

**Corpus-based Study of Conjunctive Adjuncts in the
Writings of Kuwaiti EFL Learners and Native
Speakers of English**

دراسة الأدوات الواصلة للجمل في كتابات الدارسين الكويتيين
للغة الإنجليزية والمتحدثين الأصليين بها باستخدام دراسة
الأسنوية للمتون

By

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M.A Thesis Submitted in Partial Fulfillment of the Requirements for
the Degree of Master of Arts in English Language and Literature

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Amman, Jordan

2012-2013

Authorization

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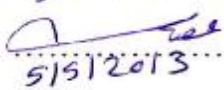
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Acknowledgement

In the first place, thanks are due to Allah for helping me to proceed in my study and write this thesis. Then, I extend my gratitude to my supervisor Professor Riyadh F. Hussein for his guidance, suggestions, encouragement and support which have led me to achieve this work. I would like to thank Professor Bader Dweik who helped me in understanding how to conduct a research and write MA thesis. His role is not forgettable in teaching me how to be a researcher. Moreover, I am very grateful to Professor Sabbar S. Sultan whose insights in English literature were inspiring to me. Finally, I am very grateful to all professors of the department of English language and literature at the Middle East University.

Dedication

This thesis is dedicated to my mother.

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Corpus-based Study of Conjunctive Adjuncts in the Writings of Kuwaiti
EFL Learners and Native Speakers of English

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Abstract

This study is an attempt to explore the use of conjunctive adjuncts by Kuwaiti EFL learners and native speakers of English. It aimed to investigate the frequency of occurrences of both types and items of conjunctive adjuncts in the writings of Kuwaiti EFL learners and native speakers of English. It also aimed to examine the frequency of occurrences of position and syntactic forms of conjunctive adjuncts in writing samples of Kuwaiti learners and native speakers of English.

To achieve the goals of this study, the researcher utilized two language corpora. The first one consisted of essays collected from *Michigan Corpus of Upper-level Student Papers* and the second corpus was compiled by the researcher. He collected essays written by Kuwaiti EFL learners who are enrolled at Kuwaiti universities.

The results of this study showed that Kuwaiti EFL learners overuse conjunctive adjuncts, namely, additives and causals. Native speakers of English use adversatives frequently. However, Kuwaiti EFL learners do not use the various types of conjunctive adjuncts as native speakers do. In addition, the results showed that Kuwaiti EFL

learners overuse certain conjunctive adjuncts such as *in addition*, *for example* and *but*. In contrast, they underuse certain conjunctive adjuncts such as *however*, *though* and *also*. The study showed that in both types of writings, there is a similarity in the frequent use of initial position of conjunctive adjuncts and the frequent use of adverb phrase as a realization form.

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ملخص الدراسة

تهدف هذه الدراسة لمعرفة الأدوات الواصلة للجمل المستخدمة في كتابات الدارسين الكويتيين للغة الإنجليزية بالمقارنة مع المتحدثين الأصليين بها، كما تهدف لقياس استخدام هذه الأدوات من حيث الكم والتنوع في كتابات كل من الدارسين الكويتيين والناطقين بها. وتسلط هذه الدراسة الضوء على معرفة موقع هذه الأدوات في الجمل والأشكال النحوية التي تمثل هذه الأدوات.

ولتحقيق أهداف الدراسة، استخدم الباحث طريقة الألسنية للمتون والمقصود بها مجموعة من النصوص التي تحفظ في الحاسب الآلي وتساعد الباحث في التعرف على قياس وبحث اللغة. فقد استخدم الباحث نوعين من النصوص، النوع الأول جمعت من قبل طلاب جامعة ميشيغين الأمريكية والنوع الثاني قام بجمعه الباحث من كتابات الطلاب الكويتيين الدارسين في الجامعات الكويتية وبالتحديد من طلبة جامعة الكويت والجامعة العربية المفتوحة

أظهرت نتائج هذه الدراسة أن الدارسين الكويتيين للغة الإنجليزية يستخدمون هذه الأدوات الواصلة للجمل بشكل مفرط، وبالأخص الأدوات التي تستخدم في الإضافة والسببية، لكن هذه الأدوات تستخدم بشكل محدود من حيث التنوع في كتابات الطلبة الكويتيين، فالمتحدثون الأصليون للغة يستخدمون أنواعاً عديدة من هذه الأدوات. كما أشارت الدراسة إلى أن هناك بعض الأدوات التي يستخدمها الطلبة الكويتيون بشكل مفرط مثلاً (بالإضافة إلى ذلك، على سبيل المثال، لكن) وهناك أدوات تستخدم بشكل أقل، على سبيل المثال (على كل حال، على الرغم من، أيضاً). أخيراً أظهرت الدراسة أن هناك تشابه

في نوعي الكتابة لدى الطلبة الكويتيين للغة الإنجليزية والناطقين بها من حيث الاستخدام المتكرر للأدوات في بداية الجمل واستخدام الظروف والأسماء المجرورة للتعبير عن هذه الأدوات الواصلة للجمل.

Chapter One

Introduction

1.1 Background of the study

Cohesion which was first introduced by Halliday and Hasan (1976) encouraged many scholars and linguists to study the cohesive devices, both lexical and grammatical, in the written discourse. There are several types of cohesive devices and one of them is conjunctive adjuncts. They are used to link the text semantically and logically. Many English as a Foreign Language (EFL) learners find conjunctive adjuncts difficult to master because of several factors such as the nature of these devices which are optional (Biber, Conrad and Leech, 2002). So, EFL learners find it difficult to decide when and when not to use them. In addition, conjunctive adjuncts are various and their usage depends on students' language proficiency and the type of register e.g., news and conversation. In other words, their usage depends on different communicative functions. For example, in scientific register, conjunctive adjuncts such as *therefore* and *consequently*, which represent the cause and effect relationship, are commonly required to be used. In addition, they are positioned in

different places in the sentence (initial, medial and final). They are also realized by different grammatical forms such as adverbs and prepositional phrases. Another factor is that the mother tongue of EFL learners may cause linguistic interference that influences learner's choice of conjunctive adjuncts. This interference can occur in different levels of language (Dweik, 2000). In addition, one of these language choices is the choice of conjunctive adjuncts that many EFL learners underuse and overuse (Altenberg and Tapper, 1998; Crewe, 1990).

The rise of corpus-linguistics as a new linguistic field that studies the naturally occurring language elements by using a huge amount of authentic data helps the researchers and linguists to investigate conjunctive adjuncts. They investigate their linguistic properties and their frequency of occurrence. The corpus generally refers to texts that are naturally occurring. These texts are taken from authentic materials such as news, reports, literary texts, conversations and academic papers. In order to investigate the language within these texts, linguists use special software such as *MonoConc Pro* software which the researcher utilized in this study. This software allows researchers to investigate language systematically. They can see the frequency of occurrence of the linguistic items and the main frequent

collocates that are associated with these items. Results appear in concordancing lines. There are also corpus data available online such as the British National Corpus (BNC).

The current study provides further investigation into the analysis of EFL learners' conjunctive adjuncts use in comparison with native students' writing. It also sheds light on EFL learners' use of conjunctive adjuncts in essays of different writing quality, an area which has to date received little attention.

1.2. Statement of the problem

Many studies were conducted on the use of conjunctive adjuncts in the writings of Arab EFL learners such as Bacha and Hanania (1980), Khalil (1989), Khuwaileh and Shoumali (2000), Hinkel (2007), Fakhra (2009) and Abusharkh (2012). These studies proved that Arab EFL learners encounter problems in the use of conjunctive adjuncts in their writings. This has led the researcher to investigate the use of conjunctive adjuncts in the writings of Kuwaiti EFL learners compared to the writings of native speakers.

1.3. Objectives of the study

The first objective of this study is to explore the frequency of occurrence of conjunctive adjuncts in the writings of Kuwaiti learners of English compared to the writings of native speakers of English and the variety of conjunctive adjuncts in both types of writing. Second, as conjunctive adjuncts have various semantic categories such as additive, contrastive, causal, temporal and continuative. The present study aims to look at the frequency of these semantic types in the writings of Kuwaiti EFL learners and native speakers. In addition, the researcher aims to find out the overused and underused conjunctive adjuncts in the writings of Kuwaiti learners of English. Lastly, the researcher aims to find out where the Kuwaiti learners of English place conjunctive adjuncts in their writings compared to the native speakers and the frequent syntactic forms such as adverbs and prepositional phrases that conjunctive adjuncts are realized by.

1.4. Questions of the study

In order to achieve the objectives of this study, the researcher set four questions:

1. What is the overall frequency of occurrence of conjunctive adjuncts (in terms of number and variety) in the Kuwaiti EFL

- learners' writings and in the writings of the native speakers of English?
2. What is the frequency of each semantic category (additive, adversative, causal, temporal and continuative) in the writings of the Kuwaiti EFL learners compared to the writings of native speakers of English?
 3. What are the overused and underused conjunctive adjuncts in the writings of the Kuwaiti learners of English compared to those used by native speakers?
 4. What is the frequent position of conjunctive adjuncts and their syntactic forms in the writings of Kuwaiti learners of English?

1.5. Significance of the study

This study may enrich the corpus-linguistics studies in the Middle East and may help other researchers and English teachers in understanding the major conceptual themes of conjunctive adjuncts in the writings of non-native speakers of English. They may benefit from the research methods that are adopted in this study since it is based on corpus approach that depends on both quantitative and qualitative methods.

1.6. Limitations of the study

Results of the study cannot be generalized due to the limited size of the sample. Another limitation is the time in which the researcher has to conduct the study which was conducted in the State of Kuwait in 2012/2013.

1.7. Key terms

Conjunctive Adjuncts: are cohesive ties that link sentences logically and semantically. They have various categories such as additive (e.g. *and, furthermore, in addition*), adversative (e.g. *though, but, however, nevertheless*), temporal (e.g. *then, next, in conclusion*) and causal (e.g. *therefore, so, in this respect*) (Halliday and Hasan, 1976).

Corpus: It is a collection of naturally occurring texts taken from authentic materials such as newspapers, conversations; academic papers stored in the computer (Reppen, 2001).

Kuwaiti EFL Learners: They are learners of English as a foreign language in Kuwaiti universities. Specifically, those enrolled in English language and Literature department, the B.A. program.

The Michigan Corpus of Upper-level Student Papers (MICUSP): It is a collection of around 830 A grade papers (roughly 2.6 million words) from a range of disciplines across four academic divisions

(Humanities and Arts, Social Sciences, Biological and Health Sciences, Physical Sciences) of the University of Michigan.

MonoConc Pro: It is a software used to investigate the corpus data. This software provides key word in context (KWIC) concordance results and also produces word lists and collocation information (Reppen, 2001).

Overuse: It refers to the use of certain linguistic items by EFL/ESL students more than native speakers of English (Crewe, 1990).

Underuse: It refers to the use of certain linguistic items by EFL/ESL students fewer than native speakers of English (Crewe, 1990).

Chapter Two

Review of Related literature

2.0. Introduction

This chapter includes two main parts. The first one is the review of theoretical literature which is based on works of major scholars and linguists in the field such as Halliday and Hasan (1976), Crewe (1990), Bloor and Bloor (1995) and Biber, Conrad and Leech (2002). The second part reviews the empirical studies that have been conducted in this area, locally and internationally.

2.1 Review of theoretical literature

2.1.1 Cohesion and conjunctive adjuncts

Cohesion is a term introduced by Halliday and Hasan (1976). This term generally refers to how the text is presented in a logical and connected way. They argue that cohesion is based on lexical and grammatical relationships that make sentence sequences as connected discourse. These lexical and grammatical relationships are to a great extent realized by the application of various types of 'cohesive ties' which are categorized by Halliday and Hasan into five major classes: *reference, substitution, ellipsis, conjunction, and lexical reiteration*

and collocation. They produce a logically and syntactically well connected piece of writing. Cohesive tie is defined by Halliday and Hasan as "a semantic relation between an element in a text and some other element that is crucial to the interpretation of it" (1976, p. 8).

These cohesive ties have a significant role in the process of teaching of writing for EFL learners, in particular, the conjunctions which are classified as one type of the cohesive ties by Halliday and Hasan. Conjunctions are commonly used in teaching EFL learners who often employ various cohesion conventions which may sometimes make their texts appear incoherent to native speakers.

Now, it is worthwhile to shed light on the difference between the cohesive conjunctions that Halliday and Hasan (1976) refer to as conjunctive adjuncts and the structural conjunctions since some writers may not distinguish between the meaning of conjunctions and conjunctive adjuncts. Halliday and Hasan (1976) argue that conjunctions have two ways of functioning in discourse: 'structurally' and 'cohesively'. They are structural when indicated by a coordinator or subordinator connecting two linguistic units within the sentence. On the other hand, they operate cohesively only when indicated by a

connective expression – normally distinct from coordinator and subordinator expressions, and usually functioning as 'Adjunct' –establishing connection between two separate sentences. This is so because 'cohesion' as identified by Halliday and Hasan is "a relation between sentences in a text, not a relation within the sentence" (pp. 227-232)

In addition, Bloor and Bloor (1995) point to the distinction between conjunctions and conjunctive adjuncts which "can be a source of some confusion." (p. 56). Conjunctions are word classes like nouns, verbs, prepositions...etc. They have two types. The first type is coordinators such as (and, but, so, for, yet, or) and the second type is subordinators such as (though, although, if, whether, while). Conjunctive adjuncts are considered as a function in the clause like *subject* or *verb* in the clause. In other words, they argue that because conjunctions, syntactically speaking, are not part of the structure of the clause, for they do not really belong to either of the clauses they join, and because they have a semantic function – in addition to the grammatical one – signaling logical relationships between (the clauses or phrases) they connect, they are sometimes classified according to the meaning or logical-semantic relations they indicate as well. These

relations can be addition, adversity, alternation, time succession, contrast, etc. (Halliday and Hasan, 1976).

In addition, Eggins (2004) distinguishes conjunctive adjuncts from structural conjunctions. While conjunctive adjuncts construct semantic ties between meanings that are not in the same clause, structural conjunctions express structural relationships between clauses within a single sentence (clause complex). Therefore, the focus of this study is to trace the use of conjunctive adjuncts.

2.1.2 Definitions and features of conjunctive adjuncts

Conjunctive adjuncts are termed differently by different linguists. Quirk and Greenbaum (1973) use the term *conjuncts* and Biber, Johansson, Leech, Conrad and Finegan (1999) use the term *linking adverbials*. Crewe (1990) uses the term *logical connective* and Bolton, Nelson and Hung (2003) use the term *connectors*.

Halliday and Hasan (1976) define conjunctive elements as the means that "express certain meanings which presuppose the presence of other components in the discourse" (p.276). In addition, Quirk, Greenbaum, Leech and Svartvik (1985) argue that the adverbials that are not integrated within the sentence are conjuncts. These conjuncts

have a connective function and are mainly realized by adverb phrases and prepositional phrases. In addition, they call them sentence connectors as they reinforce, clarify, or explicate the intended meaning relation between sentences that co-occur with each other. For them, they are also logical connectors as they logically connect sentences and create a coherent unity in a text.

Biber et al (1999) argue that conjunctive adjuncts "state the speaker's or writer's perception of the relationship between two units of discourse" (p. 875). They can connect units of discourse of different sizes as sentences, units longer than the sentence as they connect a subsequent sentence with several preceding ones, or clauses as they connect a to-clause to a preceding main clause. Halliday (2004) argues that conjunctive adjuncts are related to logico-semantic relationships. They are used from clauses within clause complexes to produce longer spans of a paragraph or more.

According to the position of conjunctive adjuncts, Biber et al (2002) argue that the most common position for conjunctive adjuncts is the initial position. They can also be positioned medially in academic prose such as *therefore* and *however*. They follow the

subject or the auxiliary verb. Bloor and Bloor (1995) argue that the conjunction always occurs at the beginning of the clause where it links or binds, whereas conjunctive adjuncts can occur at various points within the clauses which they affect.

Halliday and Hasan (1976) state that conjunctive adjuncts are realized by:

- 1- adverb phrase (*so, however, therefore*)
- 2- prepositional phrase (*for instance, in contrast*)
- 3- finite clause (*that is, what is more*)
- 4- non-finite clause (*to add, to sum up*)

2.1.3 Classification of conjunctive adjuncts

Conjunctive adjuncts have various semantic types as they add information or contrast information in the text. But, they are not identically classified by linguists and researchers. Halliday and Hasan (1976) classify conjunctive adjuncts into five main categories. Each category may consist of one sub-category or more. They are classified as additive (e.g. in addition, furthermore, besides), adversative (e.g. yet, though, however, nevertheless), causal (e.g. hence, therefore, for

this purpose), temporal (e.g. after that, at last, first, in short) and continuative (e.g. now, of course, after all).

Quirk et al (1985) classify the conjuncts into seven categories, each of them may consist of one sub-category or more. The main categories are listing (e.g. first, second, likewise, furthermore), summative (e.g. then, overall, to sum up), appositive (e.g. namely, thus, in other words), resultive (e.g. hence, as a result, thus), inferential (else, otherwise, in that case), contrastive (e.g. again, alternatively, on the other hand) and transitional (e.g. by the way, meanwhile, eventually).

Biber et al (1999) classify them into six categories which are: enumeration and addition (e.g. first, also, moreover), summation (e.g. in sum, to conclude, all in all), apposition (e.g. in other words, that is, for example), result/inference (e.g. therefore, thus, so), contrast/concession (e.g. in contrast, however, after all), and transition (e.g. by and by, by the way, meanwhile).

Halliday (2004) classifies conjunctive adjuncts into three main categories and each of them may consist of more than one sub-

category. The main categories are: elaboration (e.g. in other words, anyway, thus), extension (e.g. also, however, instead), and enhancement (e.g. next, in the end, likewise, however).

2.1.4. Categories and types of conjunctive adjunct in the scheme of Halliday and Hasan

Halliday and Hasan (1976) have a scheme that classifies conjunctive adjuncts into types. Each of them consists of various sub-relations. *Summary table of conjunctive relations* (1976; see Appendix A) consists of four main conjunctive relations. The first is *Additive* which means "there is something more to be said" (p.245). *Additive* relation includes *Alternative*, *Comparative*, and *Appositive* (*Expository* and *Exemplificatory*) relations. Contrary to other systems (e.g. Quirk *et al* (1985) and Biber *et al* (1999) systems), Halliday and Hasan's system indicates that the words *and*, *or* and *nor* are not restricted to structural coordination within the sentence (as it is the case with the correlative pairs *both ... and*, *either ... or*, and *neither ... nor*); rather, they can all be used cohesively, as conjunctions, and classified as additives (p. 244).

The second heading of conjunction in Halliday and Hasan's scheme is *Adversative*, and its basic meaning is "contrary to expectation". It includes *Adversative* relations, *Contrastive* relations, *Corrective* relations, and *Dismissive* relations, with the meanings "in spite of", "as against", "not ... but", and "no matter ..., still" respectively.

An adversative expression like '*however*' is always cohesive, and can occur either initially or non-initially in the sentence. However, it is more confusing when dealing with other adversative words such as *but*, which can be either coordinator or conjunctive, and '*though*', which can be either subordinator or conjunctive. As distinguished by Halliday and Hasan, *but* as a conjunctive always occurs initially in the sentence (or between clauses provided it has the effect of repudiating the former clause), whereas *though* as a conjunctive "may occur initially (in which case it is indistinguishable in speech from the subordinating *though* (= *although*) and would be treated as cohesive only if occurring in writing after a full stop), but its normal position is as a tailpiece at the end of the clause" (p. 250).

The third conjunction type is *Causal* which includes three specific relations: *Result*, *Reason*, and *Purpose*, which may be exemplified

with the simplest causative expression *so*, meaning "as a result of this", "for this reason", and "for this purpose".

They may also be expressed with various prepositional phrases. Besides these specific types, three other forms of causal relation are distinguished: *Reversed* causal relations – in which the sentence presenting the cause follows the one presenting the effect (i.e. *Because I need some money, I write this story*), *Conditional* relations, and *Respective* relations.

Finally, *Temporal* relation is a relation between two successive sentences, whether in terms of time sequence, or in terms of points of enumeration. Generally speaking, a temporal conjunction may be *Sequential* (e.g. *then, next, afterwards*), *Conclusive* (e.g. *finally, at last, in conclusion*), or *Summative* (e.g. *to sum up, in short*). Sequential and Conclusive conjunctions may occur in correlative forms as well (e.g. *first ... then, first ... second, at first ... finally, to begin with ... to conclude with*).

Halliday and Hasan discuss six further individual conjunctive items and group them together under the heading *Continuatives*. They are:

now, of course, well, anyway, surely, and after all, which "although they do not express any particular one of the conjunctive relations identified above, are nevertheless used with a cohesive force in the text" (p. 267).

2.1.5 The terms 'overuse' and 'underuse' and their relation to conjunctive adjuncts

In most corpus-based studies of EFL learners' difficulties in the use of conjunctive adjuncts and other linguistic features in EFL writings, researchers have employed the terms 'overuse' and 'underuse'. These terms refer to the fact that "a linguistic form is found significantly more or less in the learner's corpus than in the reference corpus" (Gilquin, Granger & Paquot, 2007, p. 322). Thus, analysts' conclusions about EFL/ESL writers' conjunctive adjunct overuse and underuse are often drawn on the basis of measuring the occurrence ratios of conjunctive adjuncts in EFL/ESL writing against their occurrence ratios in native English writing, whose writers can be either university students or authors of published articles.

It is noticeable that conjunctive adjuncts in EFL writings are overused not underused. Crewe (1990) argues that this overuse is

caused by two factors. The first one is that students try to impose surface logicality on their writings, where there is no need to deep logicality. The second factor is that the overuse of conjunctive adjuncts might be seen as a way of disguising poor writing as writers try to overcome an area of difficulty by the abundance of superficial links. Crewe focuses on overuse and links it to misuse noting that:

Over-use at best clutters up the text unnecessarily, and at worst causes the thread of argument to zigzag about, as each connective points it in a different direction. Non-use is always preferable to misuse because all readers, native speaker or non-native-speaker, can mentally construe logical links in the argument if they are not explicit, whereas misuse always causes comprehensive problems and may be so impenetrable as to defy normal decoding. (Crewe, 1990, p. 324)

2.2 Empirical studies

2.2.1 Regional studies

Arab learners of English use conjunctive adjuncts in a way different from native speakers of English. There are many studies that proved it. Bacha and Hanania (1980) investigated the ability of Arab students at university level in using cohesive links in their writings. One of these cohesive links is conjunctive adjuncts. The sample was chosen from the American University of Beirut in Lebanon. Their method was based on text-analysis. They found that conjunctive adjuncts caused many problems to students as they did not have enough knowledge of linking words in the English language and the logical relationships associated with each.

In addition, Khalil (1989) investigated the use of cohesive devices by Arab college students in their English writing. In his analysis of the data, he utilized two forms of evaluation: the holistic which is based on the general impression of English-speaking rhetoric instructors, and the analytic which is based on the conventions of coherence. He adopted Grice's maxims of relevance, quantity, and manner as quantifiable, objective measure of text coherence. He found out that Arab students overused using the same lexical item as a

cohesive device, but underused other lexical and grammatical cohesive links. He also found that those students' writing was incoherent as it lacked sufficient information about the topic.

Khuwaileh and Shoumali (2000) conducted a study about the writing skills of Jordanian academic students in Arabic and English. They depended on text-analysis of students in both languages. They found out that the students who wrote a poor composition in English have the same poor writing in their mother tongue since their writing lacks coherence and cohesion. One of the reasons of this lack was that the poor texts lack the logical connectors or conjunctive adjuncts, as 36% of students did not use signal words to guide the discussion of their arguments in English, though they had good ideas.

Hinkel (2001) calculated the median frequency rates of explicit cohesive devices employed in academic texts of native and non-native speakers who spoke different mother tongues (Japanese, Korean, Indonesian and Arabic). She used corpus-based comparative study and found out that linking adverbials or sentence transitions are used by all non-native groups at significantly higher median frequency rates more than those of native speakers. Non-native speakers

overused these adverbials and they did not use them effectively as advanced learners. This was because of "the focus on transitions in writing and composition instructions for university level students." (p. 123).

Fakhra (2009) studied conjunctive adjuncts in the writings of Syrian students who study English at the university level in comparison to native speakers of English. She used the corpus-based approach in her study. The corpus included literature essays written by Syrian students. In addition, she used another corpus written by British students. The study showed the total frequency of occurrence of conjunctive adjuncts in the two corpora was significantly different. Syrian students used almost twice as many conjunctive adjuncts in comparison to the British students, particularly causal and additive adjuncts. In addition, it was found that the British students used more different types of conjunctive adjuncts than the Syrian students did.

Abusharkh (2012) studied the use of conjunctive adjuncts among three groups of Palestinian students at the college level. He used Halliday and Hasan's (1976) cohesion theory in his analysis of argumentative essays of the students. He found that additive adjuncts

were overused by the beginners and intermediate learners, especially the additive 'and'. He also found that the least used conjunctive adjuncts were causal and temporal among the three groups. They also underused other conjunctive adjuncts.

2.2.2 International studies

Granger and Tyson (1996) compared a sample of the French mother tongue sub-component of the ICLE (International Corpus of Learner English) corpus with a sample of writing from the control corpus of English essay writing. They found that there are overused individual connectors (e.g. actually, indeed, of course, moreover, e.g., for instance) and others underused (e.g., however, instead, though, yet, hence, then) in the French corpus. They found:

Even at a reasonably advanced level, connectors are difficult to master; we have seen that French learner connector usage differs widely from that of their native speaker counterparts: this is due to an inability to differentiate stylistically, insufficient knowledge of semantic restrictions placed on individual connectors, and inexperience in manipulating connectors within the sentence structure. (pp. 24-25)

Bolton, Nelson and Hung (2003) studied the use of connectors in the students' writings at the university level. The students were from Hong Kong and Great Britain. Their method was based on corpus-based comparison study. They used the Hong Kong component (ICE-

HK) and the Britain component (ICE-GB) of the International Corpus of English (ICE). In their study, they focused on measuring the overuse and underuse of the frequency of connectors in professional academic writing. Their findings revealed that both the students of Hong Kong and Britain overused a wide range of connectors. Therefore, the findings did not offer any evidence of the overuse of connectors in the writings of non-native speakers of English and each group of students overused certain conjunctive adjuncts:

This overuse is much greater in the corpus of Hong Kong students' writing, particularly with items such as *so*, *and*, *also*, *thus* and *but*. In the British data, overuse is most marked with the items *however*, *so*, *therefore*, *thus* and *furthermore*. (p. 180)

Tanko (2004) aimed to study the use of linking adverbials in the writings of Hungarian university students. He used writing quality of essays as one factor in his analysis of learners' linking adverbial use. Only highly-rated argumentative essays were included in his corpus; the participants were foreign language learners who were studying in a master's program in English. The learner corpus consisted of 21 argumentative essays produced by Hungarian university students and it was compared with a native student corpus. The results showed that Hungarian learners' writing contained some features similar to those of native speakers' writing (e.g., positions of adverbial connectors and

stylistic requirements). Learners tended to use a high number of linking adverbials but the range of used linking adverbials was more restricted than that of native speakers.

Tapper (2005) studied how advanced Swedish EFL learners used connectives in argumentative essays in comparison to American university students. The data were taken from the International Corpus of Learner English (ICLE): the Swedish sub-corpus and the control corpus of American university student essays. The results showed the advanced Swedish EFL learners overused adverbial connectives compared to American university students. Swedish learners used slightly more types of connectives than American students. Swedish used contrastive followed by the resultive, clarifying and additive relations. They also used different kinds of connectives to express the same coherence relations. The high frequency of connectives was not found in the writings of both students of high scores. There was no correlation between connectives and good writing quality for either group.

Ishikawa (2009) studied the English linking adverbials in the English writings of Asian learners. The researcher used International

Learner Corpus by English native speakers and Asian non-native speakers, Japanese learners of English (JLE) and Chinese (CLE). The findings showed a gap between native speakers and non-native speakers in the use of linking adverbials in essay writing. Asian non-native speakers overused additive types of linking adverbials and linking adverbial items concerning the introduction of additional information and intensification of meaning, but underused introduction of parallel information and sequential introduction of information. Japanese and Chinese learners of English and native speakers used major linking adverbial items in their own ways, which are hardly influenced by the target language.

Patanasorn (2010) studied the use of linking adverbials in a Thai English learner corpus by comparing it with American students' corpus and focusing on occurrence of linking adverbials in different writing samples. The results revealed that the Thai learner corpus and the US corpus showed several similar features in the usage of patterns of semantic categories (i.e., result/reference and enumerate/addition and summation), syntactic forms (e.g. so, however, therefore). With regard to writing quality, higher quality essays with score three contained significantly more linking adverbials than weaker ones with

scores one and two. In more effective essays, a higher number and a wider range of linking adverbials, different semantic categories and semantic functions were found.

In conclusion, these studies aimed to investigate the use of conjunctive adjuncts in writings of non-native speakers and to compare them to the writings of native speakers of English. In addition, these studies showed the significant role of corpus-based approach in getting findings. Generally speaking, the findings of these studies showed that the conjunctive adjuncts are overused by non-native speakers. Moreover, non-native speakers use restricted range of conjunctive adjuncts while native speakers use various conjunctive adjuncts in their writings.

Chapter Three

Methods and Procedures

In this chapter, the researcher describes the sample of the study and defines its corpus data. In addition, this chapter includes the methods of data analysis that the researcher adopted in his analysis of the findings. Furthermore, the researcher lists the procedures that he has followed in conducting his research.

3.1. Sample of the Study

The sample of this study consisted of Kuwaiti and American students. The researcher chose 40 learners from Kuwaiti universities and 25 learners from American universities. Table 1 describes the sample of this study.

Table 1: Distribution of the sample according to gender, nationality and affiliation

Information	Kuwaiti learners		American learners	
	Category	Number	Category	Number
Sex	Male	24	Male	14
	Female	16	Female	11
	Total	40	Total	25
University affiliation	University of Kuwait	11	Michigan University	25
	Arab Open	29	-	-

	University			
	Total	40	Total	25

Table 1 shows that 40 Kuwaiti EFL learners are 24 males and 16 females chosen from two Kuwaiti universities: University of Kuwait and Arab Open University (Kuwait branch). In addition, the researcher included 25 American learners: 14 males and 11 females from Michigan University.

3.2. Corpus data

The data for this study was collected from the writings of learners of English as a foreign language in Kuwaiti universities (University of Kuwait and Arab Open University- Kuwait branch). In addition, it includes writings of native speakers of English. These writings were taken from *Michigan Corpus of Upper-level Student Papers*. There are two corpora used in this study. The first one was compiled by the researcher. He collected 40 essays written by the Kuwaiti learners majoring in English in Kuwaiti universities. These essays were taken from assignments written by junior and senior students. They are considered to some extent good users of the English language as they are specialized in English. The essays were written about topics in the English language and linguistics. The

learners wrote these essays with unlimited time and they were allowed to use language references such as dictionaries and grammar books. These essays are collected under the name *Kuwaiti Learner Corpus* (KLC).

The second corpus is *Michigan Corpus of Upper-level Student Papers* where the researcher chose 25 essays written by native speakers of English about the English language and linguistics topics. The essays are for American students studying at Michigan University. In this study, this corpus is named Native Speaker Corpus (NSC) which is considered as a model for the academic writing of students since the essays used are graded with A and written by native speakers of English.

The reason behind the different number of essays in each corpus is the length of the essays. The essays written by native speakers of English may include more than 2000 words each. However, the total number of words or tokens in KLC was 94418 and in NSC was 95538.

The researcher measured the lexical density of each corpus through type-token ratio. This ratio is calculated through dividing the total number of types on the total number of tokens. Here, the researcher gives an example to explain what tokens and types mean.

"Sara went to the bakery to buy some cakes since she had a party in her house. Her friends were very happy to have a party and to have cakes in her house."

The total number of words of this short passage is 33. These words are called tokens and the underlined words which are different from each other are called types. So, the total number of types in this passage is 22.

Table 2: Type-token ratio of lexical density in KLC and NSC

Corpus	KLC	NSC
Total number of tokens	94.418	95.538
Total number of types	8.467	11.359
Type-token ratio	8.9	11.8

Table 2 shows that the native speaker corpus is denser with lexical items than the Kuwaiti learner corpus as the type-token ratio for NSC is 11.8. This means the variation of lexical items in the writings of

native speakers is more than that in the writings of Kuwaiti learners of English.

3.3. Methods of data analysis

As the researcher aimed to conduct a comparative study between the use of conjunctive adjuncts in the writings of Kuwaiti learners of English and the writings of native speakers of English, he made use of the corpus-based approach. For this purpose, the researcher used the *MonoConc Pro* software to investigate the corpus data. This software provides key word in context (KWIC) concordance results and also produces wordlists and collocation information. The main steps of using this software are:

- 1- Before conducting the analysis, some files must be loaded from disk or from the Internet. Any text file can be loaded as a corpus.
- 2- When the files are loaded, the "Corpus Text", "Concordance", "Frequency" and "Window" menus appear between "File" and "Info". But, it is the "Concordance" menu that is needed to analyze the frequency of occurrence of lexical items.

- 3- The key words are put in the dialog box of "Search" from "Concordance" menu. The searched words generated and displayed in KWIC format in a separate window.



The matches of the conjunctive adjunct "in addition" in KLC

After identifying the frequency of occurrence of each conjunctive adjunct in both corpora, the researcher used raw frequency and percentage calculations to analyze the findings.

For analyzing conjunctive adjuncts in non-native speaker university students' writing and in the writing of native speaker university

students, the scheme of Halliday and Hasan (1976, see Appendix A) was used due to the simplicity, clarity, and comprehensiveness of its conjunction classification. This scheme consists of five types of conjunctive adjuncts. They are additive (e.g. in addition, furthermore, besides), adversative (e.g. yet, though, however, nevertheless), causal (e.g. hence, therefore, for this purpose), temporal (e.g. after that, at last, first, in short) and continuative (e.g. now, of course, after all).

3.4 Validity and reliability

In terms of validity, the instrument of this study is suitable and valid to be used in investigating the conjunctive adjuncts since this instrument, *MonoConc Pro* software, was used in many similar studies. One of them is Patanasorn (2010) who studied the use of linking adverbials in a Thai English learner corpus. In addition, this instrument is praised by many experts. One of them is McCarty who is a professor of Humanities Computing from King's College London. He (2004) says that *MonoConc Pro* is excellent as a quick means of analyzing corpora and producing a KWIC and frequency statistics for the target word. Also, Reppen (2001), who is a professor from Northern Arizona University, values this program as being a powerful tool for searching texts and exploring how language is used

in natural settings; thus providing valuable resources for teachers and researchers. In addition, this instrument is taught in the curriculum of English BA degree in Arab Open University. The instrument and purpose of the study was checked by Prof. Najib Al-Shehabi from the Arab Open University in Kuwait. He recommended using this instrument in getting results from authentic materials (see Appendix B). Some decisions were made about the analyzed content. Some conjunctive adjuncts have more than one function. For example, '*and*' can be a conjunctive adjunct and a coordinator. Here, the researcher identified only the items that have cohesive function.

In terms of reliability, the researcher used a pilot study. He chose five essays written by Kuwaiti EFL learners and analyzed the conjunctive adjuncts which occurred in these essays by *MonoConc Pro*.

3.5. Procedures of the study

There are several procedures that the researcher went through to achieve the goals of the study:

1. Reading theoretical and empirical studies that are relevant to his topic.
2. Setting questions to the study.

3. Collecting corpus data (Essays written by Kuwaiti EFL learners and native speakers of English).
4. Establishing the validity and reliability of the corpus data and *MonoConc Pro* software.
5. Obtaining a letter of permission from the Middle East University in order to facilitate the research.
6. Analyzing the findings that the researcher got from the corpora used in this study.
7. Putting the findings in tables, numbers, percentages and frequencies with short comment on them.
8. Discussing the findings and seeing how they are related to the review of literature.
9. Presenting conclusions and recommendations for future research.
10. Listing references and adding appendices using to the APA style.

Chapter Four

Findings of the Study

4.0 Introduction:

This chapter answers the questions of the study which aimed at investigating the use of conjunctive adjuncts in the writings of Kuwaiti EFL learners and in the writings of native speakers. This is achieved through the corpus-based approach. The following are the study questions and their results:

- 1- What is the overall frequency of occurrence of conjunctive adjuncts (in terms of number and variety) in the Kuwaiti EFL learners' writings and in the writings of the native speakers of English?
- 2- What is the frequency of each semantic category (additive, adversative, causal, temporal and continuative) in the writings of the Kuwaiti EFL learners compared to the writings of native speakers of English?
- 3- What are the overused and underused conjunctive adjuncts in the writings of the Kuwaiti learners of English compared to those used by native speakers?
- 4- What is the frequent position of conjunctive adjuncts and their syntactic forms in the writings of Kuwaiti learners of English?

4.1. Findings related to the first question: *What is the overall frequency of occurrences of conjunctive adjuncts (in terms of number and variety) in the Kuwaiti EFL learners' writings and in the writings of the native speakers of English?*

In order to measure the overall frequency of occurrence of conjunctive adjuncts in the writings of Kuwaiti EFL learners and native speakers, the researcher calculated the total number of words in both corpora and the rate of occurrence of conjunctive adjuncts. The number of words in KLC was 94418 and the number of conjunctive adjuncts was 1577. So, the percentage of their frequency of occurrence is calculated by:

(The number of conjunctive adjuncts × 100 ÷ the total number of words in the corpus)

$$1577 \times 100 \div 94418 = 1.67\%$$

In NSC which consists of 95538 words, the number of conjunctive adjuncts was 915. The percentage of frequency of occurrence of conjunctive adjuncts is:

$$915 \times 100 \div 95538 = 0.95 \%$$

From the calculations above, it is obvious that there is a noticeable difference in the frequency of occurrences of the conjunctive adjuncts in KLC and NSC. The conjunctive adjuncts are more used in KLC than in NSC.

The second part of the question is to look at the variety of the conjunctive adjuncts in both corpora. In order to detect the variety of conjunctive adjuncts in each corpus, it was necessary to know the number of different conjunctive adjuncts (as opposed to the total number of all conjunctive adjuncts; i.e. their overall frequency). Nevertheless, such number would not be sufficient by itself as an accurate indicator of variety due to the different frequencies of conjunctive adjuncts among the Kuwaiti EFL learners and native speakers. For this reason, whether there are more or less varied conjunctive adjuncts in the writings of one group than the other can be demonstrated more accurately through the type-token ratio (TTR). TTR refers to the percentage of the variety of conjunctive adjuncts resulting from dividing the number of different conjunctive adjuncts by the overall frequency of conjunctive adjuncts (or the total number of tokens of conjunctive adjuncts) – as illustrated in Table 3 below. The general norm of this measuring method can be put as follows: a

low type-token ratio indicates that there are conjunctive adjuncts which are repeated many times. Hence, the higher the ratio is, the less repetition is and the more different conjunctive items there are.

Table 3: The variety ratio of conjunctive adjuncts in both corpora

	KLC	NSC
Number of different conjunctive adjuncts	67	68
Number of conjunctive adjunct tokens	1577	915
Type-token ratio (TTR)	4.2 %	7.4 %

Table 3 shows that there is a noticeable difference in type-token ratio in both corpora. TTR in NSC was 7.4% which is more than TTR in KLC (4.2%) though the number of different conjunctive adjuncts is similar in both corpora. This means that the Kuwaiti learners' corpus includes conjunctive adjuncts which are repeated many times while the native speakers' corpus consists of more conjunctive adjuncts items and less repetition of such adjuncts.

4.2. Findings related to the second question: *What is the frequency of each semantic category (additive, adversative, causal, temporal and continuative) in the writings of the Kuwaiti EFL learners compared to the writings of native speakers of English?*

As Halliday and Hasan (1976) classify conjunctive adjuncts into five semantic types, this section aims to measure the frequency of occurrence of semantic types of conjunctive adjuncts in the corpus of Kuwaiti learners and the native speakers. It also aims to highlight the main conjunctive adjuncts in each semantic type and its function in the writings of both groups.

Table 4: Frequencies and percentages of semantic types of conjunctive adjuncts in KLC

Conjunctive relation	Frequency	%
1- Additives	868	55 %
2- Causals	274	17.3 %
3- Temporals	216	13.6 %
4- Adversatives	191	12.1 %
5- Continuatives	28	1.7 %
Total	1577	100 %

By looking at Table 4, it is found that the additive semantic type is the most frequent 55%. Then, in second position, the causal semantic type 17.3%, followed by temporals 13.6% and adversatives 12.1%, and finally continuatives 1.7%.

Table 5: Frequencies and percentages of semantic types of conjunctive adjuncts in NSC

Conjunctive relation	Frequency	%
1- Additives	382	41.7 %
2- Adversatives	241	26.3 %
3- Temporals	139	15.1 %
4- Causals	132	14.4 %
5- Continuatives	21	2.2 %
Total	915	100 %

Table 5 shows that the most frequent semantic type of conjunctive adjuncts used by the native speakers is additives 41.7%, adversatives in second position 26.3%, followed by temporals 15.1% and causals 14.4 %, and finally continuatives 2.2%.

Each semantic type has some remarkable conjunctive adjuncts used by both types of students whether native speakers or non-native speakers. Here, it is important to look at each semantic type and its main items of conjunctive adjuncts and their function in the written discourse.

Table 6: Frequencies and percentage of additives in KLC and NSC

Additives	KLC	%	NSC	%
1. also	292	33.6	200	52.3
2. for example	174	20	38	9.9
3. in addition	172	19.8	12	3.1
4. and	55	6.3	26	6.8
5. furthermore	49	5.6	14	3.6
6. moreover	35	4	3	0.78
7. in other words	31	3.5	8	2
8. thus	20	2.3	43	11.2
9. for instance	15	1.7	5	1.3
10. that is	10	1.1	6	1.5
11. this means	5	0.5	1	0.26
12. similarly	4	0.4	8	2
13. or	2	0.2	3	0.78
14. by the way	2	0.2	-	-
15. in the same way	1	0.1	1	0.26
16. alternatively	1	0.1	1	0.26
17. I mean	-	-	6	1.5
18. nor	-	-	3	0.78
19. likewise	-	-	2	0.52
20. not only that	-	-	1	0.26
21. besides	-	-	1	0.26
Total	868	100	382	100

By looking at column 2 in Table 6, it is found that there are 16 various additives used to express the additive relation in KLC. The conjunctive adjunct '*also*' is the most frequent in the additive relation in KLC 33.6%. The conjunctive adjunct '*and*' is used 6.3%. One example of this conjunctive adjunct is:

- *And*, the rest of clause is considered as rheme. (Taken from KLC)

'also' and 'and' are simple additives that occur at the rate of 40.1% of the whole additive relation. Complex additives occur at the rate of 29.7% through the conjunctives '*in addition*' 19.8%, '*furthermore*' 5.6% and '*moreover*' 4%. The apposition relation occurs with 29.1% through '*for example*' 20 %, '*in other words*' 3.5 % and '*for instance*' 1.7%. '*Similarly*' occurs 0.4 % to express comparison relation.

Table 6 above also shows that in NSC, there are 20 various conjunctive adjuncts used to express four sub-functions of additive relation according to Halliday and Hassan (1976). The most used additive is '*also*' with a percentage of 52.3%. One instance of this adjunct is:

- *It also serves as a relatively unremarkable elements.*

In addition, it is found that '*and*' is commonly used in this corpus 6.8%. It is used in the beginning of the sentence to show the additive relation. The apposition relation is signaled 27.66 % by '*thus*' 11.2 % and '*for example*' 9.9 %.

Complex additives occur at the rate of 8% of all the additives. *'furthermore'* occurs at the rate of 3.6% and *'in addition'* occurs at the rate of 3.1%. The additives that express comparison relation are not frequent as they occur 2.7 %. One of them is *'similarly'* 2 %.

Table 7: Frequencies and percentages of adversatives in KLC and NSC

Adversatives	KLC	%	NSC	%
1. but	74	38.7	17	7
2. however	45	23.5	85	35.2
3. on the other hand	19	9.9	7	2.9
4. though	15	7.8	50	20.7
5. on the contrary	6	3.1	-	-
6. instead	5	2.6	7	2.9
7. at the same time	5	2.6	7	2.9
8. yet	5	2.6	24	9.9
9. actually	4	2	-	-
10. only	4	2	-	-
11. rather	3	1.5	12	4.9
12. nevertheless	2	1	5	2
13. in fact	2	1	18	7.4
14. in spite of	2	1	-	-
15. at least	-	-	4	1.65
16. in either case	-	-	2	0.82
17. at any rate	-	-	1	0.41
18. in any case	-	-	1	0.41
20. despite this	-	-	1	0.41
Total	191	100	241	100

Table 7 shows that in KLC, the adversative relation is expressed through 14 various adversatives. 75.6% of the adversatives occurs to indicate adversative proper relation through *'but'* which occurs 38.7%, *'however'* which occurs 23.5% and *'though'* 7.8%. The conjunctive adjunct *'on the other hand'* that occurs 9.9 % is used to express contrastive relation. Finally, the adjuncts *'on the contrary'* 3.1% and *'instead'* 2.6% are used to express correction.

In column 4, it is seen that there are 15 various adversative conjunctive adjuncts. 75% of them occur to express proper adversative relation. The main items are *'however'*, which occurs 85 times, *'though'* 20.7%, *'yet'* 9.9% and *'but'* 7%. *'in fact'* is frequently used 7.4% to express contrastive relation that occurs with the percentage of 13.2% of the adversative relation. *'rather'* is used 4.9% to signal correction. Dismissal relation is signaled 1.64% through *'in either case'* 0.82% and *'at any rate'* 0.41%.

Table 8: Frequencies and percentages of causals in KLC and NSC

Causals	KLC	%	NSC	%
1. so	143	52.1	27	20.4
2. therefore	55	20.1	19	14.3
3. then	23	8.3	35	26.5
4. as a result	9	3.2	17	12.8

5. because	9	3.2	8	6
6. thus	9	3.2	10	7.5
7. hence	7	2.5	1	0.75
8. consequently	5	1.8	1	0.75
9. for	3	1	-	-
10. for this reason	2	0.7	2	1.5
11. otherwise	2	0.7	6	4.5
12. for this purpose	1	0.36	-	-
13. in that case	1	0.36	-	-
14. in other respects	1	0.36	-	-
15. because of this	-	-	4	3
16. for that reason	-	-	1	0.75
17. it follows	-	-	1	0.75
Total	274	100	132	100

Table 8 shows that there are 14 different conjunctive adjuncts which are used to express causal relation in KLC. The conjunctive adjunct '*so*' occurs 52.1% and is considered one of the main common adjuncts in this corpus. Also, the conjunctive adjunct '*therefore*' is used frequently 20%. '*then*' is used 8.3 %. They are used to show general causal relation. '*as a result*' occurs frequently 4.7% to express result relation. It is found that the conjunctive adjunct '*because*' occurs 3.2% to express reversed causality.

In NSC, there are 13 various conjunctive adjuncts which are used to express causal relation. The most frequent ones are '*then*' 26.5%, '*so*'

20.4%, 'therefore' 14.3%, 'thus' 7.4% and 'because of this' 3%. They are used to express general causality. It is found that 'as a result' occurs at the rate of 12.8% to express result relation. 'because' occurs with 6% to express reversed causality. In addition, the adjunct 'otherwise' is used 4.5% to express reversed polarity.

Table 9: Frequencies and percentages of temporals in KLC and NSC

Temporals	KLC	%	NSC	%
1. then	65	30	34	24.4
2. here	23	10.6	40	28.7
3. finally	23	10.6	18	12.9
4. firstly	22	10.1	1	0.7
5. first	20	9.25	11	7.9
6. secondly	14	6.4	-	-
7. in conclusion	14	6.4	1	0.7
8. after that	9	4.1	-	-
9. second	5	2.3	3	2.1
10. at the same time	5	2.3	7	5
11. briefly	3	1.3	-	-
12. previously	3	1.3	4	2.8
13. before that	2	0.9	-	-
14. to sum up	2	0.9	-	-
15. at first	2	0.9	1	0.7
16. meanwhile	1	0.46	3	2.1
17. lastly	1	0.46	1	0.7
18. at this point	1	0.46	7	5
19. in short	1	0.46	1	0.7
20. next	-	-	7	5
Total	216	100	139	100

Table 9 above shows that in KLC, 19 various conjunctive adjuncts occurred to express temporal relation. The most frequent ones are *'then'* 30 %, *'first'* 9.25%, *'firstly'* 10.1 % and *'secondly'* 6.4%. They are used to indicate sequential relation. The conjunctive adjunct *'here'* occurs 10.6% to express the relation of 'Here and Now'. The conjunctive adjuncts *'finally'* 10.6% and *'in conclusion'* 6.4% frequently occur to indicate conclusive relation.

In NSC, 15 various conjunctive adjuncts occurred to express temporal relation. The most frequent conjunctive adjunct in this relation type is *'here'* 28.7%. It is used to express 'Here and Now' relation. Another conjunctive used to express the same relation is *'at this point'* 5%. The other less frequent adjuncts which are used to express sequential relations are *'then'* 24.4%, *'first'* 7.9% and *'next'* 5%. The conjunctive adjunct *'finally'* occurs 12.9% to express conclusive relation. The rest of the conjunctive adjuncts are not considered frequent.

Table 10: Frequencies and percentages of continuatives in KLC and NSC

Continuatives	KLC	%	NSC	%
1. now	19	67.8	10	47.6
2. of course	1	3.5	6	28.5
3. after all	-	-	3	14.2
4. well	-	-	1	4.7
5. anyway	4	14.2	1	4.7
6. surely	4	14.2	-	-
Total	28	100	21	100

Table 10 shows that the number of the continuatives is not large. They are six items according to Halliday and Hasan (1976). They are '*now*, *of course*, *after all*, *well*, *anyway*, and *surely*'. In KLC, only four different continuatives are used. The most frequent one is '*now*' which occurs 67.8%. '*anyway*' and '*surely*' occur equally with 14.2%. In NSC, five items of continuatives occurred. The most frequent one is '*now*' with 47.6%. '*of course*' comes in second position as it occurs 28.5%. '*after all*' occurs with 14.2%.

4.3. Findings related to the third question: *What are the overused and underused conjunctive adjuncts in the writings of the Kuwaiti learners of English compared to those used by native speakers?*

Here, the researcher aims to highlight the overused and underused conjunctive adjuncts that occur in the writings of the Kuwaiti EFL learners. This is drawn on the basis of measuring the occurrence ratios of conjunctive adjuncts in KLC against the occurrence ratios in NSC. In other words, the difference between the use of conjunctive adjuncts in KLC and NSC is found out through calculating the percentage of individual conjunctive adjuncts in KLC and the percentage of the same adjuncts in NSC.

Table 11: The overused conjunctive adjuncts in KLC and NSC

Overused CAs	KLC	%	NSC	%	D*
1. in addition	172	10.9	12	1.3	9.6
2. for example	174	11	38	4.15	6.85
3. so	143	9	27	2.9	6.1
4. but	74	4.69	17	1.85	2.84
5. moreover	35	2.2	3	0.32	1.88
6. furthermore	49	3.1	14	1.53	1.57
7. therefore	55	3.48	19	2	1.48
8. firstly	22	1.39	1	0.1	1.29
9. in other words	31	1.96	8	0.87	1.09
10. secondly	14	0.88	0	0	0.88

***D= difference value**

Table 11 shows that Kuwaiti learners of English overuse certain conjunctive adjuncts such as '*in addition, moreover and furthermore*'. The conjunctive adjunct '*in addition*' is used 12 times only in the

native speakers' corpus while it is used 172 times in the Kuwaiti EFL learners' corpus. They overuse these adjuncts in order to add information relation. Also, they overuse the conjunctive adjunct '*but*' which occurred 74 times in KLC against only 17 times in NSC. The percentage of the difference in the use of '*but*' between the native speakers and Kuwaiti EFL learners is 2.48%. One example of '*but*' is:

- *But, she pointed out that whatever happens.*

Also, Kuwaiti EFL learners overuse '*so*' though it is considered one of the frequent conjunctive adjuncts in English language according to Biber et al (1999). An example of this adjunct is:

- *So, they aimed to kill him.*

Table 12: The underused conjunctive adjuncts in KLC and NSC

Underused CA	KLC	%	NSC	%	D*
1. however	45	2.85	85	9.28	-6.43
2. though	15	0.95	50	5.46	-4.51
3. thus	20	1.26	43	4.69	-3.43
4. also	292	18.5	200	21.8	-3.35
5. here	23	1.45	40	4.3	-2.85
6. then	23	1.45	35	3.8	-2.35
7. yet	5	0.317	24	2.6	-2.28
8. in fact	2	0.126	18	1.96	-1.83
9. as a result	9	0.57	17	1.85	-1.28
10. rather	3	0.19	12	1.3	-1.11

*D= difference value

Table 12 reveals the underused conjunctive adjuncts in the writings of Kuwaiti EFL learners. They underuse some frequent conjunctive adjuncts like *'however 45, though 15, yet 5'*. These are used to express adversative relation. Because of the overuse of *'but'*, they underuse these conjunctive adjuncts. The conjunctive adjunct *'also'* is one of the frequent conjunctive adjuncts in both corpora. But, it is found that this adjunct is not used so frequently as used by native speakers of English. The native speakers use *'also'* 21.8% from the occurrences of the conjunctive adjuncts which totaled (915). Moreover, the conjunctive adjunct *'thus'* is underused due to its multi-functions as additive and causal. An example of *'thus'* in NSC is:

- ***Thus,** Woolf, Gilman and Chopin mirror the oppressed women.*

Also, the conjunctives *'then'* and *'here'* are underused.

4.4. Findings related to the fourth question: *What is the frequent position of conjunctive adjuncts and their syntactic forms in the writings of Kuwaiti learners of English?*

Here, this question seeks to identify the position of conjunctive adjuncts in the writings of Kuwaiti EFL learners and English native

speakers and the main forms that conjunctive adjuncts are realized by. Table 13 displays the frequency and percentage of the position of conjunctive adjuncts in KLC and NSC.

Table 13: Frequencies and percentages of the position of conjunctive adjuncts in KLC and NSC

Position	KLC		NSC	
	Frequency	%	Frequency	%
Initial	1302	82.5	692	75.5
Medial	275	17.4	223	24
Final	0	0	0	0
Total	1577	100	915	100

Table 13 above shows that the most frequent position of conjunctive adjuncts is initial in both corpora. Conjunctive adjuncts occur in initial position at the rate of 82.5% in KLC and 75.5% in NSC. One example of this in KLC is:

- *In conclusion, poetry is like artistic plate.*

An example of this in NSC is:

- *In addition, the bone comic book series by Jeff.*

The medial position ranks second as it occurs 17.4% in KLC and 24.3% in NSC. Interestingly, it is noticed that there is more frequent occurrence of conjunctive adjuncts in the medial position in the

writings of native speakers of English than in the writings of Kuwaiti EFL learners. One example of this use in NSC is:

- *It **also** contributes to depiction of Bloom.*

An example of the medial position in KLC is:

- *He **then** shows that he understands Dolphin.*

Table 13 also shows that there is no use for conjunctive adjuncts in the final position.

Regarding the syntactic forms that conjunctive adjuncts are realized by, Table 14 shows that conjunctive adjuncts are realized by adverb phrases, prepositional phrase, finite clause and non-finite clause.

Table 14: Frequencies of the realized syntactic forms of conjunctive adjuncts in KLC and NSC

Realization form	KLC		NSC	
	Frequency	%	Frequency	%
Adverb phrase	1099	69.6	770	84
Prepositional phrase	461	29.2	131	14.3
Finite clause	15	0.95	14	1.5
Non-finite clause	2	0.12	0	0
Total	1577	100	915	100

Table 14 also shows that the adverb phrase is the most common form that conjunctive adjuncts are realized by. In KLC, adverb phrases as conjunctive adjuncts occur at the rate of 69, 9% and they occur at the rate of 84% in NSC. An example of these adverb phrases is '*then*'. The prepositional phrases as conjunctive adjuncts ranked second in both corpora. In KLC, prepositional phrases as conjunctive adjuncts occur at the rate of 29.2% and they occur at the rate of 14.3% in NSC. One example of these prepositional phrases is '*in conclusion*'. The conjunctive adjuncts that are realized by finite clauses are few. In KLC, they are 0.95% and in NSC they are 1.5%. There is no evidence for the use of conjunctive adjuncts that are realized by non-finite clauses.

Chapter Five

Discussion and Recommendations

5.0 Introduction

This chapter presents a brief summary and a short discussion of the findings of the four research questions. It also attempts to explain and interpret the results in the light of the reviewed literature. The chapter concludes with recommendations and suggestions for further research.

5.1 Discussion of the Findings of Question One: *What is the overall frequency of occurrence of conjunctive adjuncts (in terms of number and variety) in the Kuwaiti EFL learners' writings and in the writings of the native speakers of English?*

The findings of the first question reveal that the Kuwaiti EFL learners overuse conjunctive adjuncts in comparison to native speakers' use. The percentage of the occurrence of conjunctive adjuncts in the whole corpus of KLC is 1.67% while the percentage of the occurrence of conjunctive adjuncts in the whole corpus of NSC is 0.95%.

These findings are in agreement with Hinkel (2001) who found that conjunctive adjuncts are used by all non-native groups at significantly higher median frequency rates than those of native speakers. This study also agrees with Fakhra (2009) who found that Syrian students used almost twice as many conjunctive adjuncts in comparison with the British students. In addition, Tapper (2005) found the advanced Swedish EFL learners overused conjunctive adjuncts compared to American university students. The overuse of the conjunctive adjuncts in the writings of non-native speakers may be related to two factors as suggested by Crewe (1990). The first one is that students try to impose surface logicality on their writings where there is no need to deep logicality. The second factor is that the overuse of conjunctive adjuncts might be seen as a way of disguising poor writing as writers try to overcome an area of difficulty by the abundance of superficial links.

The second part of the answer of this question relates to the relationship between the variation of conjunctive adjuncts and the quality of good writing. The reason behind this question is that high variety is an indicator of good quality writing, and that the good writers (represented by the native speakers' writings) texts would be

characterized by a relatively high conjunctive adjunct variety. This would also reveal whether all types of conjunctive adjuncts included in the analysis were used in all writings. The type-token ratio of the conjunctive types in chapter four shows that the Kuwaiti EFL learners use few conjunctive adjunct types 4.24% compared to the native speakers who exhibit variation in their use of the conjunctive adjuncts 7.43%. The results of this part of this question confirm what other researchers found. For example, Fakhra (2009) found that British students use different types of conjunctive adjuncts more than the Syrian students. Also, Tanko (2004) found that foreign learners use fewer types of conjunctive adjuncts than the native speakers. The results also agree with Patanasorn (2010). He found that there is a higher number and a wider range of conjunctive adjuncts in the more effective essays. But, the results are in disagreement with Tapper (2005) who says that there is no correlation between conjunctive adjuncts and good writing quality as she found that the high frequency of connectives was not found in the writings of native and non-native students of high scores.

5.2 Discussion of the Findings of Question two: *What is the frequency of each semantic category (additive, adversative, causal, temporal and continuative) in the writings of the Kuwaiti EFL learners compared to the writings of native speakers of English?*

The findings of question two reveal that the most frequent semantic type of conjunctive adjuncts is the additive relation in the writings of both types of learners. But, the Kuwaiti EFL learners overuse the additives since the frequency of occurrence of additives is 55% in KLC. The causal relation ranks second to the additives in KLC as the causals occur at the rate of 17.3%. This agrees with Fakhra (2009) who found that Syrian students used almost twice as many conjunctive adjuncts in comparison to the British students, particularly causal and additives adjuncts. In addition, these findings agree with Ishikawa (2009) who found that Asian non-native speakers overused additive conjunctive adjuncts and underused temporals.

The native speakers of English use adversatives frequently as they occur at the rate of 26.3% in NSC. But, Kuwaiti EFL learners do not use adversatives so frequently. This means Kuwaiti learners of English underuse the adversative relation. Some non-native speakers

use adversatives like native speakers. Tapper (2005) found that Swedish used contrastive, which is equal to adversative, followed by the resultive, clarifying and additive relations.

The temporal relation occurs with a similar frequency in the writings of both groups of learners. Lastly, the continuatives are used less than other semantic relations since this type of conjunctive adjuncts has a few set of items and it is mainly used in conversation. (Halliday and Hasan, 1976)

The findings dealing with the main conjunctive adjuncts of additives indicate that both groups of learners use the simple additives to signal the additive relation. But, there is an overuse in the writings of the Kuwaiti EFL learners. In specific, both learners use '*also*' which, in particular, is frequently used by native speakers. This is also found in the findings of Fakhra (2009) who argued that '*also*' was the most frequent additive conjunctive adjunct used in all the corpora; yet, it was not always effectively employed, as some students tended to insert it repeatedly or unnecessarily between sentences. In addition, the additive conjunctive adjunct '*and*' is frequently used by both groups of learners though '*and*' is considered by students as improper

to start a sentence with to connect it to a previous one. In relation with this issue, Halliday and Hasan (1976) argue that:

The *and* relation is felt to be structural and not cohesive, at least by mature speakers; this is why we feel a little uncomfortable at finding a sentence in written English beginning with *And*, and why we tend not to consider that a child's composition having *and* as its dominant sentence linker can really be said to form a cohesive whole. However, it is a fact that the word *and* is used cohesively, to link one sentence to another, and not only by children. The *and* relation has to be included among the semantic relations entering into the general category of conjunction. (pp. 233-234)

On the other hand, the excessive use of '*and*' can be attributed to first language interference factors, as in Arabic writing it is a quite common sentence/clause connector (Hinkel, 2001). One of the examples of this interference is the study of Abusharkh (2012) who found that additive adjuncts were overused by the beginners and intermediate learners, especially the additive *and*.

In addition, the findings of question two reveal that the native speakers use various additives to express the apposition relation through '*for instance, thus and for example*'. But, the Kuwaiti EFL learners use '*for example*' to show the apposition relation. The Kuwaiti EFL learners frequently use the complex conjunctive adjuncts as '*in addition*' and '*moreover*' and this is not frequently evident in the

writings of the native speakers. Other additive relations such as comparison are not frequent in both types of writings.

It is found that the native speakers of English focus on using adversative conjunctive adjuncts such as *'however, though, yet and but'*. In other words, they focus on using *'however'* and this confirms what Biber *et al's* (1999) corpus reports that in academic prose, in particular *'however'* is also found to be one of the conjunctive adjuncts that occur with notable frequencies and that is preferred to mark contrast. Generally speaking, this relation is underused by the Kuwaiti EFL learners. They mainly use the conjunctive adjunct *'but'* and *'however'*. These conjunctive adjuncts express proper adversative relation.

With regard to causals, which are overused by the Kuwaiti EFL learners, it is found that they mainly use the conjunctive adjuncts *'so'* and *'therefore'* to express general causality. These are also used by the native speakers frequently. But, this is against Biber *et al* (1999) who state " *so* and *then* are found to be very common in conversation; on the other hand, *then, therefore, thus, and hence* are found moderately common in academic prose" (p. 886). In the native speakers' writings, it is found that the conjunctive adjuncts *'then'* and *'thus'* are used

heavily to indicate the general causality. Conjunctive adjuncts as '*because*' are used by both types of learners to indicate reversed polarity.

With respect to temporals, the Kuwaiti EFL learners use '*then, first, firstly, secondly* and *second*' to indicate sequential relation but this is not frequently evident in the writings of the native speakers of English except '*then*' which is used frequently. It is seen that the native speakers of English emphasize using the conjunctive adjunct '*here*' to indicate 'Here and Now' relation. '*Finally*' and '*in conclusion*' are frequently used in the writings of the Kuwaiti EFL learners to indicate conclusive relation. This agrees with Fakhra (2009) who found that in the corpus of Syrian students of English the temporal conjunctive, '*finally*' was used with the highest percentage, followed by '*then*', with the first indicating a 'conclusive' relation and the second a 'sequential' one. But, in the writings of the native speakers, they focus on using '*finally*' only.

With regard to the continuative relation which is found less than other semantic relations of conjunctive adjuncts in the writings of both types of learners, the frequent conjunctive adjunct is '*now*' which ,in

Halliday and Hasan (1976) terms, means "the opening of a new stage in the communication" (p. 268). For example:

- *Now, we come to another genre.* (Taken from KLC)
- *Now that my ladder's gone I must.* (Taken from NSC)

5.3 Discussion of the Findings of Question three: *What are the overused and underused conjunctive adjuncts in the writings of the Kuwaiti learners of English compared to those used by native speakers?*

From Tables 11 and 12 in chapter four, it is obvious that the Kuwaiti EFL learners overuse certain conjunctive adjuncts in their writings. These conjunctive adjuncts are '*in addition, for example, so, but, moreover, furthermore, therefore, firstly, in other words*'. Some of these conjunctive adjuncts are overused by other non-native speakers of English. It is found that the conjunctive adjunct '*moreover*' is overused by French learners (Granger and Tyson, 1996). Also, Ishikawa (2009) found that Japanese and Chinese learners of English overuse '*moreover*' and they also overuse '*also, anyway, only, now*'. In addition, the conjunctive adjuncts '*so*' and '*but*' are overused by Hong Kong students (Bolton, Nelson and Hung, 2003). Not only did

Kuwaiti learners of English overuse '*so, but*' but also Syrian learners of English did so as confirmed by Fakhra (2009) in her research. One of the reasons that causes this overuse is the interference of Arabic (Hinkel, 2001). For example, '*so*' equals the Arabic conjunctive (*faa*) and this conjunctive is one of the main conjunctives that are used to connect sentences in Arabic.

In addition, it is found that Kuwaiti EFL learners underuse the following conjunctive adjuncts '*however, though, thus, also, here, then, yet, in fact, as a result, rather*' in their writings which are the most frequently used in the English language as found by Biber et al (1999). These underused conjunctive adjuncts are similar to what Granger and Tyson (1996) found in their research that '*however, though, yet, then*' are underused in the French corpus. Also, Ishikawa (2009) found that '*instead, rather, finally, lastly, eventually*' are underused. Again Fakhra (2009) found that Syrian students underused '*however, yet*'.

Granger and Tyson (1996) point to the reasons of this overuse and underuse and state:

Even at a reasonably advanced level, connectors are difficult to master, we have seen that French learner connector usage differs widely from that of their native speaker counterparts: this is due to an inability to differentiate stylistically,

insufficient knowledge of semantic restrictions placed on individual connectors, and inexperience in manipulating connectors within the sentence structure. (pp. 24-25)

Granger and Tyson (1996) also suggest solutions to the problem of overuse and underuse of such forms by stating that it is important to teach students that conjunctive adjuncts in English should not be used as 'stylistic enhancers' but should be thought of as higher-level discourse units. In addition, they state "it is necessary to place more emphasis on how to use connectors, laying stress on examining their use in authentic texts" (p. 25). They agreed with Crewe (1990) who argues that "misleading lists of so-called interchangeable connectors often found in textbooks should be avoided at all costs"(p. 25).

Tanko (2004) suggests that teachers should teach "learners why, when, and how to use connectors so that their written output approximates the norms of native texts and this is not an easy undertaking" (p. 159). There are various linguistic and methodological factors that make the acquisition and appropriate use of connectors difficult for ESL and EFL writers. He (2004) explains:

The sources of difficulty related to the use of connectors are diverse and rooted in their discourse-organising function, grammatical, semantic, and morphological attributes, and also in shortcomings in the techniques employed to teach these devices. (p. 159)

5.4 Discussion of the Findings of Question four: *What is the frequent position of conjunctive adjuncts and their syntactic forms in the writings of Kuwaiti learners of English?*

Table 13 in chapter four indicates that there is, to some extent, a similarity in the use of conjunctive adjuncts in the writings of Kuwaiti EFL learners and that of native speakers of English in terms of position of conjunctive adjuncts in the sentence. Kuwaiti EFL learners and native speakers of English frequently place conjunctive adjuncts in initial position as shown in the results. Then, the second preferable position for conjunctive adjuncts is the medial position for both learners. But, it is noticed that the native speakers use conjunctive adjuncts in the medial position more than Kuwaiti EFL learners. There is no noticeable use of conjunctive adjuncts in the final position for both groups of learners. These findings confirm what Biber et al (1999) state "in academic prose, the most common position for linking adverbials is initial." (p.890). They also state that "medial positions account for the second highest proportion of occurrence; final positions are rare." (p.890) In addition, the findings are in agreement with those of Field and Yip (1992) and Tanko (2004). Field and Yip

(1992) revealed that Cantonese L1 speakers used significantly more conjunctive adjuncts than Australian native English speakers, and were placed more often in sentence initial positions. In addition, Tanko (2004) found that "the most frequent position for adverbial connectors in the Hungarian corpus is the initial position followed by about half as many instances of adverbial connectors in medial position" (p.175)

This similarity in the position of conjunctive adjuncts is suggested by Tanko (2004) who sees that students simply "observe and accurately reproduce linguistic phenomena they encounter frequently (e.g. by reading) and that have a regular pattern." (p.176)

The findings in chapter four revealed that the Kuwaiti learners of English mainly use the conjunctive adjuncts that are realized by adverb phrase. This is similar to the use of the native speakers of English though their use of adverb phrases as conjunctive adjuncts is more than Kuwaiti learners. The findings are in line with Biber et al (1999) who argue that the most frequent and semantically varied form that realizes conjunctive adverbials is single adverbs. In this study, it is found that the majority of conjunctive adjuncts are single adverbs.

The second frequent grammatical form that is used to realize conjunctive adjuncts are prepositional phrases for both groups of learners. It is found that the Kuwaiti learners use the prepositional phrases for conjunctive adjuncts more often than native speakers. The reason for the frequent use of the prepositional phrase in the academic writing is suggested by Biber et al (1999) who argue that the occurrence of these forms that realize conjunctive adjuncts is dependent on the type of register such as academic prose or conversation. In conversation, almost all conjunctive adjuncts are still realized by single adverbs. In academic prose, prepositional phrases are seen as the forms that conjunctive adjuncts are realized by.

The Kuwaiti learners of English use few finite clauses as forms for conjunctive adjuncts and it is the same for native speakers of English. Non-finite clauses are not noticeably used by both groups of learners.

The findings that are related to the realized forms of conjunctive adjuncts are similar to those of Patanasorn (2012). He found out that single adverbials accounted for the largest proportion of syntactic forms in both corpora (78.3% in the Thai Learner corpus and 88% in

the US student corpus), followed by prepositional phrases (19.78% and 11.97%) and others (finite and non-finite clauses) 1.92% and 0% respectively.

5.5 Conclusion:

As a conclusion of this study aiming at investigating the use of conjunctive adjuncts in the writings of Kuwaiti EFL learners and in the writings of native speakers of English, the researcher found that:

- Kuwaiti EFL learners use more conjunctive adjuncts than the native speakers of English. In other words, Kuwaiti EFL learners overuse conjunctive adjuncts in their writings.
- They do not use various types of conjunctive adjuncts in their writings compared to the native speakers of English.
- They also overuse additives and causals and underuse adversatives.
- Kuwaiti EFL learners overuse certain items of conjunctive adjuncts such as *in addition*, *for example* and *so* and underuse certain items of conjunctive adjuncts such as *however*, *though* and *thus*.

- They tend to place conjunctive adjuncts in sentence initial position, but less frequently in medial ones. This is similar to what native speakers of English do.
- Most of the conjunctive adjuncts are realized by adverb phrases in both types of learners. Both types of learners also use prepositional phrases to realize conjunctive adjuncts, but this use is less frequent than the use of adverb phrases.
- The results of this study are similar to other studies. The use of conjunctive adjuncts by Kuwaiti EFL learners is similar to some other non-native speakers. There are many factors that are responsible for this. One of these factors is the mother tongue interference. In addition, the huge number of conjunctive adjuncts and easiness of their use make learners unable to use them properly.

5.6 Recommendations for future research

There are various recommendations for Kuwaiti EFL learners:

- Kuwaiti EFL learners should learn to distinguish the choices of conjunctive adjuncts and try to acquire conjunctive adjuncts in a direct manner.
- They should learn to use these conjunctive adjuncts in a proper way and to use various items of these adjuncts.

- They should place more emphasis on the restrictions imposed on certain conjunctive adjuncts and improve semantic understanding of conjunctive adjuncts.
- They should be exposed to a greater range of registers to improve register awareness.
- They should be aware that learning the native English writing conventions is not detached from learning to write in English. In other words, they need to avoid mixing between their mother tongue and the English language system.

The researcher also recommends that EFL teachers should:

- train their students to learn how to use conjunctive adjuncts properly.
- help students internalize the English language conventions and the specific language patterns in the teaching process.
- provide a large range of different registers and help students acquire a better understanding of typical use of the strategies of conjunctive adjuncts in speech and writing.

For further research, a study with larger corpus-based data on EFL learners will provide a more comprehensive picture of conjunctive

adjuncts in this group of learners. Also, a study-based corpus of writing EFL textbooks that are taught in Kuwait Universities may help to discover the points of weaknesses in these textbooks which might lead to good results.

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Appendix A
Summary table of conjunctive relations (Halliday and Hasan
1976: 242-43)

Summary Table of Conjunctive Relations

	External/internal	Internal (unless otherwise specified)		
Additive	Additive, simple: Additive <i>and, and also</i> Negative <i>nor, and . . . not</i> Alternative <i>or, or else</i>	Complex, emphatic: Additive <i>furthermore, in addition, besides-</i> Alternative <i>alternatively</i> Complex, de-emphatic: After-thought <i>incidentally, by the way</i>	Apposition: Expository <i>that & I mean, in other words</i> Exemplificatory <i>for instance, thus</i>	Comparison: Similar <i>likewise, similarly, in the same way</i> Dissimilar <i>on the other hand, by contrast</i>
Adversative	Adversative 'proper': Simple <i>yet, though, only</i> Containing 'and' <i>but</i> Emphatic <i>however, nevertheless, despite this</i>	Contrastive: Avowal <i>in fact, actually, as a matter of fact</i> Contrastive (external): Simple <i>but, and</i> Emphatic <i>however, on the other hand, at the same time</i>	Correction: Of meaning <i>instead, rather, on the contrary</i> Of wording <i>at least, rather, I mean</i>	Dismissal: Closed <i>in any case, in either case, whichever way it is</i> Open-ended <i>in any case, anyhow, at any rate, however it is</i>
	External/internal	Internal (unless otherwise specified)		
Causal	Causal, general: Simple <i>so, then, hence, therefore</i> Emphatic <i>consequently, because of this</i> Causal, specific: Reason <i>for this reason, on account of this</i> Result <i>as a result, in consequence</i> Purpose <i>for this purpose, with this in mind</i>	Reversed causal: Simple <i>for, because</i> Causal, specific: Reason <i>it follows, on this basis</i> Result <i>arising out of this</i> Purpose <i>to this end</i>	Conditional (also external): Simple <i>then</i> Emphatic <i>in that case, in such an event, that being so</i> Generalized <i>under the circumstances</i> Reversed polarity <i>otherwise, under other circumstances</i>	Respective: Direct <i>in this respect, in this regard, with reference to this</i> Reversed polarity <i>otherwise, in other respects, aside from this</i>
Temporal	Temporal, simple (external only): Sequential <i>then, next, after that</i> Simultaneous <i>just then, at the same time</i> Preceding <i>previously, before that</i> Conclusive: Simple <i>finally, at last</i> Correlative forms: Sequential <i>first . . . then</i> Conclusive <i>at first . . . in the end</i>	Complex (external only): Immediate <i>at once, thereupon</i> Interrupted <i>soon, after a time</i> Repetitive <i>next time, on another occasion</i> Specific <i>next day, an hour later</i> Durative <i>meanwhile</i> Terminal <i>until then</i> Punctiliar <i>at this moment</i>	Internal temporal: Sequential <i>then, next, secondly</i> Conclusive <i>finally, in conclusion</i> Correlative forms: Sequential <i>first . . . next</i> Conclusive <i>. . . finally</i>	'Here and now': Past <i>up to now, hitherto</i> Present <i>at this point, here</i> Future <i>from now on, henceforward</i> Summary: Summarizing <i>to sum up, in short, briefly</i> Resumptive <i>to resume, to return to the point</i>

Appendix B

Recommendations of using the instrument

March 26, 2013

To Whom It May Concern

This is to testify that the concordances used by the Arab Open University course ***E303: English Grammar in Context***, or any similar concordances, have the following benefits:

1. They are based on real conversations.
2. They are revealing, *i.e.* they show the contexts for the use of separate lexical items. Useful conclusions can thus be drawn from them.
3. They are verifiable in the sense that the conclusions made are based on real usage.
4. They are reliable in the sense that they have been used successfully.

Thus, I recommend using these concordances or similar ones based on a corpus compiled from real situations.

Professor Najib Al-Shehabi,

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