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Title

The Influence of Mother Language Arabic on Students' Written Production When Using Some English Conjunctions in The Case of And, But, Yet, For, So, Since and Because.

Case study: Third Year English Students in Kasdi Merbah University of Ouargla

Dissertation Submitted in Partial Fulfillment of the requirements for the Master Degree in Linguistics

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Dedication

From the bottom of my heart, this work is dedicated To my parents who always pray,

support my success and advice me wisely

To my brothers and sisters

To my teachers

To my friends and colleagues

To my relatives

To all those who care about me

List of Abbreviations

ALM: Audio-Language Method

EA: Error Analysis

EFL: English as a Foreign Language

FL: Foreign Language

FLA: Foreign Language Acquisition

GIM: Grammar Instruction Method

GTM: Grammar Translation Method

KMUO: Kasdi Merbah University –Ouargla

LA: Language Acquisition

L1A: First Language Acquisition

L2: Second Language

NL: Native Language

MT: Mother Language

SLA: Second Language Acquisition

TL: Target Language

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Abstract

The present study set out to show how mother language (ML) influences the use of some English conjunctions in students' written production. Based on this purpose, the researcher used the mixed methods research, analyzing a test of three activities and a short essay examined on 50 students of third year license at the department of English _University of Ouargla_ selected randomly. The research hypothesized that ML may influence negatively or positively on students' writing. The result revealed to confirm the hypothesis which puts that mother language has both positive and negative interference in third year students writing when using conjunction in the case of and, but, yet, so, because, since and for.

Keywords: Conjunctions, Mother Language, Foreign Language, students' written production.

Background of the study

Language is a means of communication, through language people exchange their ideas, knowledge, culture and feeling. So language is very important for people in their daily life interaction. In the process of language learning, there are four basic skills that should be mastered: listening, speaking, writing and reading. Listening and reading are receptive skills while speaking and writing are productive skills. All of them need to use language in this research we focused on writing which is a complex skill because when we write, we should care about many things in addition to the topic and more in grammar that is why writing is the most difficult skill in English. Grammar is essential in writing. According to Laurie Rozakis, ph.D. "English is a very flexible language. A word's meaning is derived not only from how it is spelled and pronounced but also from how it is used in a sentence. As you review the parts of speech, remember that the way a word is used in a sentence determines which part of speech it is", it means that grammar is the way we arrange words to make proper sentences, covers verbs, tenses, nouns, adverbs, phrases, clauses, reported speech and the structure of whole texts.

Conjunction is one of the items in grammar that should be care about, a word that links words, phrases, and clauses. When grammar is necessary to mastery in writing and conjunction is a part of it, without this, every sentence will be short and unrelated to the next one. So, it is a matter that should pay attention to the use of it. There are many definitions of conjunctions which are proposed by people or scientist like Robert Harris and Richard Nordquist. Harris (2019) states that as their name implies, conjunctions join together element of thought words, phrases, sentences, and paragraphs. Nordquist (2009) also states

that conjunctions are part of speech (or word class) that serves to connect words, phrases, clauses, or sentences.

Bandar Lampung (2019) in his thesis An Analysis of Students' Subordinate Conjunction Errors in Writing Recount Text at the Second Semester of the Eleventh Grade of SMA Gajah Mada Bandar Lampung in Academic Year of 2018/2019: "To become a good writer and writing with grammatical sentence, we have to pay attention to the components of writing. There must be errors in writing. Teacher needs to overcome this problem by analyzing the error that students' made in writing, Bandar here wants to say that error is a part of writing is a problem that should be studied. According to Richards, error analysis is an activity to reveal errors found in writing and speaking. Error analysis is also the study of errors made by the second foreign language learners.

Focused on the explanation above, students of foreign language are interested to know how to use conjunctions in their writings and learn to use their other language effectively.

The statement of the problem

Some of Third year license students of Kasdi Merbah University_Ouargla_Department of Letters and English Language based on their mother language in their writing this influence on using some English conjunctions "And, but, yet, so, since, for and because".

Aim of the study

The present study attempted to find the influence of mother language on students' writing. It also intended to show what the level of misusing conjunctions in some way is. In addition to that this study will teach how to use conjunctions correctly and distinguish between its types.

Literature review

In a study titled: CONJUNCTION IS MORE THAN JUST A GRAMMATICAL RESOURCE: A COMPARATIVE STUDY OF CONJUNCTIONS IN U.S. AND CHINESE MATHEMATICS LESSONS BY SHUAI WANG, Dissertation Submitted by SHUAI WANG, 2016. The researcher aimed to show how Conjunctions can be instrumental help connect different ideas and allow speakers to elaborate, extend, and enhance their mathematical statements. This research focused on communication rather than writing and not in literature it takes a scientific field which is mathematic. The researcher divided the research to five chapters they are: Chapter 1: Introduction, Chapter 2: Literature review, Chapter 3: Method, Chapter4: Results, Chapter 5: Discussion.

SHUAI WANG in this study addressed the gap in the extant classroom discourse research by comparing classroom discourse practices—in particular the use of conjunctions in U.S. and Chinese lessons—and takes steps towards further understanding cultural differences in mathematics teaching and learning practices. She talked within the research about internal and external conjunction and teachers teach it. Also, she proposed the types of conjunction in addition to their functions.

The research question was "a. How frequently did students use external and internal conjunctions in the U.S. and Chinese classrooms? Within the same cultural sample, which type of conjunctions was more frequently used? Within each type of conjunctions, which cultural sample produced a higher density of conjunctions?" at the end It was found that, on average, the Chinese students produced more conjunctions than the U.S. students per lesson. It was found that, on average, the Chinese students produced more words than the U.S. students per lesson. It indicated also that Chinese students produced a higher density of conjunctions than the U.S.

The researcher was subjectively on many places when he used the pronoun "I"

Another study By Tagor Pangaribuan, Elisa Haddina & Sondang Manik, 2018. Talked on The Students' Error in Using Conjunction (Because, Since, as, in Case) in the Sentences. This study attempted to distinguish the students' error in using conjunction and difficulties in using subordinate conjunction as precise and to find out the causes of the students' problems in using subordinate conjunction. So, the problems in this research were identified as, the students' error in using subordinate conjunction and the causes of the error in using subordinate conjunction. This research was focused on the students in using conjunction in the sentence. Especially the conjunction were ones know as subordinate conjunction (because, since, as, in case). Within the study the researchers describe conjunctions and its types.

Some results of this study:

1) students made errors in complex sentences when they use subordinate conjunction (since, in case, as, because) in

2) most of the students got errors concerned the use of subordinate conjunction "in case" which was typically caused by carelessness or context. The use of subordinate conjunction "since" which was typically caused by interlingual and carelessness.

3) Type of errors that the students made was "substitution" (It is a sentence which of it is aspects (Word) is substituted by another). Students made errors were caused more by carelessness rather that by interlingual.

4) There were two subordinate conjunctions of four (since, as, because, in case) in errors caused by interlingual cause, they are "as" and "since". Most of students transferred both these conjunctions into Indonesia translation so that they got errors to use, in addition to both they have more than one meaning. There were all subordinate conjunctions (since, in case, because) caused by carelessness or students got errors in using them contextually.

As a researcher we think that in the last result of this study _number 5_ Indonesia language which is the samples' mother language has an impact on the use of subordinate conjunctions. In this study, the researcher just examined the problem on the students' sentences that's make the researchers limit and don't contextualized.

The two studies above, researchers have focused on conjunction as a term and how the students use it within the sentence. They don't take into consideration the mother language, language acquisition or the way to learn conjunctions. It doesn't mean that these researches are not good or don't use them academically but this let me filling the gap and research about the influence of ML on using some English conjunctions starting by language acquisition and error analysis passing to the description of conjunction that have been founded on the researches above. Furthermore a researcher we will try to give suggestions in which we make students able to use conjunctions correctly.

Research question

Through this research we will try to answer the following questions:

1. How does mother language influences using some English conjunctions on students' written production?

2. What are the types of Errors that students make when using conjunctions?

3. What are the students' difficulties when using conjunctions?

Research hypotheses

To answer the above mentioned questions the following hypothesis are formulated:

1. It assumed that learners have both positive and negative attitudes when they depending to Arabic on using conjunctions

2. It hypothesized that thinking in ML when we write is a major problem.

3. The most of third year license students of English on Kasdi Merbah Ouargla University (KMOU) difficulties is the awareness by the functions of the English conjunctions.

The structure of dissertation

The study consists of the general introduction and two chapters. The general introduction contains Background of the study, Literature review, Statement of the problem, Aims of the study, Research questions and Research hypothesis. the first chapter deals with **Language acquisition and grammar learning and teaching**, it is divided into two sections. The first section was **Introduction to language acquisition and grammar** and the second was about **conjunctions**. The second chapter is devoted to methodology and the analysis of results. It clarifies the research method, population of the study and data collection. Also, this chapter represents the test and the students' essays results and the answers of research questions in addition to confirm or refuse the hypothesis.

Chapter one

Language acquisition and grammar learning and teaching

Introduction

This chapter is the theoretical part of the research. It divided into two sections, the first is about Introduction to language acquisition and grammar and the second on conjunctions. In this part we will review the last theories and studies about language acquisition, grammar, error analysis and then the conjunctions and its types.

II.   Section one: Introduction to language acquisition and grammar

I.1.   Language Acquisition

I.1.1.   Definition

Language acquisition is an active process that began at birth and continues through life, while language is a mean of communication, we need in our life, it is one of the first thing the child should acquire it, whatever it is verbal or non verbal. "language acquisition is the process by which humans acquire the capacity to perceive and comprehend language in other words, again the ability to be aware of language and to understand it, as well as to produce and use words and **sentences** to communicate…Language usually refers to first language acquisition which studies infants 'acquisition of their native language, whether that be a spoken language or signed language."[1] According to that, we acquire mother language and learn other languages, so we distinguish between two items acquisition and learning. That is what Kramina (2000), states in her book " Language acquisition is opposed to learning and is a subconscious process similar to that by which children acquire their first language…Language learning is a conscious process, is the product of either formal learning situation or a self-study program."

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[1] https://en.m.Wikipedia.org/wiki/Language_acquisition

Chomsky(1986), defines LA as a process in which the learner forms and internalized knowledge in his mind _ I language, according to him LA starts from mind then produce a current language in this case LA does not need to any learning course at the beginning to acquire his Mother language(ML). For a child, it is enough to know how to communicate and make his message getting across, and let others understand him and his needs. The issue of acquiring to communicate can be applied in other foreign languages " Language acquisition refers to both, the study of individuals and groups who are learning a language subsequent to learning their first one as young children and to process of learning that language." (saville, 2006)

To sum up, LA is the process language develops in humans. It can be in First language (L1) and Second language (L2), in L1 concerns with the development of language with children at early age while second language acquisition focused on language development in adult. We will discover more about L1 and L2 acquisition in the types of acquisition.

I.1.2. Mother language

It is also called native language which is the language of early child hood acquisition normally beginning before the age of about three years. ML is the language which the child acquires it from the interaction with his environment and people around him, "…They are learned as part of growing up among people who speak with them." (saville-Troik, 2006)

Nordquist (2019) puts that " The term mother tongue refers to a person's native language (NL) that it is a language learned from birth. Also called a first language, dominate language, home language and native tongue." Although these terms are not necessarily synonymous, they are referring to ones first language.

So, ML is the language that someone learns to speak it first, and acquire its basis rules, speech, grammar…etc without depending to any course of learning. In this study we take Arabic as a mother language.

I.1.3. Foreign language

Above we talked about Mother Language that is the language acquired it first. Now we shall talk about foreign language (FL).

"FL is not widely used in the learner's immediate social context which might be used for future travel or other cross-cultural communication situation, or studied as a curricular requirement or elective in school, but with no immediate or necessary practical application."(saville-Troik, 2006)

So, FL is the language not commonly used and spoken in the country or by the people of a community, society and nation. For instance, English is a foreign language in Algeria. Even, it is a language which does not have a legal state in the country distinguish with second language which has a place in the politic of the country and common among people. Also a language is considered FL if it is learned largely in the classroom and have an academic purpose to learn it. However, second and foreign language may be used interchangeable.

Exception, in the case of a child who acquires two languages or more from birth, is called bilingual_ have two ML_ or multilingual_ have more than two ML_ even if the language is foreign according to the country. We consider English as a foreign language in this paper.

I.1.4. Types of acquisition

"Infants and very young children develop almost miraculously the ability of speech, without apparent effort, without even being taught _ as opposed to teenagers or adults struggling without, it seems, ever being able to reach the same level of proficiency as five-year-old in their first language." (Meisel, JM. 2011)

Already, we mentioned what is language acquisition which is the process by which the child acquires his native language at early age, but recognize even L2 or FL can be acquired if following the way in which a child acquires his language. This, let us talk about the types of acquisition: **First language acquisition (L1A), Second language acquisition (SLA)(Foreign language acquisition-FLA-).**

I.1.4.1. First language acquisition (L1A)

L1A refers to the way a child acquires his first language without any formal situation or instruction, how he master that language comfortably depending on him. L1A also refers to how the child learns his NL that develops his ability to speak and use the language of his environment within four or five years and how these years are divided into stages of acquiring, some researchers called it the critical period_ the period in which the child develops his ability to use language and communicate.

Depending to many studies children acquire language in similar stages across the world. "Stages in First Language Acquisition When a human was born; he did not have suddenly the grammatical of his first language in his brain and completely with its rules. The native language is acquired through some stages, and every stage is passed near to adult's language. There are six stages in children's first language acquisition, namely:

- Pre-talking stage / Cooing (0-6 months) According to Bolinger (2002:283) pre-talking stage or cooing is the vowel-like sound responding to human sounds more definitely, turns head, eyes seem to search for speaker occasionally some chuckling sounds...

- Babbling stage (6-8 months) Babbling is the sounds which infants produce as consonant-vowel combinations…

- Holophrastic stage (9-18 months) Fromkin (1983:328) defined holophrastic from holo "complete" or "undivided" plus phrase "phrase" or "sentence". So holophrastic is the children's first single word which represent to a sentence. Children using one word to express particular emotional state...

- The two-word stage (18-24 months) Two-word stage is the mini sentences with simple semantic relations...

- Telegraphic stage (24-30 months) Telegraphic is merely a descriptive term because the child does not deliberately leave out the noncontent words, as does an adult sending a telegram, Fromkin (1983:330). When the child begins to produce utterances that are longer than two words, these utterances appear to be "sentence-like"; they have hierarchical, constituent structures similar to the syntactic structures found in the sentences produced by adult grammar.

- Later multiword stage (30+months) According to Bolinger (2002:283) at this stage is fastest increase in vocabulary with many new additions everyday; no babbling at all; utterances have communicative intent. There is a great variation among children, seems to understand everything said within hearing and directed to them. "[2]

We distinguish six different stages of first language acquisition are Pre-talking stage or Cooing from birth to six month, Babbling stage from six to eight months next Holophrastic stage from nine months to one year and half the forth stages is The two-word stage from one year and half to two years; then Telegraphic stage starting in two years till two years and half, the last is Later multiword stage starting from the third year and complete grow up with the child.

I.1.4.2. Second language acquisition (SLA) or Foreign language acquisition (FLA)

Language Acquisition is meant the process whereby children achieve a fluent control of their native language (Varshney, 2003:307)

Nevertheless, acquisition can take place in the case of second or foreign language rather in formal or informal learning, Chomsky (1959) claims that all children from their birth posses ability to learn all possible languages in the world.

So, SLA as Gass. S. M and Selinker. L (2008) puts that, SLA is the study of the acquisition of non primary language that is acquisition of a language beyond the NL, it is the study of how learners create a new language system with only limited exposure to a SL. Generally, SLA or FLA refers to the learning of a non native language after acquiring and the learning of the Mother language.

Furthermore, the acquisition of SLA or FLA could be in an informal way in which, usually done similar to the way by which the child acquire his ML, with social interaction and cognitive development.

On other hand, The formal way of SLA is the learning of a non native language in the environment of L1, this is most commonly done in the context of classroom or any academic situation.

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I.1.5. The influence of Mother language on learning Foreign language

Actually learning a foreign language is a result of language contact and interaction, including interference, positive transfer, borrowing, and the needs to read over product or translation production. in that case learner returns to his ML facilitate his learning, but this may influence the learning in a good way as we mentioned _facilitate_ or the opposite, the later lines will show how ML influence learning a FL.

As a remark, because we will talk about the function, we will use the concepts of ML and L1 and the FL and L2 as synonyms.

" developed conceptual and semantic system linked to the L1 this is why L2acquisition, at least in its initial stages often involves a mapping of the new lexical form onto an already conceptual meaning or translational equivalent in L1."

First, in the case of forms or structure of the sentence, ML has a clear influence on FL. Larsen-Freeman.D and Mechael.H (1991) state that the similarities between L1 and L2 forms for instance, words order, adjective placement, the use of articles and preposition…etc, make the learner develops his L2 learning easily. Because an L1 structure or rule also works in L2, learner does not have to learn it in L2 when it is work in L1. In other word, if there is a positive transfer when an L1 structure or rule is used in L2 utterance and that use is appropriate and correct in the L2, for example: English and French have the same sentence word order (SVO). The acquisition of FL is quiet facile and possible without even learn the rule from the learning language. In Arabic we find (VSO) in the words order, that is may lead to some problems in the case of producing language.

Furthermore, the deferent system between ML and FL is not always necessary made an obstacle or an error and the opposite. Memorizing the differences helped learner distinguish between the both and use them correctly.

I.2. Grammar

I.2.1. Definition

Teaching and learning EFL is the act of knowing about all the aspects of the language. One of this aspects is grammar which is the backbone and the basic of any language. "Without grammar, language does not exist." Nassaji and fotos (2011: 1)

There is no one and only way to define grammar because the different peoples' views of it. According to Freeman (2003) grammar is a verb rather than a noun, it is not a thing, it is something people do, as a general word is points that people do it regularly to achieve a correct language. In the next pages Freeman (2003: 34_35) state that, "form, meaning and use are the three dimensions of language and all of them are component part of grammaring." He considered form, meaning and use as the element which produced by grammar. Since grammar is rules of a language governing the sounds, words, sentences, and other elements, as well as their combination and interpretation and In a restricted sense, the term means only the study of sentence and word structure (syntax and morphology), excluding vocabulary and pronunciation depending to writing or speaking . Richard, Platt and Platt (1992: 161) describe grammar as the description of the structure of a language and the way is the system of rules governing the conventional and the arrangement and relationship of words in a sentences in which linguistic units such as words and phrases are combined to produce language , grammar serves the way in which words related to each other within the sentence even its function.

Moreover, it is also used in the combination of phrases, sentences even paragraphs, it show the coherent of the utterance or the discourse.

It is important to teach and learn grammar, to be successful in communication even producing a correct writing and meet the goal in mastering the language, then use it appropriately in real life situations. We cannot deviate teaching and learning grammar from teaching and learning language for any language in the world. As teaching and learning language have methods and techniques, teaching and learning grammar also have methods and techniques that used to help teachers as well as learners EFL and its grammar.

I.2.2. Method of Teaching grammar in EFL

Grammar always has the central role in EFL classroom yet, the way of teaching are varied significantly. For centuries, grammar was taught in a very traditional ways and the main focused was on written form of language and grammar was seen as a set of rules, this method was called Grammar Translation Method (GTM), it is also called Classical Method. In GTM, translation was regarded as one of the best technique to memorize rules. "GTM requires language learners to concentrate on grammar items in isolation…" Hall (2011: 81)

The next method is the direct method. These methods deal with the interaction and the spontaneous use of language. Grammar was taught inductively, the students recognize the general rule from several examples. It does not focus on the explanation and analization, here grammar and language acquired similar to the way in which ML acquired.

The third method is the Audio-Language Method (ALM), ALM emerged in the twentieth centuries based on speaking and listening, it is an oral based approach. In ALM teaching grammar was in implicit way, the students exposed to the grammatical form without being told about rules, they doing that themselves.

The fourth method which considers the newest one is Grammar Instruction Method (GIM), GIM is the combination of Communicative Language approach and Grammar Instruction. This method based on drawing learner attention to linguistic forms doing that through a meaningful communicative context.

GIM apply what going in the grammar lesson on real life situation then, it is not only about language but about knowing how to use it in real life situation.

I.2.3. Method of Learning grammar in EFL

Method of Learning grammar in EFL may refers to an individual style or a group creation way to learning grammar it does not depend even we could take method of teaching to be useful in learning. Whatever, for many centuries till now many method of learning EFL had emerged, next are some of that. why some of that? Because as we told it is a creation of someone or group, and the creation did not stop.

- **Inductive Method:** In the inductive method of learning grammar learner recognizes the rules of grammar and the way it work in a more natural way during reading a several examples of the same grammar rule.

- **Deductive Method:** Is the opposite of the inductive method. The deductive method based on the knowing of the grammar rule and how it work through an instruction or explanation than try to apply it in writing.

- **Learning through writing:** this method encourages learners to write and explore language, from that piece of writing picking up the most problems of grammatical rules, then hold them in a whole structured lesson.

- **Attending a separate grammar class:** is a famous and useful method nowadays, this method is often existing in the privet school. A separate grammar class is a normal classes like others it differ in one case, this classes teach only grammar no more, deals with the grammar rules and how it work may some exercises done during the lessen. Also it focuses on explanation of the teacher. The class can involve different methods of teaching even methods of learning are useful.

I.3. Error Analysis

I.3.1. Definition

Error Analysis is a type of linguistics analysis that focuses on the error mad by learners in an EFL. Error Analysis is the first approach to the study of SLA which includes an internal focus on learners' creative ability to construct language. It is based on the description and analysis of actual learner errors in L2 (Saville-Troike, 2006).

EA is the process by which observe, analyze and classify the deviation of the rules of the SL in specific and FL in general. It is to analyze the students error in writing, to see to what extent do students aware the FL and its grammar use.

Error Analysis contains different types which are omission, addition, misformation and misordering, teacher have to explain kinds of error and how to overcome it.

I.3.2. Types of Error

- **Addition:** Addition is indicated by the presence of an 'unwanted' item in sentences. The unwanted items do not appear in a well-formed utterance. This happens when the learners overuse certain grammatical rules of the target language. (e.g. He didn't to come instead He didn't come.)

- **Omission:** Omission is indicated by the absence of certain item that must appear in sentences. This usually happens in the early times of learning any of foreign language. (e.g. My sisters calm instead of My sister is calm.)

- **Misformation:** is indicated by the use of wrong forms of certain morphemes or structures. (e.g. Me don't like the correction is I don't like.)

- **Misordering:** is indicated by the incorrect placement of certain morphemes. (e.g. She fights all the time her brother the correct form is She fights her brother all the time.)

I.3.3. Error and Mistakes:

There is a wide debate between error and mistake, since literally have the same meaning which is something done wrong although we should distinguish between them to classify the error which done by learners. Brown had distinguish between them, he puts that Error is noticeable deviation from the adult grammar or a native speaker reflecting the interlanguage competence of the learner while Mistake refers to performance factor such as: memory, limitation and spelling. So, error have a relation with lacks of the awareness by the rule of language and how it work, it done spontaneously, whereas mistakes is the matter of perform the rules of language yet, the learner know and aware of it.

Error and mistakes are two different phenomena, the first has a result of language competence_ the less competent with language rules, the more ungrammatical utterance occur. On other hand, mistakes and also called performance error which is the imperfect of the use of language rules.

To be more clear, error and mistakes are not the same, based on that they were not use them interchangeable in this paper. While the more focus will be on the students' error mad on their written production when they use conjunctions.

I.3.4. Sources of error

What mean by the term of source of error is the context of learning the language, the context in which the error occur, it may also refer to the causes of the error, From what the error come? or Why students make error in both writing and speaking L2 or FL language. "The sources of errors studying a language might be derived from the interference of the learners' mother tongue and the general characteristics of the rule learning. The errors that are caused by the general characteristics the rule learning are also called the intralanguage error. And the error caused by the interference of the learners' mother tongue called the interlanguage errors." (Richrd, 1974)

Based on the citation of what Richard said, we classified three sources of error. Errors com from ML, Arabic in our case and errors come from the target language itself, the EFL in our case, and the third derived from learners' mind.

- **Interlingual (Interference) error:** This errors caused by the influence of ML. Is using a word from mother language while writing or speaking an EFL.

- **Intralingual error:** Intralingual error show the misusing of the EFL rules, it is caused by the less of awareness, the faulty or partial learning of the TL. According to Richards (1971), intralingual errors are also subdivided to the following categories: 1. Overgeneralization errors: the learner creates a deviant structure on the basis of other structures in the target language. 2. Ignorance of rule restrictions: the learner applies rules to context where they are not applicable. 3. Incomplete application of rules: the learner fails to use a fully developed structure. 4. False hypothesis: the learners do not fully understand a distinction in the target language.

- **Developmental error:** Is the learner creation of a new rules in the TL and attempt to build up hypothesis about that TL based on his/her limited experience with that language, is somehow part of overgeneralization. For illustrations putting new rules of plural that adding the final "s" to all words (e.g. child/ childes).

III. Section two: Conjunctions

II.1. Description of conjunctions

Conjunction is one of the items in grammar, and it is one of the cohesive devices. It is a word that links words, phrases, and clauses. They are "linking "or "joining "words which joined together various things. This is as a general definition of conjunctions bit it has defined by many scientists and linguists, Harris (2009) states that as their name implies, words, phrases, sentences, and paragraph. Or:conjunctions join together element of thought Nordquist (2019) also states that conjunctions is part of speech (or word class) that serves to connect words, phrases, clauses, or sentences. In the case of linking phrases, sentences and clauses, we found many types of conjunction. We divide this types into three according to the phrases, sentences and clauses they linked, Coordinate conjunction, Subordinate conjunction and correlative conjunctions.

II.2. Types of conjunction

There are three types of conjunction, coordinate and subordinate conjunction and correlative conjunction.

II.2.1. Coordinate conjunction

Coordinate conjunction connect words, phrases, and sentences. There are seven coordinating conjunctions: for, and, nor, but, yet and so. These conjunctions link an equal sentence parts.

Coordinate units consisting of parts of speech, phrases, or clause may also be classified according to their function in the sentence:

- Compound subject: linked two or more subject (e.g. Dogs and cats do not get along).

- Compound predicates: link two or more verb and modifier. (e.g. They went for dinner but returned in time for favorite television program).

- Compound objects: link two or more object noun and noun clauses (e.g. He looked everywhere for his keys and wallet).

- Compound modifier: connect two or more adjectives, adverbs or adjective clauses (e.g. He was tired but happy).

In this paper we need the conjunction that link two or more sentences and clauses.

II.2.2. Subordinate conjunction

Subordinate conjunctions connect subordinate clauses to main clauses for instance: (although, because, before, if, since, while, until).

II.2.3. Correlative conjunctions

Also link similar words or word groups, but they are always used in pairs. Here are the correlative conjunctions: both . . .and, either . . . or, neither . . . nor, not only . . . but also whether . . . or

II.3. Arabic Conjunction

Conjunction in Arabic called huruuf/adawaat al-'atf to the more useful conjunctions in Arabic, there are other named according to their function. Also as in English, they hang sentences, phrases, words together, in our case we have the coordinate conjunctions except **"nor/or"** and two of subordinate conjunctions are because and since. Their equivalent in Arabic is:

Conjunction in English	Conjunction in Arabic	Their function in Arabic
And	Wa	• Combine two subject, verbs, phrases and clauses.
But/Yet	lakin	• Link negative statement
So	Fa	• Stating a consequence • Ordering • Sequencing
For	Li/ li'ajli	• Stating a goal
Because	Li'anna	• Stating a reason
Since	Min mudda	• Precise the time

Table one: English and Arabic conjunctions taken in the paper

Between Arabic and English there are similarities and differences in the function of conjunctions. Similarities occur in the case of literal translation of the function of the conjunctions. In the case of the target meaning of the sentence (pragmatic meaning) differences will arise, for instance the confusing of using some conjunctions like but and yet, for, since and because, so and for…atc. We shall investigate these problems in this paper.

Conclusion

In this chapter we review the literature of the previous researchers first about language acquisition and second about grammar contains its methods of teaching and learning in EFL classroom, also error analysis then conjunctions as a key term.

In that review we conclude that there are stages for acquire mother language or any language that can interfere the use of any grammar rule. For that sense we study the influence of Arabic on writing when using conjunctions.

Chapter Two

Research Methodology

Introduction

This chapter is devoted to the description of the test and the essay and the analysis of learners' performance and competence. Here, we attempt to test learners' awareness of use of the selected English conjunctions. The major interest is to show to what extent learners influence by her mother language Arabic.

We used to main tools for the collection of data. A test and a short essay have been oriented for the third years English student in Kasdi Merbah Ouargla.

IV. **Description of subject and the research tools**

III.1. **The subject**

The test and the essay have been divided between 50 students from students of third year English students in the department of English, university kasdi Merbah Ouargla. the sample of population was a randomly selected 25 students for the test and 25 students for the essay. The students are native speaker of Arabic and learn English as a foreign language for ten years. The reason behind this choice is that third year students are familiar with the rules of conjunctions since they take them at middle and high school and first and second years university.

III.2. **Research tools**

In this study we use of two research tools: a test and an essay have been given to students in order to observe how their mother language "Arabic" influence their use of the selected English conjunctions in their written production.

III.2.1. Test

The test consists of three activities: the first activity contains seven sentences to translate it from Arabic to English, this is to how the students chose the right conjunction depending to the meaning in the FL. The second activity ask the students to give seven sentences each one consists one of the seven selected conjunctions: and, but, yet, for, so, since and because. This activity makes us know how the students use these conjunctions. The third activity is to reach us with the level of the student in distinguish between the right and the suitable conjunction, this activity contains seven pair sentences to link them together with conjunctions.

III.2.2. Essay

We have asked students to write a short essay talk within it on how to prepare to their exams using in their writing the seven selected conjunctions. From this we attempt to analyze a real context and one of the key words in this paper is the students' written production.

V. Analysis

IV.1. Test

The data have been analyzed quantitatively and qualitatively. According to biggam (2008: 86) "in general, quantitative research answers the how questions, whereas the why questions are left to qualitative research." The analyze has been focused mainly on the use of the right functions of English conjunctions.

- **The first activity**

In this activity we have seven compound sentences to translate them from Arabic into English each sentence have an Arabic conjunction which translate to more than one correct English conjunction but have a suitable one that put the right meaning. We will focus on the conjunction that chosen in translation and the function.

The first sentence is لأن جميع الأماكن مختلفة, أشعر بحيرة أين سأقضي عطلتي. The Arabic conjunction here is '' لأن '', its equivalent in English is "because''. Then suggestion translation will be: Because all the places looked different, I have no idea where I will spend my vacation. The following table shows the average of third years English student in Kasdi Merbah Ouargla.

conjunctions	Because	Since	So	Others	Total
Sentence 1	14	3	4	4	25
Average	56%	12%	16%	16%	100%

Table two: First activity, translation of the first sentence
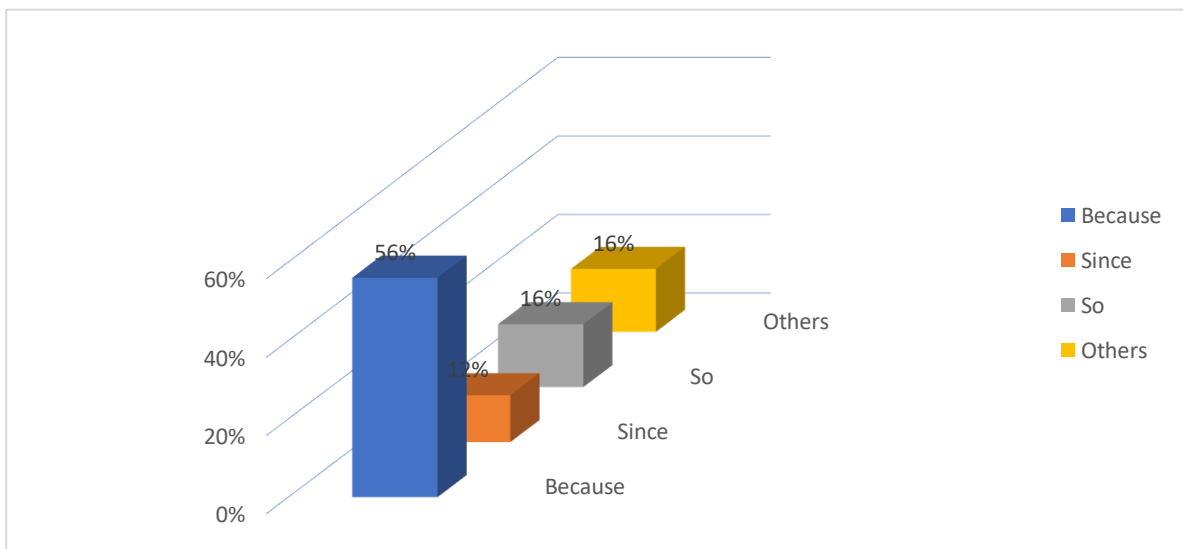
Figure one: First activity, translation of the first sentence

Here, most students have translate the first sentence into the suggestion translation means that the most students translate the sentences from the equivalent of the Arabic conjunction "because" by 14 students from 25 students by 56%, while 3 students, 12% the use of the conjunction since, and so, another conjunctions not taken in the paper have done both by 4 student, 16% to each one.

In the case of "since" and "so" the students have made an interlanguage error because the sentence is seems informal and these two conjunctions are quiet formal.

The second sentences علينا التحضير للمشروع من الآن فالمستقبل قد يحوي تغيرات فجائية if we put the sentence in the context is near to be said in a formal conference that's why the suggestion translation will be: We must begin planning now, for the future may bring unexpected changes. We use "for" rather than "because" in this sentence to express a formal meaning.

Also in this sentence, the most students translate it literally but it is not always the case, it raise the intralingual error.

The following table illustrates the translation of the students to the second sentences.

conjunctions	Because	Since	For	Others	Total
Sentence 2	11	4	4	6	25
Average	44%	16%	16%	24%	100%

Table three: First activity, translation of the second sentence

Students are more literal and depend to Arabic in this sentence, for the use of "because" here, they understand that the unexpected changes is the reason of the planning, they translate "fa" in Arabic into because in English it is useful but "for" is more formal and suitable in this case.
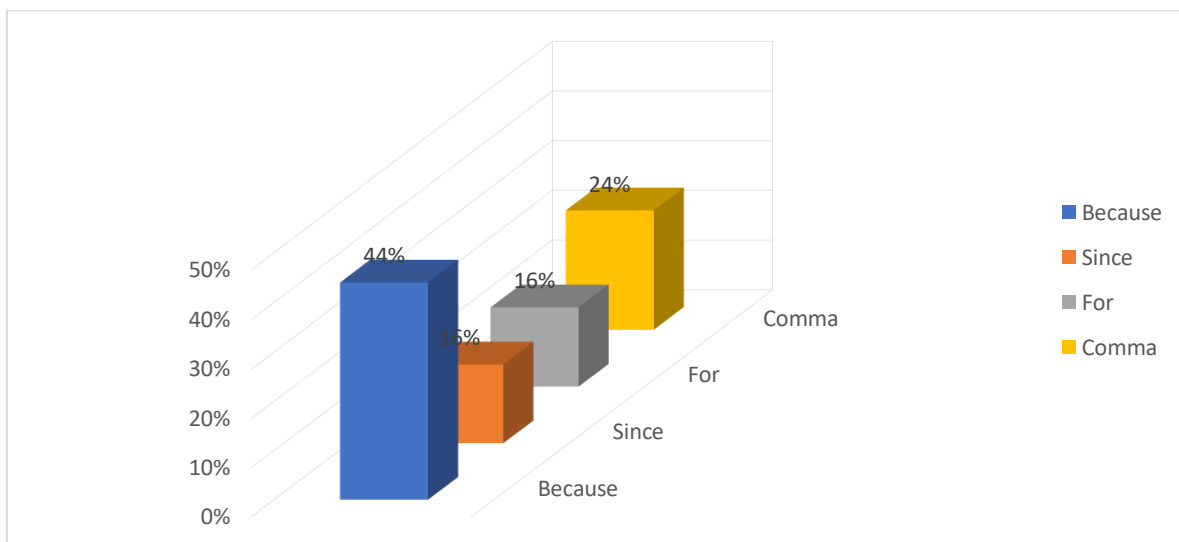
figure two: First activity, translation of the second sentence

16% present students use "for" in this sentence the number is rather small instead to the use of "because" or "comma". This show that student translate the sentence semantically or literally depending to their mother language.

The third sentence which is إنها تمطر بغزارة ولا أملك مظلة for the first view we recognize the conjunction is "wa" in Arabic automatically translate it into "and" in English but, when we recognize deeply the meaning of these two clauses are opposite, so we use the conjunction "but" is more appropriate. Students are more likely depending to their ML in that sentence.

Conjunctions	And	But	Yet	Total
Sentence 3	15	8	2	25
Average	60%	32%	8%	100%

Table four: First activity, translation of the third sentence

The fourth sentence, لا أحب المشروبات الغازية و أشربها this sentence is not far from the third one. Normally, while I don't like soda, don't drink it whereas the translation of this sentence is "I don't like soda but, I drink it. The two sentences are opposite. We use "but" when two sentences are opposite one is positive and the second is negative.
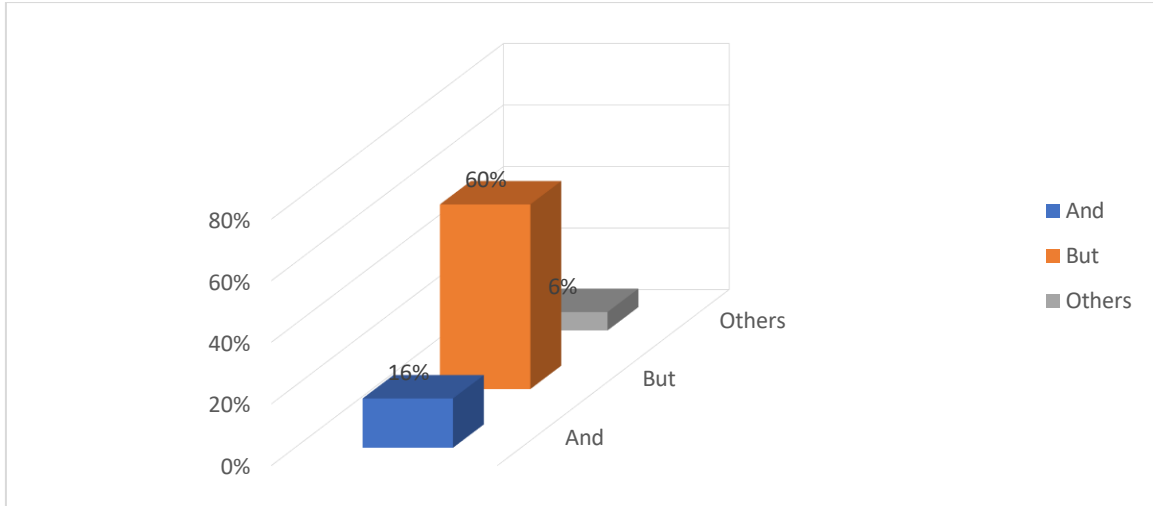
Figure three: First activity, translation of the fourth sentence

conjunctions	And	But	Others	Total
sentence 4	4	15	6	25
Average	16%	60%	24%	100%

Table five: First activity, translation of the fourth sentence

60% Student are succeeded in the translation of this sentence while 16% are being literal and 24% use another conjunction for instance "Although" these students are autonomous and being more intelligent.

The fifth sentence is لأنه يرتدي نظارات لم يلاحظه أحد simply the translation of this sentence is "Because he was not wearing glasses, no one recognized him." The twenty-five students translate the sentence correctly. However, they select the right conjunction, they return to the Arabic meaning of the word "because"

conjunctions	Because	Since	So	Total
Sentence 5	25	-	-	25
Average	100%	-	-	100%

Table six: First activity, translation of the fifth sentence

The sixth sentence كنت متعبة جدا, غادرت الحفلة باكرا. The conjunction in this sentence is implicit, understand it from the meaning of the sentence. The translation will depend to which meaning will focus on. We suggest two possible translations are:

Because I was exhausted, I left the party early. (Focusing on the reason)

I was exhausted and, I left the party early. (The actions are following each other)
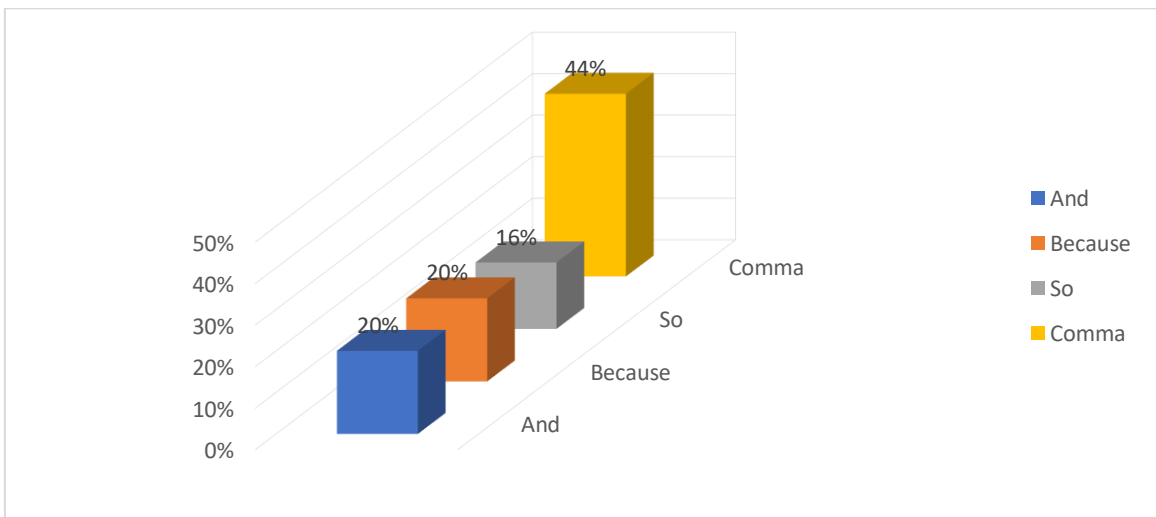
Figure four: First activity, translation of the sixth sentence

The most students keep the sentence with comma. They just translate words. This way is literal 100% which 44% students use it. While 20% in both "And" and "Because". Both together are equal with the average of comma alone. Some other students use "So" although they are 16%, they are try to be non-literal.

conjunctions	And	Because	So	Comma	Total
Sentence 6	5	5	4	11	25
Average	20%	20%	16%	44%	100%

Table seven: First activity, translation of the sixth sentence

The seventh sentence, سام تبكي من شدة فرحها بالتخرج. Another Arabic conjunction is a compound word "min chidate" this conjunction can be translated to English into "Because" or "for", so the translation will be:

Sam was crying because her happy by graduation. Her we introduce the subordinate clause that gives the reason. Whereas in Sam was crying because for her happy by graduation. We use "for" to stress that both pieces of information are equal in the importance.

8 students use the translation of "Because" and 7 students use the translation of "For" while 10 student use comma: Sam she was crying, she was happy because her graduation.

Conjunctions	For	Because	Comma	Total
Sentence 7	7	8	10	25
Average	28%	32%	40%	100%

Table eight: First activity, translation of the seventh sentence

- **The second activity**

In this activity, we demand from students to write seven sentences each one contains one of the selected conjunctions. In the analyze we will focus on the use of that conjunctions and how the students use them (functions).

In the case of "and", in both Arabic and English combine two equal and independent clauses, compound two main clause together. 65% from the students use "and" as an addition coordinating conjunction, while the 35% left use "and" to combine two subjects or objects.

"But" join two contrast clauses, 90% use "but" in this function. Moreover, "Yet" work as "but" combines two independent clauses, but "yet" sound more formal than "but", we tend to use it in more formal situation. 80% from the students use "yet" as an adverb of time not as a conjunctions which is the most known function to "yet" depending to Arabic translation.

Another selected conjunctions are **since**, **so** and **because** are often used interchangeable but not always. **Since** is an adverb of time, but it use as a subordinating conjunction to express a reason as well as **because** whereas we use "So" to express a result. 85% from the students use "because" correctly. In the case of "since" 20% are use it correctly while others are use it in its Arabic function as an adverb of time.

In the analyze of the students' sentences using "so" we found that 65% from students use it to express a result and 35% use it to express the superlative to such adjectives.

The seventh conjunction is "for", in general, **for** is used to stretch the goal of something, to express a purpose of an action or of a thing. Furthermore, we can use "for" as a coordinating conjunction to express a reason and use it in the place of "because", but its more formal. 90% from the students do not know this information, and they use "for" to express a goal.

35

- **The third activity**

In that activity there are seven compound sentences to join them together with one of the selected conjunctions. The activity show that students close to the meaning of the word not what beyond the sentence that is what make them have a literal thinking at the most sentences depending to their mother language. Next are the correct forms of the sentence with conjunctions following by tables by which we illustrate the different answers of the students to the sentence.

Sentence number one

Everyone's writing style is as an individual as his or her fingerprints, but every writing style shares many of the same characteristics.

Number of students	10	7	4	4	25
conjunction they use	So	Yet	But	And	Total

Table nine: Activity three, the answers of the first sentence

The answers of this sentence we recognize that the most students use the conjunction "so" but it not correct because the second clause is not the result of the first sentence like it seems to be the opposite of it, this kind of error called the ignorance of rule restriction according to Richard (1971) is to apply rules to context where they are not applicable.

Sentence number two

Language is extremely complex, yet children already know most of the grammar of their mother language before they are five years.

Number of students	7	7	7	4	25
conjunction they use	But	Yet	Because	So	Total

Table ten: Activity three, the answers of the second sentences

Also the use of "because" and "so" in this sentence is wrong because the sentence do not express neither reason nor result.

Sentence number three

Since he was going to be living in Sweden for sometimes, he thought he should read something about the country.

Number of students	16	6	3	0	25
conjunction they use	So	Because	for	since	Total

Table eleven: Activity three, the answers of the third sentences

All of these answers are correct, but we select "since" to show the importance of reading something by focusing on living in Sweden, so it depends to what students want to focus on

For: show the importance of both clauses

Because: express the reason

So: express the result

Sentence number four

We must begin planning now, for the future may bring unexpected changes.

Number of students	18	7	0	25
conjunction they use	Because	Since	For	Total

Table twelve: Activity three, the answers of the fourth sentences

No one of the students use "for" in this sentence because of the less awareness of its and function.

Sentence number five

I like john very much, but I do not like his brother.

Number of students	20	5	25
conjunction they use	But	And	Total

Table thirteen: Activity three, the answers of the fifth sentences

The most students use "but" in this sentence. Since the clauses are being opposite and express negativity.

Sentence number six

Tom had no food, but he had to pay the rent.

Number of students	10	6	4	5	25
conjunction they use	But	Because	So	Since	Total

Table fourteen: Activity three, the answers of the sixth sentences

This sentence is taken from the real-life situation, we understand that since he had to pay the rent, Tom had no food. Or, Tom had no food because he had to pay the rent. So, the three are possible it depend to what information wants the speaker or the reader send it through words. We select "but" to show the negativity of the sentence that Tom had no money to pay the rent nor to buy food.

Sentence number seven

The class will get a reward because We are always behave.

The class will get a reward, for We are always behave.

Number of students	9	15	1	25
conjunction they use	Because	Since	So	Total

Table fifteen: Activity three, the answers of the seventh sentences

The most students use "since" in this sentence, then 9 students use "because" and no one use "for". To use "so" in this sentence must be reverse the clause to be: We are always behave, so the class will get the reward.

IV.2. The essay

After analyzing the written product of third year university students of English in Kasdi Merbah University of Ouargla, we have noticed that negative influence of mother language in the case of for, yet and and. Student always use them in its Arabic function, use "for" to express goal, they use "yet" as an adverb of time as its Arabic equivalent "ba'ad" or " laysa ba'ad" and they use "and" to combine words rather than phrases, clauses or sentences. Also we recognize that students succeed in using because, since, so and but. Students are awareness by the function of these conjunctions which leads to the positive influence.

Conclusion

Through this chapter we have tried to shed light on how Mother Language influences the use of conjunctions in the case of and, but, yet, for, since, so and because in third year university students of English in Kasdi Merbah University of Ouargla. We have described the subject and the tools of collecting data which are test and essay then we analyzing them. We have concluded that because of the students' less awareness by the different functions of these conjunctions so, they tend to use them always in its Arabic function.

The general conclusion

This study aims to show how Mother Language influence the use of conjunctions in the case of and, but, yet, for, since, so and because in third year university students of English in Kasdi Merbah University of Ouargla, we have take many points in this study at the beginning, we talked about Language Acquisition with its types, also we talk about Grammar and Conjunction. After all, we examine the awareness of the students by the functions of the selected conjunctions.

The findings of this research have revealed that the majority of students rely to Arabic to use conjunctions. And the reason behind this deficiency is that students seem to be unaware of the multiplicity of functions that characterizes these conjunctions. Moreover, the test and the essay have indicated that third year university English students in Ouargla are restricted to their previews knowledge and do not want to know more, this what makes them more literal in their writing. Moreover, the study investigate that Mother language and because it is the first language that students acquire, It takes a big place in students' thinking which lets them post their ideas in a literal and translate from Arabic into English when they write in English way that affect the use of conjunction negatively. Mother language facilitate the use of some English conjunction like because, and but since their functions is knowing to the most general people, and they are often used in other several functions.

Therefore, students are unaware of the various functions of conjunctions. Intralanguage error is being clear in the case of when students confused between using but and yet, because and for or since, because of the less awareness by the various functions, and the ignorance of rule restriction error in the case of applying conjunction to context where they

are not applicable. In other hand intrerlanguage is when the students use their mother language conjunction function when write in English, the interference of Arabic is being clear to reader because the Arabic thinking of the writer.

After we analyze the data we confirm the hypothesis which says that the most of third year license students of English on Kasdi Merbah Ouargla University (KMOU) difficulties is the awareness by the functions of the English conjunctions. In addition to some similarities in meaning when using some conjunctions like but and yet, since and because.

We conclude that mother language Arabic have both positive and negative influence on the use of conjunction in third year license students of English on Kasdi Merbah Ouargla University (KMOU) written production. They faced some problem in using conjunction in their writing one of them is thinking in Arabic leads them to use these conjunctions incorrectly or inappropriately. Further, intralanguage error takes place in a third year license students of English on (KMOU) written production.

Suggestion and recommendation

Based on the result and discussion of the research, the researcher would like to give some suggestions:

The teacher of English may use the students' errors in using conjunction to develop their ability.

Each time give a short explanation to one of the English conjunction and differences with its equivalent in Arabic.

Teacher should give some extra homework especially writing essays and give a feedback in using conjunctions, through this the students can identify their weaknesses and work more seriously on their writing's problems.

For the students, writing is one of material in learning English, especially in using conjunction.

The students should learn and more practice about conjunction and their functions and writing in order to develop their writing ability.

Students must learn more about the style of writing formal and informal.

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The test

This test aims at investigating the Influence of Mother Language on using some English Conjunctions on third year license students' writing. I wonderful if you could helpe me and do the following activities.

Made by: Belkacem Zahra

Activity one: translate the following sentences?

1. لأن جميع الأماكن مختلفة أشعر بحيرة أين سأقضي عطلتي

....

2. علينا التحضير للمشروع من الآن فالمستقبل قد يحوي تغيرات فجائية

....

3. إنها تمطر بغزارة ولا املك مظلة

....

4. لا أحب المشروبات الغازية و اشربها

....

5. لأنه يرتدي نظارات لم يلاحظه احد

....

6. كنت متعبة جدا, غادرت الحفلة باكرا

....

7. سام تبكي من شدة فرحها بالتخرج

....

Activity two: Give 7 sentences each one contain one of this conjunctions (and, but, yet, since, for, because, so)?

1. …………………………………………………………………………………………..

2. …………………………………………………………………………………………

3. …………………………………………………………………………………………

4. …………………………………………………………………………………………

5. …………………………………………………………………………………………

6. …………………………………………………………………………………………

7. …………………………………………………………………………………………

   Activity three: link the sentences with one of the following conjunctions (and, but, yet, since, for, because, so)?

1. Everyone's writing style is as an individual as his or her fingerprints. Every writing style shares many of the same characteristics.

…………………………………………………………………………………………………

……………………………………………………………………………….………………

2. language is extremely complex. Children already know most of the grammar of their mother language before they are five years.

…………………….…………………………………………………………………………

………………………………………………………………………………………………

3. He was going to be living in Sweden for sometimes. He thought he should read something about the country.

…………………………………………………………………………………………………

…………………………………………………………………………………………………

4. We must begin planning now. The future may bring unexpected changes.

…………………………………………………………………………………………

…………………………………………………………………………………………

5. I like john very much. I do not like his brother.

…………………………………………………………………………………………

6. Tom had no food. He had to pay the rent.

…………………………………………………………………………………………

7. The class will get a reward. We always behave.

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Appendix B

The essay

write a short essay about "how to prepare for your exam?"

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Thank you for your participation

Abstract:

The present study set out to show how mother language (ML) influences the use of some English conjunctions in students' written production. Based on this purpose, the researcher used the mixed methods research, analyzing a test of three activities and a short essay examined on 50 students of third year license at the department of English _University of Ouargla_ selected randomly. The research hypothesized that ML may influence negatively and positively on students' writing. The result revealed to confirm the hypothesis which puts that mother language has both positive and negative interference in third year students writing when using conjunction in the case of and, but, yet, so, because, since and for.

Keywords: Conjunctions, Mother Language, Foreign Language, students' written production.

ملخص الدراسة:

تهدف الدراسة الحالية إلى إظهار كيف تأثر اللغة الأم (العربية) على استخدام بعض حروف العطف الإنجليزية في الإنتاج الكتابي للطلاب. وانطلاقا من هذا الغرض استخدم الباحث المنهج التجريبي المزدوج, حلل من خلاله اختبار من ثلاثة أنشطة ومقال قصير تم انجازها من قبل 50 طالبا من السنة الثالثة في قسم اللغة الإنجليزية _ جامعة ورقلة_ تم اختيارهم عشوائيا. يفترض الباحث أن اللغة الأم تؤثر سلبًيا و إيجابيًا على كتابة الطلاب. كشفت النتائج عن تأكيد الفرضية التي تقول أن اللغة الأم لها تدخل إيجابي وسلبي في كتابة طلاب السنة الثالثة عند استخدام حروف العطف الإنجليزية و بالاخص " و, لكن, ليس بعد, منذ, لأن, إذن و لأجل"

الكلمات المفتاحية: حروف العطف ، اللغة الأم ، اللغة الأجنبية ، الإنتاج الكتابي للطلاب.

Abstrait:

La présente étude visait à montrer comment la langue maternelle (Arabe) influence l'utilisation de certaines conjonctions anglaises dans la production écrite des élèves. Sur la base de cet objectif, le chercheur a utilisé la recherche de méthodes mixtes, analysant un test de trois activités et un court rapporte examiné sur 50 étudiants de troisième année de licence au département d'anglais _Université de Ouargla_ choisis au hasard. La recherche a émis l'hypothèse que l'arabe influence négativement et positivement sur l'écriture des élèves. Le résultat a confirme l'hypothèse selon laquelle la langue maternelle a des interférences à la fois positives et négatives dans l'écriture des étudiants de troisième année en utilisant la conjonction dans le cas de et, mais, pourtant, ainsi, parce que, depuis et pour.

Mots-clés : Conjonctions, Langue maternelle, Langue étrangère, production écrite des élèves.