and had no bearing on their marks. The process of correcting the test had been carried out by the researcher because the test is objective and its marking is not influenced by the researcher's subjective judgement.

### **3.9 Scoring Scheme**

A definite scoring scheme has been adopted to make the test more objective and reliable. The whole test has been scored out of 100. The scores have been distributed in such a way as to give two scores for each correct answer and zero score for each incorrect one. The items that were not answered by the subjects have also been given zero score since they predicate that the subjects have failed to answer them. The scoring scheme adopted for the present test can be illustrated in Table **(2)**:

**Table (2)**  
**Distribution of the Scores of the Test**

No. of Question	No. of Items	Scores	Percentage
1	10	20	20
2	15	30	30
3	15	30	30
4	10	20	20
Total	50	100	100

### 3.10 Statistical Means

The following statistical means have been used to achieve the purposes of the test:

- 1- Percentage: this method is used to find out the percentage of errors (i.e. incorrect responses) for each item in the questions of the test.
- 2- The mean score: Heaton (1975:169) defines the mean score as “the arithmetical average: i.e. the sum of the separate scores is divided by the total number of testees.... The mean is the most efficient measure of central tendency.”
- 3- Standard Deviation (SD): Heaton (ibid:170) indicates that standard deviation “is another way of showing the spread of scores. It measures the degree to which the group of scores deviates from the mean”. One method is used to calculate SD as shown in the formula below:

$$SD = \sqrt{\frac{\sum d^2}{N}}$$

Where:

N = The number of scores.

D = The deviation of each score from the mean.

4- Variance: It is one of the statistical methods, which is widely used to measure the variability of scores.

In order to estimate the variance, one can follow these steps:

- 1) Find the deviation of each score obtained from the test from the mean. Some of the differences are positive, others are negative. One can change the negative sign by squaring the values obtained from this deviation so that positive numbers will be obtained from that square.
- 2) Add the squared values to obtain the sum of squares.
- 3) Divide the sum of squares by the number of the scores of the students.
- 4) Variance can be expressed statistically as follows:

$$\text{Variance} = \frac{\sum [\bar{x} - x]^2}{N}$$

(Butler, 1985:37)

5) Kuder - Richardson formula is used to measure out the reliability of the test.

$$KR21 = \frac{K}{K-1} \left( 1 - \frac{M(K-M)}{K(SD)^2} \right)$$

(Harris, 1969:16)



- 6) The great merit of analysing testees' responses to test items is that it provides us with a general appraisal of the functional effectiveness of the test items, a means for detecting technical defects, and a method for identifying instructional weaknesses. All items should be examined from estimating their difficulty level.

Mehrens and Lehmann (1984:191) consider that the DL ranges from (15) to (85) percent, whereas Bloom et al. (1981:95) state that a good spread of results can be obtained if the test items vary in difficulty from (20) to (80) percent.

"The index of difficulty (or the facility value) of an item simply shows how easy or difficult the particular item proved in the test" (Heaton,1975:172). The difficulty of a test item is indicated by the percentage of students who get the item right. It is calculated by using the following formula:

$$F.V. = \frac{R}{N}$$

where:

$R$  = The number of correct responses of an item and,

$N$  = The total number of testees who tried the item.

The facility index of the present test items is arranged between a minimum rate of **2%** and a maximum rate of **66%** as shown in Table **(3)**. Significantly, no zero FV has been encountered in the testees' responses to Questions 1 and 2 which are designed to test the recognition level, so is it with Questions 3

and 4 which test the production level. This result provides evidence confirming the validity of the first hypothesis proposed in the outline of this study.

**Table (3)**  
***The Difficulty Level of the Test.***

Questions	Item No.	Difficulty Level
(1)	1	0.66
	2	0.60
	3	0.54
	4	0.40
	5	0.38
	6	0.48
	7	0.40
	8	0.44
	9	0.40
	10	0.30
(2)	1	0.48
	2	0.26
	3	0.38
	4	0.28
	5	0.32
	6	0.44
	7	0.44
	8	0.24
	9	0.38
	10	0.20
	11	0.4
	12	0.16
	13	0.12
	14	0.26
	15	0.26

(3)	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15	0.20 0.16 0.12 0.26 0.8 0.8 0.4 0.8 0.2 0.12 0.10 0.4 0.14 0.4 0.18
(4)	1 2 3 4 5 6 7 8 9 10	0.42 0.28 0.56 0.18 0.16 0.18 0.14 0.26 0.8 0.12

# ***CHAPTER FOUR***

## ***Analysis of Results***

### ***4.1 Introduction:***

This chapter aims at identifying and classifying the errors committed by fourth year students in the English Department, College of Education, Babylon University in the use of English Tr. Cs.

The presentation and discussion of the results have been obtained by testing **(50)** students of the Department of English in College of Education. The test has been carried out in order to achieve the aims of the study, which are mentioned in Chapter One.

### ***4.2 Analysis of the Students' Incorrect***

#### ***Responses (Errors):***

A general view is obtained throughout the researcher's analysis of the whole test which has counted the students' correct and incorrect responses of the subjects. The percentages of the incorrect responses and calculating the number of items are presented according to their specific subjects. The tables, presented within the current study, are prepared to state the correct and incorrect responses. The discussion concentrates on incorrect responses because the present study tackles the errors which have been committed by fourth year students in English Department of the College of Education, University of Babylon, which is necessary to verify or refute the hypotheses proposed in Chapter One. This section presents the results of the subjects,

performance on each question of the test in particular and on the whole test in general with regard to the recognition and production level.

### **4.2.1 Analyzing the Testees' Performance Related to Part One of the Test**

Part one which consists of **(25)** items has been distributed into **(2)** questions. Concerning the frequencies of errors related to the recognition level, all the testees have answered some items correctly.

#### **4.2.1.1 Testees' Performance of the First Question**

The first question is constructed to measure the subjects' responses at the recognition level. The results obtained after analyzing the subjects' performance on each item in this question are presented in the following table :

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

No. of Item	No. of Correct Responses	%	No. of Incorrect Responses	%	No. of Avoided Items	%
1	33	66	16	32	1	2
2	30	60	18	36	2	4
3	27	54	22	44	1	2
4	20	40	29	58	2	4
5	19	38	30	60	1	2
6	24	48	24	48	2	4

7	20	40	29	58	1	2
8	22	56	26	52	2	4
9	20	40	29	58	1	2
10	15	30	33	66	2	4
Total	232	46.4	253	50.6	15	3

As shown in Table (4), the total number of correct responses is ( **232, 46.4%** ), whereas that of incorrect responses ( including **avoided ones** ) is ( **268, 53.6%** ). The testees are unable to distinguish whether this **Tr. Cs** is temporal or discoural conjunct.

This suggests that the testees face difficulty in recognizing temporal from discoural conjuncts. This reflects their lack of knowledge about such conjuncts.

### ***4.2.1.2 Testees' Performance of the Second Question***

The second question is constructed primarily to measure the subjects' performance to select the suitable conjunct from the four options under each item that Table (5) displays .

**Table ( 5 )  
Testees' Performance at the Recognition Level  
in Question (2)**

No. of Item	No. of Correct Responses	%	No. of Incorrect Responses	%	No. of Avoided Items	%
1	24	48	26	52		
2	13	26	37	74		
3	19	38	31	62		

4	14	28	36	72		
5	16	32	30	60	4	8
6	22	44	25	52	3	6
7	22	44	23	46	5	10
8	12	24	33	66	5	10
9	19	38	27	54	4	8
10	10	20	36	72	4	8
11	2	4	44	88	4	8
12	8	16	40	80	2	4
13	6	12	39	78	5	10
14	13	26	32	64	5	10
15	13	26	33	66	4	8
Total	213	28.4	492	65.6	45	6

It is clear from Table (5) that most of the subjects have failed to give the correct responses. Thus, the total number of incorrect responses is (537,71.6%) whereas that of correct ones is (213, 28.4%). This indicates that the subjects have faced difficulty in recognizing correct responses from the four options functioning as temporal conjuncts or discoursal conjuncts.

The subjects' total performance of the first and second questions, however, can be summed up in the following table:

**Table ( 6)**  
***Testees' Total Performance at the Recognition Level in Question (1 and 2)***

No. of Question	No. of Correct Responses	%	No. of Incorrect Responses	%	No. of Avoided Items	%
1	232	46.4	253	50.6	15	0.2

2	213	28.4	492	65.6	45	4.5
Total	445	35.6	745	59.6	60	2.4

The results clearly show that, at the recognition level, the subjects have faced difficulties in distinguishing **Tr. Cs** since the highest rate of their incorrect responses is( **805, 64.4%** ). Accordingly, the first hypothesis which states that most of Iraqi EFL university students often do not master **Tr. Cs** , their two types and functions is verified.

## ***4.2.2 Analyzing the Testees' Performance Related to Part Two of the Test:***

Part two which includes **(25)** items has been divided into (2) questions. Concerning the frequencies of errors related to the production level, all the testees have answered some items correctly.

### ***4.2.2.1 Testees' Performance of the Third Question***

This question is constructed primarily to measure the testees' performance at the production level (see section 3.4 for more details). Table **(7)** presents the analysis of each item in Question (3) :



**Table ( 7 )**  
**Testees' Performance at the Production Level**  
**in Question (3)**

No. of Item	No. of Correct Responses	%	No. of Incorrect Responses	%	No. of Avoided Items	%
1	10	20	39	78	1	2
2	8	16	42	84		
3	6	12	44	88		
4	13	26	37	74		
5	4	8	46	92		
6	4	8	46	92		
7	2	4	47	94	1	2
8	4	8	46	92		
9	1	2	49	98		
10	6	12	44	88		
11	5	10	45	90		
12	2	4	48	98		
13	7	14	43	86		
14	2	4	47	94	1	2
15	9	18	41	82		
Total	83	11.07	664	88.53	3	0.4

It is obvious from the results presented in the table above that most of the testees are incompetent in producing Tr. Cs through the process of correcting what is underlined by putting another conjunct which is suitable to the sentence, since the total

number of their incorrect responses, **(667,88.93%)**, is higher than that of their correct ones **(83, 11.07 %)**.

#### **4.2.2.2 Testees' Performance of the Fourth Question**

This question is constructed to measure the testees' performance at the production level. The testees' responses to the items in Question Four are presented in the following table:

**Table ( 8 )  
Testees' Performance at the Production Level  
in Question (4)**

No. of Item	No. of Correct Responses	%	No. of Incorrect Responses	%	No. of Avoided Items	%
1	21	42	29	58		
2	14	28	36	72		
3	28	56	20	40	2	4
4	9	18	39	68	2	4
5	8	16	39	68	3	6
6	9	18	41	82		
7	7	14	38	76	5	10
8	13	26	37	74		
9	4	8	43	86	3	6
10	6	12	41	82	3	6
Total	119	23.8	363	48.4	18	2.4

The results show that the testees have encountered difficulties in producing transitional clauses through joining two sentences by a conjunct since the total number of their incorrect responses, **(381 , 76.2 %)**, is higher than their correct ones **(119 , 23.8 % )**.

Table (9) sums up the testees' performance at the production level in Questions (3 & 4)

**Table ( 9 )**  
**Testees' Total Performance at the Production Level**  
**in Questions (3 and 4)**

No. of Question	No. of Correct Responses	%	No. of Incorrect Responses	%	No. of Avoided Items	%
1	83	11.07	664	88.53	3	0.4
2	119	23.8	363	48.4	18	2.4
Total	202	16.16	1027	82.16	21	1.68

It is clear that the testees' productive knowledge is low since most of their responses are incorrect: **(1048, 83.84%)** as compared with their correct ones: **(202, 16.16%)**. Thus, the first hypothesis which states that most of Iraqi EFL university learners often do not master Tr. Cs , their two types and functions is verified.

### ***4.2.3 Testees' Performance of Transitional Conjunctions in the Whole Test***

The results of the subjects' performance on the whole test is presented in the following table:

**Table ( 10)**  
**Testees' Performance**  
**at the Recognition and Production Levels**

Level	No.of Correct Responses	%	No.of Incorrect Responses	%	No. of Avoided Items	%
Recognition	445	35.6	745	59.6	60	4.8
Production	202	16.1	1027	82.16	21	1.68
Total	647	25.8	1772	70.88	81	3.24

The highest rate of the subjects' incorrect responses (**1853,37.06%** ), as shown in Table (10) above, means that Iraqi EFL university students face difficulty in mastering the Tr. Cs at both levels, but they face more difficulty at the production level since the total number of their correct responses at the production level, (**202,16.16%** ), is lower than that of their correct responses at the recognition level (**445,35.6%**).

From the tables above the following results are concluded:

- 1- The coefficient variation for the production level (**0.710**) is higher than that for the recognition one (**0.702**). This would verify the second hypothesis of this study which reads that the learners' achievement at the recognition level is expected to be better than their achievement at the production one.
- 2- The testees' performance at the recognition level, whose mean is (**8.9**), is higher than their performance at the production level, whose mean is (**4.4**), since the rate of the correct responses at the former level stands at (**35.6%**) against (**16.16%**) for the

latter level. These results also validate the second hypothesis of the study (section 1.3).

- 3- The testees' general performance at both the recognition and the production levels of the types of Tr. Cs has stood at **(25.8%)** which is a low performance rate. Out of **(50)** testees, only **(2,4%)** have scored a pass mark of **( 52%)** out of **(100)**, which is significantly low. Such figures clearly indicate that the testees encounter serious problems at the recognition level and more at the production level.
- 4- In terms of pass-non-pass scores, only two testees out of the total number of **(50)** testees (i.e., **4%**) have scored **(50)** marks or more out of **(100)**.

The following table indicates the overall performance of the pass-non-pass testees.

**Table (11)**  
**The Results of Pass-Nonpass Testees of the Test**

Subject	Correct Responses		Mean of Correct Responses	Incorrect Responses		Total Responses		Non - Pass Results		Pass Results	
	No.	%		No.	%	No.	%	No.	%	No.	%
50	Out of 100		12.9	1772		2419		48		2	
	647	25.8		70.8	100	96	4				

## **4.3 Measures of Central Tendency**

“A measure of central tendency is simply an average or typical value in a set of scores” (Gronlund ,1971:497).The mode, median, and mean are all measures of central tendency. The method of determining each measure is described and illustrated in Table (12)(p.67).

### **1.The Mode**

Heaton (1975:168) states that “the mode refers to the score which most candidates obtained”. It is the most frequent or popular score in the set. The mode of the present test is **(18, 28)**, as 5 testees have scored those marks.

### **2. The Median**

The median is the score which is gained by the middle testee in the order of merit. “It is a counting average and determined by arranging the scores in order of size and counting up to (or down to ) the mid point of the set of scores” (Gronlund, 1971:498). In case of the present test (as in all cases involving even number of testees ), the median is half way between the two middle most scores, i.e., between the lowest score in the top half and the highest score in the bottom half.

### **3. Coefficient Variation**

Investigating the coefficient variation of the whole test requires finding the mean (M) and the standard deviation (SD) of the testees' scores. The mean, as Lado (1961:305) defines it, is “a middle amount to which all scores be reduced if they were made equal”. It can be obtained by finding the sum of all the scores and dividing it by their number. Consider the following formula:

$$M = \frac{EX}{N}$$

where:

EX = Refers to the total number of all the scores.

N = The number of such scores.

The application of the above formula to the whole test will result in:

$$M = \frac{1281}{50} = 25.66$$

Subtracting the mean from the individual score results in the deviation which is “the distance of each score from the mean”. It can be expressed by the following formula:

$$D = X - M$$

where:

X= The individual score.

The value of the deviation is zero when the individual score is equal to the mean. It has either a plus sign when the former is larger than the latter or a minus sign when the opposite takes place (ibid.).

Standard deviation can be obtained by squaring the deviation of each individual score, adding them together, dividing them by the number of the testees minus one and obtaining their square root as illustrated in the following formula:

$$SD = \sqrt{\frac{E(X - M)^2}{N - 1}}$$

(Robson,1973:46)

The application of the above formula to the whole test will result in:

$$SD = \sqrt{\frac{1258}{50-1}} = 10.38$$

The reliability coefficient of the whole test can be obtained by the application of Kuder and Richardson formula: (See 3.5)

$$KR21 = \frac{50}{50-1} \left( 1 - \frac{25.62(50-25.62)}{50(10.38)^2} \right)$$

$$= 0.7785796$$

**Table (12)**  
**Measures of Central Tendency**

Score (X)
52
52
46
42
42
39
38
34
34
32
32



	30
	30
	30
	30
	30
50 %of scores	28
	28
	28
	28
	28
	28
	26
	26
	٢٦
	26
	26
	24
	24
	24
	24
	22

Score (X)	
	22
	20
	20
	20
	20
	18
	18
	18
	18
	18
50% of scores	16
	14
	14
	14
	14
	12
	10
	8
	6
	Σx 1281
$M = \frac{\Sigma X}{N} = 1281 / 50 = 25.62$	

## 4.4 Error analysis

### 4.4.1 The Factors of Committing Errors:

The factors that cause errors are regarded as the main reasons for the students' errors (i.e. students' incorrect answers). The difficulty of the test is revealed throughout the statistical analysis. The total percentage of the test, concerning the incorrect answers is (37.06%). Learners' errors can be defined as a strategy to understand the process of FL which is significant in case they provide evidence about the nature of the process and of the rules and categories used by the learner at a certain stage in the course (Corder , 1973 : 293).

Errors can be attributed to four factors: interlingual transfer, intralingual transfer, context of learning, and communication strategies (Brown1987:177). These factors are discussed in detail with certain conclusions about the nature and scope of the difficulties encountered by the testees of the recognition and the production of Tr. Cs.

#### 4.4.1.1 Interlingual Transfer

James (1980:160) defines interlingual as “a functionally reduced dialect of the target language”.

Interlingual errors or intereference (i.e the influence of the mother tongue or native language) take place when the rules of mother tongue differ from those of the second or foreign language (Ellis,1994:48 ).

Selinker (1972:214) sets his opinion about interlingual as “a separate linguistic system based on the observable output which results from a learner’s attempted production of a target language norm”.

Ellis (1994:3) regards interlanguage as a “adynamic system” focusing on psycholinguistic processes which are the product of interaction between two linguistic systems, those of the native language and target language. Interlingual transfer can be traced back to the influence of the mother tongue on L2 learning processes and is reflected in the psychological process of “transfer”. Transfer is not a random process; it can be described in terms of structural similarities which lead to positive transfer or (facilitation) and dissimilarities which are manifested in negative transfer. Zero transfer occurs “as a result of equal effects of positive and negative transfer” (Ibid).

According to Taylor (1975:164), negative language interference is the most immediately noticeable source of error, often indicated by the use of translation (i.e the testees have relied on translation to realize the semantic features of the items in the same way as in their mother tongue), but using such a process has resulted in errors. The testees in the present study try to avoid using such a process so the errors at both production and recognition level might not show signs of the influence of the mother tongue. His reliance on the L1 decreases as he progresses in L2 learning. This can justify the low rate of the subjects' interference errors.

### 4.4.1.2 Intralingual Transfer

Intralingual transfer, on the other hand, occurs when the L2 learner deviates from the realization rules of the TL in the derivation of his own terms. This transfer has no connection with the nature of the mother tongue, but it relates to a specific interpretation of TL and reflects the general characteristics of rule learning such as overgeneralization and simplification (Ellis,1994:171).

Intralingual errors may be attributed to certain factors: (1) overgeneralization; (2) ignorance of rule restrictions; (3) incomplete application of rules, (4) false concepts hypothesized, and (5) interference. Duly and Burt (1974:102) view that “interference is due to unfamiliarity with L2, i.e., to the learner’s not having learned the target pattern, and is manifested in the language he learns”.

The phenomenon of “interference” in the data of the present study is extremely difficult, if not impossible, to account for since **Tr. Cs** have no definite counterparts in *Modern Standard Arabic*.

The term “overgeneralization” is generally defined as the application of incorrect previous rules within a present foreign language context . “Overgeneralization of rules is a process in which a learner over-extends one rule to another instance and violates its restriction in the TL” (Takashima,1983:97). This could also be explained as “simplification of the TL by the learner in order to reduce his cognitive load” (Ibid. : 98).

Jain (1969:191) states that simplification is associated with overgeneralization as follows:

The reduction of the TL to a simpler system seems to be best effected through generalizations, which are very often

restricted in nature , and thus carry within them potential errors through over- application of these generalizations.

The data of this study reveal that the testees grasp certain rules of the TL but they fail to specify the distribution of such rules and this often leads them to apply the rules in contexts where they are not grammatically possible. This type of deviancy may be attributed to many reasons (1) testees' lack of knowledge (2) testees' unfamiliarity with Tr. Cs leading them to resort to any simplicity that occurs to them; (3) such responses reflect the testees' misunderstanding of the instructions given to them. Thus, being unable to understand what they are required to do led them to make errors (Palmer,1965:38).

False Concepts Hypothesized covers instances where the testees create deviant structures due to "their faulty comprehension of distinctions in the TL".( Ibid )

Intralingual errors constitute the most common source of the subjects' errors at both the recognition and production levels. Thus, the reason behind the high rate of erroneous responses to the third item (**13.26%**), fourth (**30.60%**), *fifth (26.52%)*, *sixth (13.26%)* and *fifteenth items (25.50%)* in Question (3) may be attributed to overgeneralization:

Item(3) Your children will go to school; subsequently, complete your business.

\*complete your business subsequently

Item(4) Barry seems very friendly; now, he's the same sign as I'm.

\* he's the same sign as I'm now.

Item(5) He saved a great deal of money, but eventually, his house deteriorated badly.

\*his house deteriorated badly, but eventually.

Item(6) Toni found that old sofa, originally, lying in a vacant lot.

\*lying in a vacant lot originally.

Item(15) We have appointed our meeting. Incidentally what did you manage ?

\*what did you manage Incidentally ?

‘Subsequently’, ‘originally’, ‘eventually’, ‘incidentally’ and ‘now’ are conjunctive adverbs which join two statements and the testees ignore this fact so they think that these are time adjunct adverbs, as part of one sentence. The testees misunderstand that, because they try to overgeneralize that these words are adjuncts because they end with suffix (ly) except ‘now’ which is regarded as an adverb of time, used in progressive tense and comes at the end of the sentence.

The general knowledge about ‘now’ is that it is widely used in the progressive tense rather than as Tr. Cs. This might encourage the testees to realize it as an adverb used with present continuous tense ignoring the fact that this word functions as a discursal conjunctive adverb in clauses. A large number of the subjects' errors might be attributed to false concepts hypothesized as shown in all items in Question (3) except items (4,7,11) below.

Item (1) They completed their job; originally, they entered a fantastic hotel.

\*They completed their job; original, they entered a fantastic hotel.

Item (2) He submitted to a test; by the way, he went to the club.

\*He submitted to a test; occasional, he went to the club.

Item (3) Your children will go to school; subsequently, complete your business.

\*Your children will go to school; difficult, complete your business.

Item (5) He saved a great deal of money, but eventually, his house deteriorated badly.

\*He saved a great deal of money, but eventual, his house deteriorated badly.

Item (6) Toni found that old sofa, originally, lying in a vacant lot.

\*Toni found that old sofa, original, lying in a vacant lot.

Item (8) I felt very confused originally ,I telephoned him.

\*I felt very confused original ,I telephoned him.

Item (9) Rami sounds very rough; subsequently, he has a kind-heart as Mazin.

\*Rami sounds very rough; subsequent, he has a kind-heart as Mazin.

Item(10) Originally, before I use that word, I must, as it were, look behind my back.

\*Original before I use that word, I must, as it were, look behind my back.

Item(12) The airlines charge half price for students; meantime, I have already bought my ticket to Newyork.

\*The airlines charge half price for students; subsequent, I have already bought my ticket to Newyork.

Item (13) I plan to go to Syria, but eventually, how are your colleagues ?

\*I plan to go to Syria, but eventual, how are your colleagues ?



Item(14) Yanaar made her suggestion to help her father; but subsequently, she couldn't help him, she was a child.

\*Yanaar made her suggestion to help her father; but subsequent, she couldn't help him, she was a child.

Item(15) We have appointed our meeting. Incidentally what did you manage ?

\*We have appointed our meeting . subsequent what did you manage ?

The subjects' erroneous responses to the items might be due to faulty comprehension of a distinction that **Tr. Cs** might be regarded as adjectives or as nouns or other parts of speech not as a conjunctive adverb since most of their answers to those items were as adjective or as noun or other parts of speech.

The subjects in the items below are taken from Question (3) seem to rely on the process of nominalization to form **Tr. Cs** ignoring its inapplicability to this case:

Item(1) They completed their job; originally, they entered a fantastic hotel.

\*They completed their job; origin, they entered a fantastic hotel.

\*They completed their job; originality, they entered a fantastic hotel.

Item(2) He submitted to a test; by the way, he went to the club.

\*He submitted to a test; infact, he went to the club.

\*He submitted to a test; nature, he went to the club.

Item(3) Your children will go to school; subsequently, complete your business.

\*Your children will go to school; subhead, complete your business.

Item(6) Toni found that old sofa, originally, lying in a vacant lot.

\*Toni found that old sofa, origin, lying in a vacant lot.

Item(8) I felt very confused originally, I telephoned him.

\*I felt very confused origin, I telephoned him.

\*I felt very confused in origin, I telephoned him.

Item(9) Rami sounds very rough; subsequently, he has a kind-heart as Mazin.

\*Rami sounds very rough; subhead, he has a kind-heart as Mazin.

\*Rami sounds very rough; nature, he has a kind-heart as Mazin.

Item(10) Originally, before I use that word, I must, as it were, look behind my back.

\*Origin, before I use that word, I must, as it were, look behind my back.

\*infact, before I use that word, I must, as it were, look behind my back.

Item(11) I rushed to catch Angie; by the by, she was on her way back here.

\*I rushed to catch; infact, she was on her way back here.

Item(13) I plan to go to Syria, but eventually, how are your colleagues?

\*I plan to go to Syria, but event, how are your colleagues

Item(14) Yanaar made her suggestion to help her father; but subsequently, she couldn't help him, she was a child.

\*Yanaar made her suggestion to help her father; but subhead, she couldn't help him, she was a child.

\*Yanaar made her suggestion to help her father; but event, she couldn't help him, she was a child.

Item(15) We have appointed our meeting. Incidentally what did you manage?

\*We have appointed our meeting . Incident what did you manage?

\*We have appointed our meeting. Infact what did you manage?

The subjects' ignorance of rule restrictions, as mentioned earlier, is one of the factors that can lead to errors' generation. The errors in items (7,11and15) in Question (3) and item (2) in Question (4) below can illustrate this aspect:

Item(7) The new students; meanwhile, don't have enough pencils.

\*meanwhile, The new students not have enough pencils.

Item(11) I rushed to catch Angie; by the by, she was on her way back here.

\*I rushed by the by catch her way

Item(15) We have appointed our meeting. Incidentally what did you manage?

\*did you manage Incidentally

Item(2) He bought a house. He didn't lend me the money. (eventually)

\*eventually He bought, He didn't the money.

The total number of errors that are possibly due to the intralingual transfer is (**1155,23.1%**).The high rate of such errors confirms the general observation that intralingual errors increase as the learners progress in foreign language learning as they use their prior knowledge of this language to ease the burden of learning (Taylor,1975:394).

### 4.4.1.3 Context of Learning

Context of learning refers to those errors which may result from the effect of the classroom contexts, enough explanations and practice on the part of the teacher, or faulty presentation of the text book by the writer who emphasizes some aspects of the foreign language and neglects others, depending on his beliefs and proficiency leading the students to make false concepts (Richards, 1974:178 and Brown,1987:179).

Errors caused by context of learning are not so easily enfeffable because they are not clearly manifested in the testees' products. However, it is extremely difficult to trace and analyse the nature of such errors; it is just a random event, and if teaching and learning are maximally efficient, errors would not occur (Corder,1981:66 and Barbara,2003:51).

According to Barbara (ibid), teaching and learning would require investigating the proficiency of all the teachers who have taught each testee, all the grammatical books he has studied and all the teaching methods.

It is worth observable that **Tr. Cs** have received little attention not only in the grammar books assigned as courses on grammar, but also in the other grammar books.

Ten testees have recognized the function of the conjunctive adverb 'now' as a discorsal conjunct rather than as a temporal conjunct. This implies the testees' unfamiliarity with such grammatical use as most grammar books have mentioned the function of such word as a discorsal conjunct. Also some testees cannot recognize whether the other **Tr. Cs** are discorsal or

temporal conjuncts. The total number of such errors in the subjects' performance is (253,5.06%). A large number of the subjects' errors might be attributed to this factor as shown in all items in Question (1) below.

item(1) While I'm out, you can; meantime, do the dishes. \_\_\_\_\_

\* While I'm out, you can; meantime, do the dishes. D\_\_\_\_\_

Item(2) I want to tell you about my trip, but; by the way, how is your mother? \_\_ \_\_

\* I want to tell you about my trip, but; by the way, how is your mother? \_\_T\_\_

Item(3) The ambulance got stuck in rush – hour traffic and; in the meantime, the child became delirious. \_\_\_\_\_

\* The ambulance got stuck in rush – hour traffic and; in the meantime, the child became delirious. D\_\_\_\_\_

Item(4) She is studying physics, astronomy, and incidentally meteorology. \_\_\_\_\_

\* She is studying physics, astronomy, and incidentally meteorology. T\_\_\_\_\_

Item(5) They signed the bond; subsequently, they refused to stay in the celebration. \_\_\_\_\_

\* They signed the bond; subsequently, they refused to stay in the celebration. D\_\_\_\_\_

Item(6) You are doing your job perfectly; by the by, how is your health? \_\_\_\_\_

\* You are doing your job perfectly; by the by, how is your health? T\_\_\_\_\_.

Item(7) Now you are back, let us start the meeting. \_\_\_\_\_

\* Now you are back, let us start the meeting. \_\_\_T\_\_\_

Item(8) The chairman will be late for the meeting; meanwhile, we're to hand out minutes of the last meeting to the board members. \_\_\_\_\_

\* The chairman will be late for the meeting; meanwhile, we're to hand out minutes of the last meeting to the board members. \_\_\_D\_\_\_

Item(9) Jalal refused to sign the contract; eventually he discussed its items. \_\_\_\_\_

\* Jalal refused to sign the contract; eventually he discussed its items. \_\_\_D\_\_\_

Item(10) He decided to invite him to the party; originally he didn't like him. \_\_\_\_\_

• He decided to invite him to the party; originally he didn't like him. \_\_\_D\_\_\_

#### **4.4.1.4 Communication Strategies**

Corder (1981:103) sets the following definition of communicative strategies "they are systemic techniques employed by a speaker to express his meaning when faced with some difficulty". They have to do with how we express messages. This strategy represents a relationship between aims and means which are in balance with the native speaker and not in balance with L2 learner .The former knows the full system of the TL so he has multiple choice of linguistic means pruning what is felt to be difficult or hinder communication, while the latter is not competent enough

to do so; he tries to express the message he wishes by adopting certain strategies.

Some of these strategies are “**avoidance**” which means not saying what one wants to say, so resolving the problem of how to express it, and “**appeal for repair and confirmation**”(i.e the learner seeks help on how to say what one wants to say from somebody or other source of information). Between these lie “**self-achievement options**” such as **paraphrasing (circumlocution), guessing, coinage, and approximation** (Scholfield and Katamine, 2000:2 and Barbara, 2003:52).

“*Paraphrasing*” is classified under what is called *Risk-taking strategies*. To use paraphrase or circumlocution is to get round the problem with the knowledge available, which is perhaps inelegant, but successful (Corder, 1981:105).

The product of the use of communication strategies, however, may be an error. The examples below from Question (3) can illustrate this:

Item(2) He submitted to a test; by the way, he went to the club.

\*he went to the club by the way

Item(6) Toni found that old sofa, originally, lying in a vacant lot.

\*Lying originally in a vacant lot.

Item(2) He bought a house. He didn't lend me the money.  
(eventually)

\*He didn't lend me to buy a house.

Item(7) Though, the computer can perform several actions to facilitate electronic conference. Some people will say that these processes are not genuinely intelligent. (in the meantime)

\*Though genuinely intelligent in the meantime.

Item(10) Sami obliged to change his proposal. He doesn't agree to change it. (eventually)

\*Sami obliged eventually to change it

In such items, it seems that the subjects have used the circumlocution strategy. In the next examples from item (1), (2), (5) and (11) in Question (3).

Item (1) They completed their job; originally, they entered a fantastic hotel.

\*They entered an original fantastic hotel.

Item(2) He submitted to a test; by the way, he went to the club.

\*he went to the club in his the way.

Item (5) He saved a great deal of money, but eventually, his house deteriorated badly.

\*He saved a great deal of money eventually.

\*His house deteriorated badly eventually.

Item(11) I rushed to catch Angie; by the by, she was on her way back here.

\*I rushed to catch by the bus.

Finally, avoidance strategy has also been used and represented by the items that were left by the subjects with no answers. These are put under "No. of Avoided Items" columns in the previous tables. The total number of errors that might be related to using such strategies is **(445,8.90% )** of the total number of the subjects' errors.



## ***Chapter Five***

### ***Conclusions, Recommendations, and Suggestions for Further Research***

#### ***5.1 Introduction***

The researcher sets the main conclusions arrived at through the theoretical work of this study as well as the results of the practical test. In addition, these conclusions are meant to serve as a basis for the pedagogical recommendations and suggestions for further investigation in the area of **Tr. Cs.**

#### ***5.2 Conclusions:***

From the errors analysis carried out in the present study, the following conclusions have been arrived at:

- 1- The students make errors in the area of English **Tr. Cs.** The students' errors are found to be frequent to fourth year students, Department of English at College of Education. So, hypothesis (1) most of Iraqi EFL university learners face problem in mastering **Tr. Cs** and their different types and functions which has been validated.
- 2- The students' errors in **Tr. Cs** may be traced back to the following possible reasons:
  - A. Intralingual transfer which constitutes the majority of the testees' errors as it accounts for **(23.1%)** of their total errors. The subjects' reliance on their prior knowledge of the target language rules to recognize or produce **Tr. Cs**

regardless of their acceptability is due to the incomplete understanding of such Cs which encourage overgeneralization, incomplete application of rules, false concepts hypothesized, and failure to learn conditions for rule application.

- B. Communication strategies which the testees resort to in their attempt to structure what they mean. The rate of errors attributed to such factor is **(8.90%)** of all the subjects' errors.
  - C. Context of learning as the Tr. Cs have not been given due attention in the grammar books in general, and in the subjects' textbooks in particular. Errors attributed to this factor constitute **(5.06%)** of all the subjects' errors.
  - D. Interlingual interference whereby the subjects use the rules of their native language in the production of Tr. Cs. In this respect, the use of translation is the most common phenomenon, but the testees in the present study try to avoid using such a process so the errors at both production and recognition level might not show signs of the influence of the mother tongue. This can justify the low rate of the subjects' interference errors.
- 3- The results of the present study have shown that the students as far as EFL university students at the fourth year encounter serious difficulties at the recognition and the production levels of Tr. Cs. This result is further confirmed by the comparison between the ratio of pass-nonpass results for the sample which is **(4%)** against **(96%)**. These figures validate the first hypothesis; most of Iraqi EFL university learners often do not master Tr. Cs and their different types and functions.

- 4- Iraqi EFL university students at the fourth year have been found to face difficulties in recognizing and producing **Tr. Cs**. This is indicated by their low performance in the main test as the rate of their correct responses :( **25.8 %**) is lower significantly than that of their incorrect ones: (**74.12%**). The subjects' performance in the whole test has also revealed that EFL university students encounter more difficulties in using **Tr. Cs** at the production level than the recognition one. The subjects' performance at the recognition level has obtained a mean of (**8.9**) against a mean of (**4.4**) at the production level .This validates the second hypothesis, the learners' achievement at the recognition level is expected to be better than their achievement at the production one.
- 5- The use of the types of **Tr. Cs** is not a straightforward process as it may seem. It is governed by numerous semantic constraints and restrictive rules which require specific and sufficient classroom instructions that affect familiarity with their correct use.
- 6- The researcher has found that most course books present **Tr. Cs** out of context in isolated sentences that bear no relation to each other, thereby not allowing students to recognize the form and function of these connectors. Out of context in clause, these conjuncts could not be realized as conjunctive adverbs.

Meaning, function and appropriacy must be clarified so as to avoid incorrect usage of **Tr. Cs**. Inductive exercises are one of the most effective ways to clarify meaning, function and appropriacy.

- 7- **Cs** are one form of transition used to join multiple ideas or thoughts together. Transition makes writing more cohesive and coherent.

**Tr. Cs** can be called as ‘adverbial expletive’ which can appear nearly anywhere within a sentence. Expletives don’t introduce dependent clauses, but join independent clauses, or act as a bridge between sentences or paragraphs.

- 8- The previous studies and the present study come out that the students at different stages encounter serious difficulties at both the recognition level and the production level; these difficulties are more serious at the production level than at the recognition level. All these studies have the implication that the study of performance contributes to language learning, and also emphasize the types of errors which mentioned in item (2) above committed by EFL learners .

### ***5.3 Recommendations***

On the basis of the findings arrived at, the following pedagogical implications can be stated:

Both syllabus designers and teachers of EFL could find a system, some orderliness in presenting the **Tr. Cs**. They might follow these steps:

- 1- The problem with the **Tr. Cs** is that the material is presented to the students only once during their third stage and only in one textbook. This is, of course, the reason behind the students' unfamiliarity with these constructions. In a pedagogical situation, it makes sense then for the syllabus designers to break the material into simple components and to proceed step by step, and with maximum recycling, the presentation of it from the students' first stage. In this way, the students will have ample opportunity to work out the material so that by the time they are in the fourth

year, they will be familiar with it and their errors can be reduced to a minimum.

- 2- The results of this study can be of use to teachers and syllabus designers as they can provide the necessary information for the preparation of remedial teaching programmes that can enhance the students' competence in using **Tr. Cs** and thus, helping them overcome the difficulties they encounter in this area.
- 3- Another important point is that learners should learn English **Tr. Cs** through developing awareness of teaching them within communicative contexts and not only through the study of grammatical rules and the practice of sentence exercises. Structure and function are strictly related in language and need, therefore, to be studied together through a variety of different texts.
- 4- Many kinds of errors in **Tr. Cs** can be eliminated by giving the students more information and lessons generally about **Tr. Cs**. In the light of the above findings, one recommends the following:
  - A. More emphasis should be given to English **Tr. Cs**, because this area of **Tr. Cs** is very important for the students of English to learn and more necessary for the structure of the English sentence.
  - B. The grammar books, which are studied by the university students, must include more subjects about English **Tr. Cs** in all its types.
  - C. Students at the university level should be provided with some additional supplementary books about problematic areas, especially, **Tr. Cs**.
  - D. Students should be activated by daily quizzes and tests.

## ***5.4 Suggestions for Further Research***

In the light of the obtained results, suggestions for further research may be made:

- 1- A study similar to this can be carried out to investigate the syntactic and semantic aspects of the **Tr. Cs.**
- 2- Another study can be conducted to investigate the pragmatic inter Most of Iraqi EFL university students face more difficulties in mastering **Tr. Cs.**

# ABSTRACT

The present study deals with the errors made by university students in Iraq who study English as a foreign language in using English **transitional conjuncts** as one of the essential constructions in language.

The study aims at investigating the ability of Iraqi EFL university students in recognizing and using **transitional conjuncts** and the extent to which they can master these conjuncts in making grammatical English sentences that contain such conjuncts . It is hypothesized that:

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

A diagnostic test has been designed and applied to a sample of 50 Iraqi EFL university students at their fourth stage from the Department of English, College of Education, University of Babylon. The linguistic analysis of the subjects' responses to the items of the test have yielded the following conclusions:

- 1- Iraqi EFL university students face difficulties in recognizing and producing **transitional conjuncts**. This is indicated by the highest rate of their incorrect responses : **(74.12%)**; but they face more difficulties at the production level. This is shown by the rate of their correct responses : **(16.16%)** against **(35.6%)** for their correct responses at the recognition level.

At the production level, the high rate of the testees' incorrect responses is **(83.84%)** against **(64.4%)** for their incorrect responses at the recognition level. .

2- The testees' general performance at both the recognition and the production levels of the types of Tr. Cs has stood at **(25.8%)** which is a low performance rate. Out of **(50)** testees, only **(2,4%)** have scored a pass mark of **( 52%)** out of **(100)**, which is significantly low. Such figures clearly indicate that the testees encounter serious problems at both recognition and production levels.

This study comprises five chapters, the first of which is devoted to the discussion of the problem, aims, hypotheses, procedures, limits, 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 transitional conjuncts as they form the main topic of the present study. The researcher has found some studies that deal with the evaluation of performance of EFL learners .

Two Chapters (i.e. three and four) deal with the procedures, administration and the results of the test. Chapter Three includes indications to the number of EFL university students in Department of English, College of Education, University of Babylon that have been used as the sample of the test. Test construction clarifies how the researcher conducts the test. The researcher uses the pilot study to estimate the validity and reliability of the test. Test validity (i.e. content and face) and test reliability have been computed by using Kurder–Richardson method as the main



procedure of the test. The reliability coefficient of the present test is **( 0.77)**.

Chapter Four deals with the results of the present test. They are introduced in terms of achievement scores, percentages and frequencies of errors committed by fourth year students. The main reasons for committing errors by the students are also explained.

Finally, Chapter Five summarizes the conclusions arrived at in this study, on the bases of which some pedagogical implications are given and some topics for further research are suggested.

## **Appendix (2)**

### ***The Final Version of the Test***

This appendix includes the final version of the test after the jurors' suggestions for modifications.

**Q1\** State whether the underlined conjuncts are temporal (T) or discursal (D)?

Write the appropriate letter in the blank: (20M)

1. While I'm out, you can; meantime, do the dishes. \_\_\_\_\_
2. I want to tell you about my trip, but; by the way, how is your mother? \_\_\_\_\_
3. The ambulance got stuck in rush – hour traffic and; in the meantime, the child became delirious. \_\_\_\_\_
4. She is studying physics, astronomy, and incidentally meteorology. \_\_\_\_\_
5. They signed the bond; subsequently, they refused to stay in the celebration. \_\_\_\_\_
6. You are doing your job perfectly; by the by, how is your health? \_\_\_\_\_
7. Now you are back, let us start the meeting. \_\_\_\_\_
8. The chairman will be late for the meeting; meanwhile, we're to hand out minutes of the last meeting to the board members. \_\_\_\_\_
9. Jalal refused to sign the contract; eventually he discussed its items. \_\_\_\_\_
10. He decided to invite him to the party; originally he didn't like him. \_\_\_\_\_

**Q2** / fill each of the gaps with the right form of transitional conjuncts given below: (30M)

1. While Ann is in the college, her sister can \_\_\_\_\_ watch the television.

(eventually, by the way, meantime, subsequently)

2. I've \_\_\_\_\_ been lecturing for over an hour. I'll stop here since you all look tired.

(eventually, now, incidentally, by the by)

3. And, quite \_\_\_\_\_, how is your friend?

(by the way, meanwhile, now, incidentally)

4. She filled in the application on Monday; \_\_\_\_\_, she was called to an interview.

(incidentally, originally, now, subsequently)

5. The student read a great deal of books; \_\_\_\_\_ he found amazing thesis.

(originally, incidentally, by the way, by the by )

6. I pay the check and \_\_\_\_\_ we walk out the door.

(now, incidentally, eventually, by the by )

7. \_\_\_\_\_, are you going to dance?

(originally, subsequently, in the meantime, by the way)

8. John refused to apply for the job; \_\_\_\_\_ he regretted his decision.

(now, incidentally, meantime, subsequently)

9. Salim will buy anew house; \_\_\_\_\_ how is his thesis?

(incidentally, by the way, subsequently, meanwhile)

10. Last month I originally thought he was wrong.  
 \_\_\_\_\_ I agree with him.

(subsequently, by the way, meanwhile, by the by)

11. I'm giving a talk in Germany next month. \_\_\_\_\_  
 I'll be there during a special festival

( subsequently, originally, incidentally, now)

12. \_\_\_\_\_, you might think that you could simply  
 stretch along string a round the coast for an accurate  
 measurement, but unless the string we're infinitely thin, it  
 would still involve essentially the same kind of over –  
 simplification as the stick.

(incidentally, subsequently, eventually, now)

13. Ali is learning English, Germany, and; \_\_\_\_\_  
 French.

(meanwhile, meantime, originally, incidentally)

14. Several of the conspirators have been arrested but  
 their leader is as yet unknown; \_\_\_\_\_ the police are  
 continuing their investigations into the political sympathies  
 of the group.

(meanwhile, incidentally, by the way, originally)

15. He is finding out a great and fantastic city, and  
 \_\_\_\_\_ its cave.

(originally, by the by, meanwhile, incidentally)

**Q3\** These sentences are wrong, try to correct what is  
 underlined: Using other transitional conjuncts: (30M)

- 1- They completed their job; originally, they entered a fantastic hotel.
- 2- He submitted to a test; by the way, he went to the club.
- 3- Your children will go to school; subsequently, complete your business.
- 4- Barry seems very friendly; now, he's the same sign as I'm.
- 5- He saved a great deal of money, but eventually, his house deteriorated badly.
- 6- Toni found that old sofa; originally, lying in a vacant lot.
- 7- The new students; meanwhile, don't have enough pencils.
- 8- I felt very confused; originally, I telephoned him.
- 9- Rami sounds very rough; subsequently, he has a kind-heart as Mazin.
- 10- Originally, before I use that word, I must, as it were, look behind my back.
- 11- I rushed to catch Angie; by the by, she was on her way back here.
- 12- The airlines charge half price for students; meantime, I have already bought my ticket to New York.
- 13- I plan to go to Syria, but eventually, how are your colleagues?
- 14- Yanaar made her suggestion to help her father; but subsequently, she couldn't help him, she was a child.
- 15- We have appointed our meeting. Incidentally what did you manage?

**Q4\** Join the following statements by using the conjuncts between given brackets. (20M)

- 1- They are on their way. Let's have a game. (meanwhile)
- 2- He bought a house. He didn't lend me the money. (eventually)
- 3- Rola played video games. Finish the report. (meantime)
- 4- I was not late this morning. Hoping for a bigger fish, Rob spent three more hours fishing. (incidentally)
- 5- And did I tell you that I'm moving? Let me introduce you to my sister. (by the way)
- 6- They are certain. The police originally doubted he was a criminal. (subsequently)
- 7- Though, the computer can perform several actions to facilitate electronic conference. Some people will say that these processes are not genuinely intelligent. (in the meantime)
- 8- Do they decide to discuss the project? He is in the meeting. (by the by)
- 9- What the other thing we wanted to discuss? We have settled that at last. (now)
- 10- Sami obliged to change it. He doesn't agree to change his proposal. (eventually)

## Appendix (3)

### The Test

#### The Possible Answers:

##### Q1\:

1. While I'm out, you can; meantime, do the dishes. T
2. I want to tell you about my trip, but; by the way, how is your mother? D
3. The ambulance got stuck in rush – hour traffic and; in the meantime, the child became delirious . T
4. She is studying physics, astronomy, and incidentally meteorology. D
5. They signed the bond; subsequently, they refused to stay in the celebration. T
6. You are doing your job perfectly; by the by, how is your health? D
7. Now you are back, let us start the meeting. D
8. The chairman will be late for the meeting; meanwhile, we're to hand out minutes of the last meeting to the board members. T
9. Jalal refused to sign the contract; eventually he discussed its items. T
10. He decided to invite him to the party; originally he didn't like him. T

**Q2 /:**

1. While Ann is in the college, her sister can; meantime watch the television.

( eventually, by the way, meantime, subsequently)

2. I've; now, been lecturing for over an hour. I'll stop here since you all look tired.

( eventually, now, incidentally, by the by )

3. And, quite by the way, how is your friend?

(by the way, meanwhile, now, incidentally)

4. She filled in the application on Monday; subsequently, she was called to an interview.

(incidentally, originally, now, subsequently)

5. The student read a great deal of books; incidentally, he found amazing thesis.

(originally, incidentally, by the way, by the by )

6. I pay the check and; now, we walk out the door.

(now, incidentally, eventually, by the by)

7. by the way; are you going to dance?

(originally, subsequently, in the meantime, by the way)

8. John refused to apply for the job; subsequently he regretted his decision.

(now, incidentally, meantime, subsequently)

9. Salim will buy anew house; by the way, how is his thesis?

(incidentally, by the way , subsequently, meanwhile)

10. Last month I originally thought he was wrong .

Subsequently; I agree with him.

(subsequently, by the way , meanwhile, by the by)



11. I'm giving a talk in Germany next month. Incidentally;  
I'll be there during a special festival

(subsequently, originally, incidentally, now)

12. Incidentally, you might think that you could simply stretch along string a round the coast for an accurate measurement, but unless the string we're infinitely thin, it would still involve essentially the same kind of over – simplification as the stick.

(incidentally, subsequently, eventually, now)

13. Ali is learning English, Germany, and incidentally;  
French.

(meanwhile, meantime, originally, incidentally)

14. Several of the conspirators have been arrested but their leader is as yet unknown; meanwhile, the police are continuing their investigations into the political sympathies of the group.

(meanwhile, incidentally, by the way, originally)

15. He is finding out a great and fantastic city, and; incidentally its cave.

(originally, by the by, meanwhile, incidentally)

### Q3\:

1- They completed their job ; subsequently or eventually, they entered a fantastic hotel.

2- He submitted to a test; subsequently or eventually, he went to the club.

3- Your children will go to school; meanwhile or meantime or in meantime, complete your business.

- 4- Barry seems very friendly; incidentally, he's the same sign as I'm.
- 5- He saved a great deal of money, but; meanwhile or meantime or in meantime, his house deteriorated badly.
- 6- Toni found that old sofa; by the way or by the b, lying in a vacant lot.
- 7- The new students; incidentally, don't have enough pencils.
- 8- I felt very confused; subsequently or eventually, I telephoned him.
- 9- Rami sounds very rough; incidentally, he has a kind-heart as Mazin.
- 10- Now, before I use that word, I must, as it were, look behind my back.
- 11- I rushed to catch Angie;; meanwhile or meantime or in meantime, she was on her way back here.
- 12- The airlines charge half price for students; Incidentally, I have already bought my ticket to New York.
- 13- I plan to go to Syria, but by the way or by the by, how are your colleagues?
- 14- Yanaar made her suggestion to help her father; but originally, she couldn't help him, she was a child.
- 15- We have appointed our meeting. by the way or by the by what did you manage ?

**Q4\**

- 1- Let's have a game; meanwhile, they are on their way.
- 2- He didn't lend me the money; eventually; he bought a house.
- 3- Rola played video games; meantime, finish the report.
- 4- Incidentally, I was not late this morning. Hoping for a bigger fish, Rob spent three more hours fishing.
- 5- Let me introduce you to my sister; by the way and did I tell you that I'm moving?
- 6- The police originally doubted he was a criminal, subsequently; they are certain.
- 7- In the meantime; though, the computer can perform several actions to facilitate electronic conference. Some people will say that these processes are not genuinely intelligent.
- 8- By the by; do they decide to discuss the project? He is in the meeting.
- 9- We have settled that at last now; what the other thing we wanted to discuss.
- 10- He doesn't agree to change his proposal; eventually, Sami obliged to change it.

## ***Appendix (1)***

### ***The First Version of the Test***

This appendix includes the first version of the test which was submitted to the jury members.

**Q1\** State whether the underlined conjuncts are temporal (T) or discursal (D)?

Write the appropriate letter in the blank: (20M)

1. While I'm out, you can; meantime, do the dishes. \_\_\_\_\_
2. I want to tell you about my trip, but; by the way, how is your mother? \_\_\_\_\_
3. The ambulance got stuck in rush – hour traffic and; in the meantime, the child became delirious. \_\_\_\_\_
4. She is studying physics, astronomy, and incidentally meteorology. \_\_\_\_\_
5. They signed the bond; subsequently, they refused to stay in the celebration. \_\_\_\_\_
6. You are doing your job perfectly; by the by, how is your health? \_\_\_\_\_
7. Now you are back, let us start the meeting. \_\_\_\_\_
8. The chairman will be late for the meeting; meanwhile, we're to hand out minutes of the last meeting to the board members. \_\_\_\_\_
9. Jalal refused to sign the contract; eventually he discussed its items. \_\_\_\_\_
10. He decided to invite him to the party; originally he didn't like him. \_\_\_\_\_

**Q2** / fill each of the gaps with the right form of transitional conjuncts given below: (30M)

1. While Ann is in the college, her sister can \_\_\_\_\_ watch the television.

(eventually, by the way, meantime, subsequently)

2. I've \_\_\_\_\_ been lecturing for over an hour. I'll stop here since you all look tired.

(eventually, now, incidentally, by the by)

3. And, quite \_\_\_\_\_, how is your friend?

(by the way, meanwhile, now, incidentally)

4. She filled in the application on Monday; \_\_\_\_\_, she was called to an interview.

(incidentally, originally, now, subsequently)

5. The student read a great deal of books; \_\_\_\_\_ he found amazing thesis.

(originally, incidentally, by the way, by the by )

6. I pay the check and \_\_\_\_\_ we walk out the door.

(now, incidentally, eventually, by the by )

7. \_\_\_\_\_, are you going to dance?

(originally, subsequently, in the meantime, by the way)

8. John refused to apply for the job; \_\_\_\_\_ he regretted his decision.

(now, incidentally, meantime, subsequently)

9. Salim will buy anew house; \_\_\_\_\_ how is his thesis?

(incidentally, by the way, subsequently, meanwhile)

10. Last month I originally thought he was wrong. \_\_\_\_\_ I agree with him.

(subsequently, by the way, meanwhile, by the by)

11. I'm giving a talk in Germany next month. \_\_\_\_\_  
I'll be there during a special festival  
( subsequently, originally, incidentally, now)
12. \_\_\_\_\_, you might think that you could simply stretch along string a round the coast for an accurate measurement, but unless the string we're infinitely thin, it would still involve essentially the same kind of over – simplification as the stick.  
(incidentally, subsequently, eventually, now)
13. Ali is learning English, Germany, and; \_\_\_\_\_  
French.  
(meanwhile, meantime, originally, incidentally)
14. Several of the conspirators have been arrested but their leader is as yet unknown; \_\_\_\_\_ the police are continuing their investigations into the political sympathies of the group.  
(meanwhile, incidentally, by the way, originally)
15. He is finding out a great and fantastic city, and \_\_\_\_\_ its cave.  
(originally, by the by, meanwhile, incidentally)

**Q3\** Put the following transitional conjuncts in suitable clause: (now, eventually, meanwhile, originally, subsequently) (30M)

**Q4\** Join the following statements by using the conjuncts given between brackets. (20M)

1- They are on their way. Let's have a game. (meanwhile)

- 2- He bought a house. He didn't lend me the money.  
(eventually)
- 3- Rola played video games. Finish the report. (meantime)
- 4- I was not late this morning. Hoping for a bigger fish, Rob  
spent three more hours fishing. (incidentally)
- 5- And did I tell you that I'm moving? Let me introduce you  
to my sister. (by the way)
- 6- They are certain. The police originally doubted he was a  
criminal. (subsequently)
- 7- Though, the computer can perform several actions to  
facilitate electronic conference. Some people will say that  
these processes are not genuinely intelligent. (in the  
meantime)
- 8- Do they decide to discuss the project? He is in the  
meeting. (by the by)
- 9- What the other thing we wanted to discuss? We have  
settled that at last. (now)
- 10- Sami obliged to change it. He doesn't agree to change  
his proposal. (eventually)

# الخلاصة

تتناول الدراسة الحالية الأخطاء التي يرتكبها دارسو اللغة الإنجليزية (بوصفها لغة أجنبية) من قبل العراقيين من حيث استخدام أدوات الربط الانتقالية كأهم التراكيب الأساسية في اللغة. تهدف الدراسة إلى تشخيص قابلية طلبة الجامعة العراقيين دارسي اللغة الإنجليزية لغة أجنبية على تمييز و استعمال أدوات الربط الانتقالية في إنتاج جمل إنجليزية صحيحة. هذا وتهدف هذه الدراسة أيضا إلى تعريف أنواع الأخطاء التي تحدث عند طلبة الجامعة في استخدام أدوات الربط الانتقالية.

افترضت الباحثة فرضيتان لتحقيق أهداف هذه الدراسة:

- ١- أغلب طلبة الجامعة العراقيين يواجهون صعوبات كثيرة في إتقان أدوات الربط الانتقالية. وأنواعها المختلفة ووظائفها .
  - ٢- يتوقع أن يكون أداء طلبة الجامعة العراقيون دارسو اللغة الإنجليزية لغة أجنبية على مستوى التمييز أفضل من أدائهم على مستوى الإنتاج.
- صُنِّمَ اختبار تشخيصي على أساس هذه الفرضيات ونفذت على عينة مؤلفة من ٥٠ طالبا من طلبة الجامعة العراقيين دارسي اللغة الإنجليزية لغة أجنبية في الصف الرابع من قسم اللغة الإنجليزية، كلية التربية ، جامعة بابل . من خلال تحليل إجابات الطلبة لفقرات الاختبار توصلت الباحثة إلى النتائج التالية.
- 1- يواجه طلبة الجامعة العراقيون دارسو اللغة الإنجليزية لغة أجنبية صعوبات في تمييز و إنتاج أدوات الربط الانتقالية حيث كانت النسبة الأعلى لإجاباتهم الخاطئة هي ( ٧٤,١٢ %) ، لكنهم يواجهون صعوبات أكثر على مستوى الإنتاج حيث أن نسبة إجاباتهم الصحيحة هي ( ١٦,١٦ %) و هي نسبة اقل بكثير من مثيلتها على مستوى التمييز ( ٣٥,٦ %).
  - ٢- يواجه طلبة الجامعة العراقيون دارسو اللغة الإنجليزية لغة أجنبية صعوبات أكثر على مستوى الإنتاج حيث أن النسبة العالية لأخطاء الطلبة على مستوى الإنتاج ( ٨٣,٨٤ %) و هي نسبة اعلى بكثير من مثيلتها على مستوى التمييز ( ٦٤,٤ %).



تقع هذه الدراسة في خمسة فصول كرس الفصل الأول منها إلى مناقشة مشكلة الدراسة والأهداف والفرضيات و الإجراءات المتبعة وحدود البحث و الفائدة من هذه الدراسة.

أما الفصل الثاني فيتضمن عرضاً للأنواع السبعة من أدوات الربط الترتيبية والاستبدالية والتلخيصية والنتائج والاسنتاجية والتضاديه والانتقالية متضمنة تعاريفها وأنواعها ووظائفها و مواقعها. أكدت أبحاثه في ذلك علي أدوات الربط الانتقالية حيث أنها تشكل الهدف الرئيس للدراسة. وقد وجدت الباحثة بعض الدراسات السابقة المهمة التي لها علاقة بأداء الطلبة العراقيون دارسو اللغة الإنجليزية لغة أجنبية.

يتناول الفصلان ( الثالث والرابع ) من الرسالة إجراءات وإدارة نتائج الاختبار. حيث أن الفصل الثالث يشير إلى عدد طلبة قسم اللغة الإنكليزية الذين تم استخدامهم في تطبيق الاختبار وبناء الاختبار يوضح كيف أن الباحثة بنت الاختبار. فقد جرى استخدام الدراسة التجريبية لحساب صدق وثبات الاختبار. ومن ضمن الإجراءات الرئيسة لبناء الاختبار هي صدق الاختبار (صدق المحتوى والصدق الظاهري) وثبات الاختبار الذي جرى احتسابه باستخدام طريقة معادلة ( كودر - ريجاردسون ) التي كشفت عن معامل ثبات مقداره (٠,٧٧).

في حين يتعامل الفصل الرابع مع نتائج هذه الدراسة. إذ جرى تقديم نتائج درجات الطلبة بشكل نسب مئوية ومقدار تكرار الأخطاء التي يرتكبها طلبة الصف الرابع فضلاً عن شرح الأسباب الرئيسة لهذه الأخطاء.

أما الفصل الأخير فيلخص النتائج التي تم التوصل إليها في هذه الدراسة والتي تم في ضوئها وضع بعض المقترحات و المضامين التي لها علاقة بالجانب التعليمي .