KASDI MERBAH UNIVERSITY- OUARGLA-

Faculty of Letters and Foreign Languages

Department of Letters and English Language

Dissertation

Academic Master

Domain: Letters and Foreign Languages

Field: English Language and Civilisation

Specialty: Linguistics

Submitted by: Saida Kemassi and Yamna Boulifa

Title:

The Effect of Interlingual Interference on the Use of Clausal Coordination and Subordination in EFL Writing

The Case of Third Year õLicenceö EFL Students at Kasdi Merbah University -Ouargla-

Publically defended

on: 18/ 06 / 2019

Before the Jury:

Dr. Abdelaziz BOUSBAI	President	KMU - Ouargla-
Dr. Touria DRID	Supervisor	KMU - Ouargla -
Mr. Madjid DOUFENE	Examiner	KMU - Ouargla -

Academic Year: 2018 / 2019

DEDICATION

I dedicate this work:

To my parents for their patience and encouragement.

To my family.

To my friends with whom I shared university life with its lights and shadows.

Saida

DEDICATION

I dedicate this work to my precious parents for their love, patience, encouragement and support ,may God bless them.

To my beloved sisters, and my kindest brothers .

To my dear supervisor :Dr Drid Thouraya

To all the students of 2nd year Master ESP/Applied Linguistics

To all the teachers who taught me…

To all my friends and my family

Yamna

ACKNOWLEDGEMENTS

ABSTRACT

The current study aims at investigating the effect of interlingual interference on the use of coordination and subordination at clausal level in the EFL writing of third year õLicenceö students at Kasdi Merbah University in Ouargla via applying error analysis as a technique. A descriptive analytic approach is opted for a quantitative- qualitative analysis of data. The latter are obtained from a writing test of an argumentative essay. Thirty-two out of 245 third year õLicenceö students of English at Kasdi Merbah University in Ouargla were selected as a sample. The analysis was based on counting the explicit signals of subordination and coordination. Then, types and sources of errors of subordination and coordination were identified. The results revealed that EFL third year õLicenceö students overuse coordination and underuse subordination. Besides, omission and addition are the frequent errors committed by EFL third year õLicenceö students when they write. Also, interlingual transfer is the major source of errors. Language interference prevents students to from an appropriate use for subordination and coordination in their L2 writing. On the basis of these results a number of recommendations and writing activities have been proposed.

Key words: Interference, subordination, coordination, errors, clause.

LIST OF ABBREVIATIONS

CA: Contrastive Analysis

CAH: Contrastive Analysis Hypothesis

EA: Error Analysis

EFL: English as a Foreign Language

IL: Interlanguage

L1: First Language

L2: Second Language

LMD : Licence, Master, Doctorate

RC: Contrastive Rhetoric

SN: Student Number

LIST OF TABLES

LIST OF FIGURES

CONTENTS

General Introduction

The Theoretical Part

Chapter one: English Conjunctions and the Relationships Between Clauses

Chapter Two: Language Interference and Contrastive Rhetoric

x

The Practical Part

Chapter Three: Research Methodology and Results

Chapter Four: Suggestions and Recommendations

General Introduction

1. Background of the Study

English occupies the status of a second foreign language in Algeria. Its learners are required to master the four skills: listening, speaking, reading and writing .The latter is reputed to be as the most difficult skill for foreign and second language learners. In this regard, Nunan (1989) pointed out that writing is the most difficult macro skill for all language users no matter if it is a first, a second or a foreign language. Renandya (2002) added that some students face problems in writing as they generate ideas, organise them and translate them into readable texts. In this vein, few previous studies(Ghodbane, 2010; Ouraghi, as cited in Hamzaoui 2010), reported that Algerian EFL university learners encounter problems in writing in both skills of higher level such as planning, clause connection and organizing, as well as skills of lower level as mechanics, spelling, punctuation and word choice.

In spite of the previous research in the Algerian context, little has been said about the higher order skills of clause connection. Searching for the sources of such difficulty, one refers to the findings of contrastive rhetoric studies (Kaplan, 1966; Ostler, 1987; Connor 1996; Matsuda, 1997) which highlight the role of transfer of L1øs rhetorical patterns.

Subordination and coordination conjunctions are two syntactic tools which are used in Arabic and English and which are shown to be problematic for Arabic speaking learners of English. They are used to connect two grammatical clauses. With reference to contrastive rhetoric findings, it is argued that two languages differ in their preferences for these syntactic relations. English makes use of subordination more than coordination while Arabic prefers using coordination rather than subordination (Kaplan, 198; Ostler, 1987; Shaheen, 1991 as cited in Hamadouche 2015; Diab, 1996). Postulating that, the errors which EFL learners commit in clause connection may be due to the influence of their L1 patterns. However, research in error analysis (EA) showed that interference from the learner's first language is not the only reason for committing errors in the target language (Al kharesheh, 2011; Heydari and Bagheri, 2012). On this basis, there is a need to know the effect of interlanguage on using coordination and subordination at level of clauses and sentences   as learners write.

2. Statement of the Problem

The actual writing problem of clause connection was observed among EFL third year õLicenceö students at university of Ouargla. They are expected to master grammatical rules and writing techniques at paragraph and essay level. They often make errors as they use conjunctions in their writing. This urges us to look for the sources of these errors which are signs of difficulty at the level of clause

3. The Aims of the Study

This study aims at:

- Identifying the difficulties which are faced by EFL õLicenceö students when using clausal subordination and/ or coordination.
- Identifying the extent of L1 interference on misusing coordination and subordinating conjunctions by EFL õLicenceö students.

4. Research Questions

This study is expected to answer the following questions:

1- What difficulties do EFL õLicenceö students encounter when using clausal subordination and / or coordination?
2- To what extent does intelanguage interference account for errors on the misuse of coordination and subordination at clausal level in the writings of EFL õLicenceö students at university of Ouargla?
3- **5. Hypotheses of the Study**

To answer the above questions the following hypotheses are formulated:

1- EFL õLicenceö students demonstrate a weak performance at the level of knowledge about conjunctions in terms of their usages, functions and meanings.
2- Students overuse the coordination and underuse the subordination of clauses because of first language interference.

6. The Significance of the Study

This dissertation derives its significance from two reasons. First, by detecting the difficulties, one can cause the EFL õLicenceö students to pay more attention to the use of coordination and the subordination between clauses appropriately. Second, EFL students may be led to put into account the existence of a wide range of conjunctions with different meanings and various functions.

7. Methodology

To answer the research questions, a descriptive method is used because it is a way that may help to achieve the objective of this study. An error analysis is applied to analyse, to interpret and to comment on the deviations in the use of coordination and subordination. An EFL corpus is obtained through a test to elicit written argumentative essays by EFL students of third year õLicenceö at university of Ouargla registered for the academic year 2018/2019. The analysis of results is both quantitative and qualitative.

8. Structure of the Dissertation

This dissertation consists of two main parts a theoretical part and a practical one. The theoretical part contains two chapters. Chapter one is to discuss English conjunctions and the relationships between clauses. Chapter two is to overview language interference and contrastive rhetoric. The practical part comprises chapters three and four. The first presents the methodology of data collection, procedures and an explanation for the tools as well as the employed methods for the analysis. The second is devoted to the analysis of results and a discussion. This study ends with a general conclusion, and some pedagogical recommendations and suggestions for further research.

9. Definition Key Terms

9.1.Interference

With reference to Corder (1981), interference is when a learnerøs habits prevent him in some way from acquiring the habits of a second language.

9.2. Conjunctions

Paltridge(2006) indicates that conjunctions are words such as *'and', ' however', ' finally'* and *' in conclusion'* that link phrases, clauses or sections of a text because of an existing semantic relationship between them.

a-Coordinating conjunctions

Coordinating conjunctions also called coordinators . With reference to Biber, Conrad and Leech (2002) Coordinators signal a type of relationship between two units such as phrases or clauses. Coordinators link elements which have the same syntactic role, and are at the same level of the syntactic hierarchy .

b-Subordinating Conjunctions

Biber et al. (2002) agree that subordinating conjunctions are words that introduce a dependent clause .They explain the syntactic relation between clauses in complex or compound sentence.

9.3. Coordination and Subordination

Quirk, Greenbaum, Leech and Svartvik (1985) determine subordination and coordination as two processes whereby the structure of a simple sentence is transformed into other structures. They state õtwo processes whereby the structure of a simple sentence can enter into a more complex structure. In the case of subordination, one clause is embedded in another, while in the case of coordination, one clause, or part of a clause, is combined with another constituent of equivalent status in the structure of the sentenceö (p.458).

9.3. Error Analysis

Error analysis is determined by Corder (1967) as cited by Heydari and Bagheri (2012) as a procedure which involves collecting samples of learnersø language, identifying the errors in the sample, describing these errors, classifying them according to their nature and causes, and evaluating their seriousness.

The Theoretical Part

Chapter one: English Conjunctions and the Relationships Between Clauses

Introduction

1. Definition of Conjunctions

2. The English a Sentence and its Structural Types

3. Types of Relations Between Clauses

    3.1. The Structural Relations Between Clauses

        3.1.a. Coordination

        3.1.b Subordination

        3.1. c Adverbial Links

    3.2.The Logical Relations Between Clauses

        3.2.a. Additive Relation

        3.2.b. Adversative Relation

        3.2.c. Causal Relation

        3.2.e. Temporal Relation

4 Major Coordinatorsø Uses

    4.a. And

    4.b. Or

    4.c. But

Conclusion

Introduction

Writing correctly and cohesively is a matter of making ideas interrelated to each other, well-connected at the level of meaning as well as packaging the ideas in various types of sentence structures. Thus, the subordination and the coordination of clauses are among the recommended solutions. Their presence enhances readersø comprehension of a piece of writing; as result, it facilitates for them to reach a suitable interpretation. This chapter tackles the English sentence and its structural types and the definition of conjunctions .Also, it deals with the structural relations and the logical relations between clauses .Finally, focus is put on the three major coordinators: *and, but*, and *or* .

1. Definition of Conjunctions

Conjunctions are an essential part of the English grammar system as they link phrases, clauses and sentences. A conjunction is defined in *Oxford Advanced Learner Dictionary* as a word that joins words, phrases or sentences. Paltridge (2006) states that "*conjunctions refer to words such as 'and', ' however', ' finally' and 'in conclusion' that join phrases, clauses or sections of a text in a way that expresses the logical semantic relationship between them*" (p.139). In the same vein, Cook (1989) believes that conjunctions are words which explicitly draw attention to a type of relationship which exists between a sentence or a clause and another. The previous definitions define conjunctions as words whose function is to join two similar parts: clauses, sentences or paragraphs to indicate logical and semantic relationship between them.

Leech & Svartvik (2008) note that õclauses and phrases may be linked together (coordinated) by the conjunctions *and*, *but*, or *or*ö (p 203). They add "two clauses in the same sentence may be related either by coordination or subordinationö (p.274). In the same vein, Celce-Murcia & Larsen-Freeman (1999) conceive that conjunction (coordination) is a process of combining two constituents of the same type and result in a larger constituent of the same type. They relate the term conjunction to coordination. From the previous definitions one can conclude that conjunctions are words used to link two units of the same type together on the basis of a relationship between them.

2. The English a Sentence and its Structural Types

The sentence is the largest unit that is described in grammar. A sentence is made up of one or more clauses. Sentences are classified into four types according to the number of its clauses. The simplest one is the simple sentence with only one clause. The compound sentence consists of two or more main clauses linked with a coordinator. The latter can be replaced by a comma or a full stop. Another type, the complex sentence, contains a main clause and one or more subordinate clauses. These clauses are often introduced by a subordinator .The last type is the compound-complex sentence, in which the linkage between clause is a subordination and a coordination relationships (Oshima and Hogue, 2008). A sentence type varies according to the type of the linking word (s) between clauses.

3. Types of Relations Between Clauses

Grammar provides a number of ways to link between a clause or a sentence and another (Quirk et al, 1985; Celce-Murcia & Larsen-Freeman, 1999; Leech & Svartvik, 2008; Biber et al, 2002). Linking the clauses on the basis of structural and the logical relationships are among these ways.

3.1 The Structural Relations Between Clauses

To start with, the structural relationship between clauses takes into account the structure and the type of clauses which are connected. This type of relation can be created by one of the relations: coordination, subordination and adverbial links (Leech and Svartvik, ibid). This type of relation aims at elaborating, combining and reducing the structure of conjoined clauses (Biber et al., ibid)

3.1.a. Coordination

Coordination is a relation of equality; in other words, the conjoined units are of equal importance, the same syntactic role and the same level of syntactic hierarchy. The conjoined units can be words, phrases, clauses or sentences. Furthermore, in English coordination is not recommended in comparison with the two other types. Leech and Svartvik (ibid) consider it õlooserö because it is vague and less emphatic. This syntactic relation is more characteristic of speech than of writing. Leech and Svartvik (ibid) add that the coordinated clauses are of equal

6

partner. This means the clauses should be of the same type in the same structure. At least two main clauses are linked to result in a compound sentence.

The coordination of clauses is signalled by the coordinating conjunctions, also called coordinators. The latter can be grouped into simple and complex. The simple coordinators consist of one word which is: *and, but, or, nor, for, so* and *yet*. Each one has a specific meaning to be conveyed as shown in Table 1.

Table 1

Simple coordinating conjunctions and their meaning

coordinators	Meaning
And	Plus
But	Shows contrast
Yet	But qt the same time
So	Therefore
For	Because
Or	One or the other alternative
Nor	Conjoins two negative sentences both of which are true

The complex coordinators are the correlative coordinators such as *both… and, either…or, neither…nor*. These coordinators consist of two words. They are used to reinforce or clarify the conjoining functions of *and, but, or* or *nor*. The complex coordination is a less common type. It coordinates constructions of which the conjuncts are combination of units rather than single units. For this study of conjunctions, coordinators are relevant if they link clauses or sentences (Quirk et al., 1985) as shown in example (1).

John likes eating pizza *and* hamburger, *but* he does not like eating them out. (1)

In (1) *and* links two nouns while *but* conjoins two independent clauses.

The coordinators have their punctuation. English writers tend to punctuate coordinated clauses with a full stop to separate them. Sinclair (2011) states that a comma must be placed between clauses if they are linked by neither a marginal coordinator *nor, so, for* and *yet* while the central coordinators *and, or* and *but* may connect the clauses without a comma; when the coordinated clauses are short, no punctuation is required.

In addition to the coordinators, ellipsis is an option to create coordination between two conjoined clauses. It is introduced to avoid redundancy in a sentence. Ellipsis is defined as the omission of words because they are obvious from the context (Sinclair, 2011). There are two ways to examine the simple coordination of clauses. The first is to examine the construction noting what element is ellipted. The second is to examine the construction in terms of the conjoins themselves. The previous example demonstrates this.

They have already *finished their work* and *gone home*. (2)

In (2), the omission of the pronoun *they* in the second clause is understood from the context. Ellipsis is not included in the analysis of this study.

3.1. b. Subordination

Another way of linking clauses is subordination. Unlike in coordination, which conjoins two clauses that are of the same level of constituent structure in subordination they form a hierarchy in which a subordinated clause is a constituent of the main clause. This relationship is an asymmetrical relation as shown in (3) *"that you can do it"* is a subordinate clause and acts as object for the main clause (Quirk et al., 1985).

I know [that you can do it] [if you try] .(3)

Subordination is marked by an overt link in form of subordinator, *wh* word or even a finite verb phrase that is introduced by an infinitive, *ing* participle or *ed* participle such as *because, after, although*. A complex subordinator consists of two parts as *in order that, as soon as* or a correlative subordinator like *more/less…than*. Biber et al., (2002) explain that subordinators and the other adverbial links , like coordinators ,occur in a fixed position at the front of their clauses. Unlike coordinators, a clause introduced by a subordinator is always a dependent clause. One should not use a full stop or semicolons to separate   the subordinate

clause from the main clause. If a sentence starts with the subordinate clause, a comma is required before the main clause (Sinclaire, 2011).

3.1. c. Adverbial Links

In addition to subordination and coordination, adverbial links serve a connecting function between sentences and larger units of discourse rather than adding information to a clause. Adverbial links such as *moreover; meanwhile* and *yet* express a variety of relationships such as contrast, addition, and concession. In contemporary grammar textbook, adverbial links are also referred to as 'sentence adverbials' (Leech & Svartvik, 2008), 'conjuncts' (Quirk et al., 1985), 'conjunctive adjuncts' (Halliday and Hassan, 1976). Adverbial links are mobile and can occupy several positions in a sentence. They can occur in front position, a mid position or a final position in a sentence although the most common position for them is the initial position. Examples (4) and (5) are illustrations.

One is the role of the masses of third world indigenous people. Secondly, it addressed the issue of importance of the cultural factor. (4)

Einstein, therefore, set to work to try to diminish the accepted version of quantum mechanics. (5)

Biber et al., (2002) group adverbial links into six categories. The major ones are the following:

- **Enumeration and addition**

These adverbials can be used to list or to add information for instance *first(ly), second(ly), as well as, also.*

- **Summation**

They signal that a unit of discourse concludes for example then*, in sum up, to account.*

- **Apposition**

They show that a piece of discourse is equivalent to the point made in the preceding discourse. Typical apposition adverbials are: *in other words, that is to say, for instance.*

- **Results and Inference**

Those adverbs mark that the second unit of discourse states, the results or consequence of the preceding one. This category includes *thus, consequently, then, therefore.*

- **Contrast and Concession**

Liking adverbs signal contrast or condition between information in different discourse units like in contrast, alternatively, on the other hand, nevertheless.

- **Transition**

Those mark the insertion of an item that does not follow directly from the previous discourse. The new information is signaled as only loosely connected, or unconnected to, previous discourse. Examples of transitional adverbs are *meanwhile, now, incidentally*.

3.2. The Logical Relations Between Clauses

The logical relationships between clauses can be indicated by a conjunction or a linking adverb. The logical relations entail the semantic relationship between units. Subordinators, coordinators and adverbial links explicitly signal the link between the combined units .Those can be sentences or units of discourse. In this vein, Paltridge (2006) states that "conjunctions refer to words such as ‒and‹, ‒however‹, ‒finally‹and ‒in conclusion‹that join phrases, clauses or sections of a text in a way that expresses the logical semantic relationship between them" (p.139). They can express a wide range of relations. In this regard, Halliday and Hassan (1976) describe the linkers as a class of cohesive devices to focus the attention to the semantic relations as realised by the grammar of the language to create cohesion in between sentences.

Halliday and Hassan (1976) set the notions of external and internal meaning in addition to listing four types of logical relations: additive, adversative, causal and temporal. They make a distinction between internal and external meanings of a conjunction as one uses it. In this regard, they state "we may exploit either the relations that are inherent in the phenomena that language is used to talk about or those that inherent in the communication process in the forms of interaction between speaker and hearer"(p.241). The internal meaning refers to relations inherent from the interaction between reader/writer while the external meaning indicates the expressions that refer to external phenomena that language is used to talk about.

3.2. a. Additive Relation

The four types that Halliday and Hassan (1976) introduce express different relations. To start with, the additive relation is presented as involving and adding new information. It is marked by using additive conjunctions such as *and, furthermore, in addition* and *besides.* There are other ways to add information by giving *alternative, similarity*, *dissimilarity*, *apposition, and* / or *exemplification*. For an alternative, one can use *or* and *alternatively*. Similarity and dissimilarity can be expressed by *in the same way* and *on the other hand* respectively. Apposition is indicated by *in other words* and *that is to say*. Exemplificatory expressions, *such as, for example*, *for instance* are used to add more specific information on a subject.

3.2. b. Adversative Relation

Next, the adversative relation is introduced as "contrary to expectations"(Halliday and Hassan, ibid , p.250). Concession, contrastive, dismissal and correction of meaning are related to this type. *Although, still, however* and *nevertheless* are connectors denote concession. *But, in contrast, whereas* and *while* exemplify contrastive meaning. Furthermore, adversative conjunctions such as *instead of, rather than* and *on the contrary* mark correction to "what has been said". Connectors such as *in any case, in either case* and *at any rate* convey dismissal relation.

3.2.c.Causal Relation

In addition to that, the causal relation is expressed by *so, thus hence therefore* and a number of expressions like *as result* to establish cause- effect relationship. Under the heading of causal relations are included the specific ones of result, reason, purpose, condition, effects and consequences. Connectors such as *as result, hence, therefore, consequently* and *in consequence* signify result, effect and consequence. Causative linkers (e.g. *for this reason, account for this, because, for this purpose, to this end, then* and *in such an event, otherwise)* introduce reason, purpose and condition.

3.2. d. Temporal Relation

Last, the temporal relationship expresses relations such as *sequence in time, simultaneous, preceding, conclusive, summarizing* and resumptive. The Sentence linkers for instance *first, next,*

then and *later* indicate a sequence relation between sentences" the second sentence refers to a later event″ (Halliday & Hassan, 1976, p.262). To introduce events or actions that occur simultaneously or previous in time, conjunctions as *at the same time, meanwhile, previously, before that* are recommended. Conjunctions that signal conclusion and summarizing, for instance, *finally, at least, in conclusion, to sum up, all together, in brief, to resume* are used to conclude, to summarize and to resume a discourse. Table 1 shows these groups

4. Major Coordinators' Uses

And, but, Or are the central coordinators (Quirk et al., 1985; Celce-Murcia and Larsen-Freeman, 1999; Sinclaire, 2011). They act as coordinators to link two equivalent clauses. Their uses vary according to the conveyed meaning but their insertion between clauses is vague (Quirk et al., ibid ; Leech and Svartvik, 2008) .

4.a. And

And is the coordinator which has the most general meaning and use. *And* generally indicates "plus" to show addition. Both of the meaning and the use of *and* can be approached from two perspectives, the linguistic one and the pragmatic one. Linguistically, the meaning of *and* is based on logic. If the whole sentence is true, then each of its conjoined clauses is true.

Paris is the capital of France *and* Tokyo is the capital of Japan.

(2) Tokyo is the capital of Japan *and* Paris is the capital of France.

Pragmatics views clauses as combinations which vary according to speakers and writer∅s presuppositions and knowledge of the world. That is to say the combination by *and* expresses a meaning that can be made explicit by the addition of an adverbial. Quirk et al., (ibid) explain how *and* expresses consequence, chronological sequence, contrast, concession, condition, similarity, addition and/or explanation.

4.b. Or

Logically*, or* implies alternative. Unlike *and*, it conveys that if one of the individual coordinated clauses is true, then the whole sentence is true. As with *and*, there is the pragmatic interpretation for *or*. It can be exclusive or inclusive. *Or* is exclusive as it excludes the possibility

when both of the conjuncts are true or are to be fulfilled. On the other hand, *or* is interpreted as inclusive as it implies both of the conjuncts may be true. The inclusive meaning is signalled by adding a third clause to make it explicit. The general discourse features of *or* are as follows:

- To suggest an alternative

- To show correction or restatement

- To indicate negative condition

- To be used in correlative forms with *either…or* or *whether…or*

4.c. But

According to Celce-Murcia and Larsen-Freeman (1999), *but* is often described logically equivalent to *and*. It is used to signal contrast. Also, a marker of semantic contrast is a major use of *but,* when two entities or qualities are set adjacent to each other to focus on one or more semantic difference in them. Finally, it may be used as a marker of speaker return in a conversation Schiffrin (1987) as cited by Leech and Svartvik (2008) who describe it as a discourse marker to recover the last point in a conversation.

Conclusion

The present chapter tackles the English conjunctions .Also, both of structural and logical relations may exist in a sentence. The different conjunction and adverbial links can signal one of the previous relations. Furthermore, the major coordinators convey pragmatic meanings which overlap with other linkers; consequently, they convey meanings totally different from their logical ones. To conclude, the English conjunctions differ from their equivalent in other languages; as result, this difference creates obstacles for EFL learners. The next chapter sheds light on language interference in EFL writing.

Chapter Two: Language Interference and Contrastive Rhetoric

Introduction

1. Contrastive Analysis and Interference

2. Error Analysis and Interference

    2.1 The Difference Between Errors and Mistakes

    2.2 Errors' Types

        2.2.a. Linguistic Category Taxonomy

        2.2. b.Surface Structure Taxonomy

        2.2. c.Comparative Taxonomy

        2.2. d.Communicative Effect Taxonomy

3 Errors' Sources

        3.1 Interlingual Transfer

        3.2 Intralingual Transfer

        3.3 Context of Learning

        3.4 Communicative Strategies

4 Errors, Transfer and Interference

 5Types of Transfer

5.1 Interlanguage Theory

        5.1 .a. The Process of interlanguage Construction

        5.2.b . The Nature of Interlanguage Continuum

6 . Contrastive Rhetoric and EFL Writing

6.1 Definition, Origins and Development of Contrastive Rhetoric

6.2 Arabic-English Contrastive Rhetoric Contribution

6.3 Connectivity as a Rhetorical Difference for Arabic EFL learners

Conclusion

Introduction

The learning of two or three different linguistic systems urges learners to compare these systems; consequently, a system will influence the other(s) and learners face difficulties in using the target language. This influence is known as language interference. It manifests as errors in learners spoken and/ or written products. A question is about the estimation of this influence on using the target language. This chapter deals with language interference, contrastive analysis and errors analysis contributions to explain language interference. Then, interlanguage and its manifestations are briefly explained. Finally, it is important to have a look on the contrastive rhetoric studies, the Arabic-English rhetoric studies and the connectivity as a rhetorical difference.

1. Contrastive Analysis and Interference

Talking about errors and interference is traced back to the emergence of two techniques, contrastive analysis and error analysis. Contrastive analysis (CA) is defined by Gass et al., (2013) as a way of comparing languages in order to discover the similarities and differences. The ultimate goal is to predict the areas that will be either easy or difficult for the learners. Contrastive Analysis Hypothesis (CAH), formulated by Lado in (1957), offers a reconsideration of that differences between native and second languages represent difficulty and the similarities between a learner's L1 and a target language facilitate learning the target language (Ellis, 1994) . Lado (1957) as cited by Hayes-Harb (2012) predicted that all errors committed by L2 learners could be explained " those elements that are similar to the learner's native language will be simpleí , and those elements that are different will be difficultö(p.2).

CA takes into account the learner's native language and the target language. It was based on behaviorism and structuralism. It sought to predict the errors learners make by identifying the linguistic differences between L1 and the target language. CA claims that interference is an account for the learners' errors. Interference is believed to take place whenever the ‑habitsø of native language differ from those of the target language. That is to say, interference refers to the application of knowledge from L1when learning L2.

The version originally posited by Lado has since become the strong version of CAH. This strong version of CAH aims at predicting learners' difficulties after a prior comparison of the

learners L1 and L2. However, it gradually became clear that CAH over-predicted errors in some areas and under-predicted errors in some others. Wardhaugh (1975) detailed the weak version of contrastive analysis hypothesis. The comparison of the native and second languages can be used to explain learnersøerrors in a posteriori fashion.

2. Error Analysis and Interference

Error Analysis (EA) is another technique to investigate the errors and their sources. Corder (1967) as cited by Ellis & Barkhuizen (2005) identifies error analysis as process of collecting samples of learnersølanguage, identifying the errors, describing, explaining and evaluating them. Error analysis developed as Contrastive analysis failed to predict errors. In addition to that, it gives importance to investigating learnersøerrors and their significance in three ways: it estimates how much learners had learnt. It also provides evidence how language was learnt. It provides evidence how learners discover the rules of the target language.

From the previous definitions, error analysis is a set of steps. First, a teacher or a researcher collects samples of learnersø language. Second, he/ she identifies the errors. This is done by establishing procedures for the recognition of errors as well as selecting norms to distinguish between an error and a mistake. Next, errors are described and classified into types. After that, an explanation is provided. This involves indicating the sources of errors. That is to say, accounting for why errors are made. Finally, errors are evaluated. This step involves a consideration of the effects that errors have on the person addressed.

2.1. The Difference Between Errors and Mistakes.

Corder (1973) states that the problem of determining what a learner's mistake is and what a learner's error is one of difficulty. He argued that errors and mistakes are dissimilar. A learner's error then provides evidence of the system of the language that he is using.

A mistake is a failure to utilize knowledge of a system correctly. They are considered performance phenomena. Mistakes are self- corrected and not systematic. Ellis (1994) notes that they result from processing failure that is due to memory limitation, fatigue and lack of automaticity. On the other hand, errors are noticeable deviations from the rules of the target language. They reflect the learners' competence. Errors cannot be self -corrected and systematic as well. Corder (1967) argues that learners' errors provide evidence of the system of language that

he is using at a particular point in the course. The significance of errors is in three ways. First, errors inform the teacher about how far the learner has progressed and what remains. Second, errors provide to the researcher evidence of how language is learned. Third, it is a way for the learner for testing hypothesis about the nature of the language he is learning.

2.2 Errors' Types

Errors are classified after they are identified and described. One way to do this is to identify how the learners' utterances differ from the reconstructed target language. Errors are categorized according to different a number of taxonomies: Linguistic category, surface strategy, comparative analysis and communicative effect (Dulay et al., 1982; Brown, 2000a).

2.2.a. Linguistic Category Taxonomy

These types of classification take into account the linguistic item which is affected by an error. Besides, the linguistic taxonomies classify errors according to or both of language component; such as phonology and syntax, and particular linguistic constituent the error affects; for example, the main clause or subordinating clause.

2.2.b. Surface Structure Taxonomy

A surface strategy taxonomy focuses on ways surface structures are altered. Learners commit errors of omitting necessary items, adding unnecessary ones, misformation of items and/or misordering them (Dulay et al., ibid).

In surface structure strategy taxonomy, each type of errors has specific characteristics. Omission is marked by absence of an item that must occur in a well formed utterance. Unlike omission, addition is charactrised by presence of an item that must not appear in a well-formed utterance. There are three types of addition: double marking, regularization and simple addition. Misformation errors are marked by the use of wrong form of a morpheme or a structure. Those errors can be regularization errors, archi-forms and altered forms. Misordering errors are distinguished by the incorrect placement of a morpheme or group of morphemes in an utterance. This type of errors occurs systematically for both L1 and L2.

2.2.c. Comparative Taxonomy

Comparative Taxonomy is based on comparison between the structures of L2 errors and certain other types of constructions in another language**.** This taxonomy includes categories such as developmental errors and interlingual errors. Developmental errors are similar to those made by children learning the target language as their first language while interlingual errors are similar in structure to a semantically equivalent phrases or sentences in the learners' native language.

2.2.d. Communicative Effect Taxonomy

Unlike surface strategy and comparative taxonomies which focus on aspects of the errors themselves, communicative effect classification deals with errors from the perspective of their effect on the listener or reader. In other words, it is concerned with errors that cause miscommunication with listeners or readers. Communicative effect taxonomy makes distinction between global errors and local errors. The global errors affect the overall organization of a sentence and hinder successful communication, for instance a wrong order of major constituents, whereas the local errors affect a single element of a sentence they usually do not hinder communication.

3. Errors' Sources

The final step in the analysis of erroneous learner speech is determining the source of the errors. Why certain errors are made? Brown (2000a) identified four sources of errors: interlingual transfer, intralingual transfer, context of learning and communicative strategies.

3.1 Interlingual Transfer

Transfer is the effect of a native language on the learners' performance in a target language (Brown, 2000b). Interlingual transfer is a major source of errors for L2 learners.

It is a strategy that learners fall back on when their linguistic means falls short of achieving their communicative ends. Richards (1974) states if the learner of a foreign language makes a mistake in the target language by effect of his mother tongue, that is called as interlingual interference .The interlingual errors are items produced by L2 learner which reflect the structure of L1.

3.2 Intralingual Transfer

Interference from the students' own language is not the sole source for committing errors. Students may make a mistake in the target language, since they do not know the target language well, they face difficulties in using it. Richards (1974) states that intralingual errors do not reflect the structure of the mother tongue. They manifest as overgeneralization of rules, faulty concept hypotheses about target language, incomplete application of the target language rules or ignorance of L2 rules.

3.3 Context of Learning

A third source of errors is context of learning. This source entails classroom with teacher, materials and learners. Learners often make errors because of misleading explanation from the teacher, faulty presentation of a structure or a word in textbook or rotely memorized patterns in a drill but importantly in a context.

3.4 Communicative Strategies

This source is related to the learners themselves since a strategy can be explained as a specific method, techniques or ways of approaching a problem or a task (Brown, 2000a)

4 Errors, Transfer and Interference

Dulay et al., (1982) explained interference from two distinct linguistic angles. One is psychological and the other is sociolinguistic. The psychological use of interference denotes the influence of the old habits when new ones are being learned. The sociolinguistic are of interference that refers to language interactions such as linguistic borrowing and language switching that occur as language communities are in contact.

Language transfer is defined by Ellis (1994) as the processes that lead to the incorporation of features of L1 into the knowledge systems of L2 which the learner is trying to build. Linguistically, transfer is explained with behaviorist framework of learning. It is assumed that habits of L1 would be carried over into L2. In case the target language differs from L1 this results in interference or a negative transfer, whereas a positive transfer occurs when the pattern of L1 and the target language are similar. L1 could both impede and facilitate the acquisition of the L2. Odlin (1989) as cited by Ellis (ibid) considers transfer as the influence resulting from

similarities and differences between the target language and any other language that has been previously acquired. Odlin's definition is removed from the behaviourists' point of view. Corder (1973) explains transfer via the use of L1 rules in relation to learners' performance in target language, he states" theory of transfer, the inappropriate use of the rules of his mother tongue in his performance of the target language" (p.133). Transfer can be from L1 to L2 or a foreign language as well as L2 to L3; that is to say, learners transfer from a system to another one (Richards and Schemit, 2002)

5. Types of Transfer

Language transfer is of two types: negative transfer and positive transfer (Corder, ibid; Dulay et al., 1982). Negative transfer or interference refers to those instances of transfer which result in errors because old habitual behavior is different from the new behavior that is being learned when there are differences between the systems. On the other hand, positive transfer which entails mother tongue language have "facilitating" effect where L1 and L2 systems resemble each other (Corder, 1981).

5.1. Interlanguage Theory

Interlanguage (IL) is also labeled learner language. This term is coined by Selinker (1972). With reference to Ellis (1994), it refers to both internal system that a learner has constructed at a single point of time while learning an L2 and to series of interconnected system that characterize learner's progress over time. Interlanguage theory is an attempt to provide explanation of L2 acquisition. The key questions addressed by interlanguage theory are: what processes are responsible for interlanguage construction? What is the nature of the interlanguage continum and what explanation is there for the fact that most learners do not achieve full target language competence? McLaughlin (1987) as cited by Ellis(ibid) observes that interlanguage is a process that is done by an L2 learner and hypotheses testing is a key stage in this process. When L2 learners form hypothesis about the rules of the target language are and set testing them, either he / she confirms or rejects them later with evidence. Interlanguage consists of a number of processes such as overgeneralization and simplification. Simplification is the reduction of the target language system to simpler forms. Overgeneralisation is the extension of an L2 rule to context in which it does not apply in the target language.

5.1.a The Process of Interlanguage Construction

Ellis (1994) reports that interlanguage process has been discussed in terms of hypothesis testing. Corder (1964) as cited by Ellis (ibid) suggests that: first, learners form hypotheses about structural properties of a target language on the basis of the input data they are exposed to. Then, they build hypothetical grammar which is then tested receptively and productive.ely. After that, they test the hypotheses. The latter are confirmed if the learners' interpretations are plausible and their productions are accepted without comment or misunderstanding .They are disconfirmed if their understanding is detective and the output failed to communicate and is corrected. Finally, learners restructure the hypotheses. From the previous stages one can say that interlanguage has a number of features. With reference to Ellis (1997), the following are among them:

- Learner's language is open to influence from outside (the input) and it is also influenced from the inside (the omission, overgeneralsation) internal processes.

- The interlanguage is transitional and not stable as learners add rules, delete rules and reconstruct the whole system.

- Learners use various strategies to develop their interlanguages.

- Interlanguage systems are homogeneous and variability reflects the mistakes learners make when they try to communicate

5.1.b The Nature of Interlanguage Continuum

Cognitive theories of interlanguage postulate that with the assistance of learning strategies, learners build their mental grammars of the L2. These grammars account for performance in the same way as native speaker's grammar. The mental grammars are perceived as dynamic and subject to rapid change. Thus, interlanguage continuum consists of series of overlapping grammas. Each grammar shares rules with the previous constructed one with some revised rules. These rules have the status of hypotheses. The outcome of interlanguage continuum is that L2 acquisition is characterised by 'complexification' each rule is more complex than the next one (Ellis, 1994).

6. Contrastive Rhetoric and EFL Writing

6.1. Definition, Origins and Development of Contrastive Rhetoric

Connor (1996) as cited by Hyland (2009) Contrastive Rhetoric (CR) is an area of L2 research to investitegate problems encountered by L2 with reference to the L1 rhetoric strategies of L1. Studies during the last forty years proved that culture is embodied in language; consequently, each language has its specific rhetorical conventions.

Hyland (2003) refers to contrastive rhetoric as a field that is interested in how L2 writers organize their texts in comparison with L1 writers. Researchers suggest that schemata of L2 students differ from those of L1 writes in their preferred ways of organizing ideas, and these cultural preconceptions may hinder effective communication. The findings of CR are inclusive and show differences across L2 groups. One of the differences is how overt linguistic features such as less subordination and more coordinating conjunctions

Xing, Wang & Spancer (2008) state (as cited by Hamadouche, 2015) that contrastive rhetoric is an area of research that studies discourse dissimilarities between different language and cultures as depicted in the writing of second / foreign language students. Contrastive rhetoric entails the study of how the acquisition of another language is influenced by a person's first language in terms of rhetorical structure, and conventional norms. The primary interest of contrastive rhetoric is, then, the study of contrast between languages with the aim of explaining problems and difficulties that second/ foreign language writers encounter in their writing experience.

Contrastive rhetoric studies originated to the publication of Robert Kaplanǿs article entitled "Cultural Thought Patterns in Intercultural Education" in 1966. He investigated six hundred L2 studentsø essays over thirty-five years. Kaplan found that students from different background systematically identified and develop their ideas in different ways. He depicted the differences in a form of a diagram. He exhibited the linear development of the English paragraph, which entails that the ideas are conveyed in a straight line without repetition for the ideas whereas the Semitic languages reflected in Arabic in which the ideas are expressed in a zigzag line. For the Oriental languages, the pattern is indirect and turning around to come to the point only at the end. The Romance and the Russian pattern convey unrelated ideas (Drid, 2015).
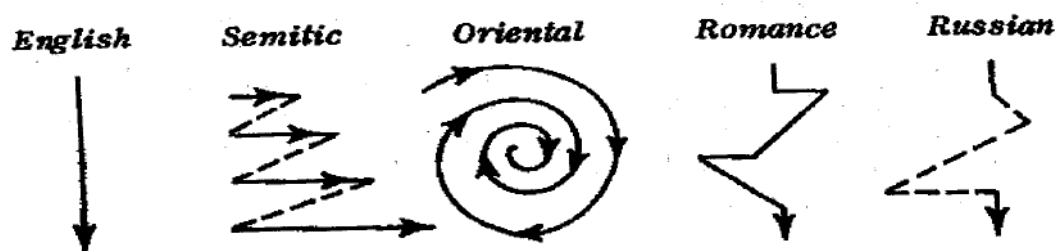
Figure1. diagram on cultural thought patterns in paragraph. Adapted from" Cultural Thought Patterns in Intercultural Education" by Robert Kaplan, 1966, *Language Learning*, 16, p.15.

Although Kaplan's first publication was criticized, the idea prompted advancement in understanding how L2 written discourse is constructed, and how the style in which each culture organizes and presents written material reflects the preferences of that particular culture (Reid, 1993).

During the seventies and the eighties, researchers worked on the examination of specific differences in rhetorical organization of discourse. They used discourse analysis approach to examine over all organizational structures, the use of coherence devices, and the frequency of discrete language factors. Ostler (1997)as cited in Reid (ibid) in large scale study, found that on the oral to written continuum, Arab students writing in English is influenced by oral end of continuum: long sentences over-use of coordination, repetition and syntactic balance.

The period of the nineties, the most noticeable figure on contrastive rhetoric who can be found is Connor(1996) who review contributions of the discipline to what is known about discourse paradigms in rhetorical traditions in other than Anglo-American, and Matsuda (1997) who introduced a dynamic model of L2 writing.

With reference to Hamadouche (2015) and Hinkel (2002), recent research expanded the area of contrastive rhetoric beyond looking at the effects of L1 on L2. Now, contrastive rhetoric is considered as an interdisciplinary field. It has relations with anthropology, ethnography, text and discourse linguistic, culture, translation studies, teaching of composition, contrastive linguistics, etc.

6.2. Arabic-English Contrastive Rhetoric Contribution

Arabic-English contrastive rhetoric goes back to the 1950s. The aim was anticipating difficulties through contrasting languages at different levels of language. This was a scientific approach to language teaching/ learning problems relying on structural linguistics with no

reference to discourse beyond the sentence level. By 1980s, simultaneously with the emergence of pragmatics and discourse as disciplines, contrastive rhetoric took benefit to reinforce its theories and research methods. Many studies were carried out contrasting Arabic and English for different aims, examining several rhetorical features and variety of writing genres. Kaplan's work which dealt with the organization of the Arabic paragraph was followed by many studies which share in common analysis of paragraph and essay (Hamadouche, 2015).

With the growth of the field and the development of methods, Arab and American linguists started to examine other types of writing rather than students' essays like articles and newspapers. Several studies were done such as Shouby(1951), Koch(1981), Ouaouicha (1986) ,Ostler(1987a; 1987b) Sa'adeddin (1989), etc (Hamadouche, ibid). These examine different types of writing: classical prose, argumentation, expository, narrative, etc. Their major findings focus on the Arabic writing features such as the grammatical and idiomatic aspects of writing, paraphrasing, repetition, parallelism and lack of logical proof, overuse of coordination in Arabic texts,etc. With reference to Hamadouche (ibid), the examination of recent contrastive rhetoric studies spots light on a number of studies. Smith (2005) compared L1 and L2 writing of four non native language speakers to explore the effect of medium and audience awareness on students writing. El Qahtani (2006) focuses on research article as a writing genre. He aims at inspecting the rhetorical structures specific to a research article introduction written in Arabic and the influence of various educational backgrounds on the way scholars write their introductions. Ismail (2010) contrasts persuasive writing in English and Arabic from a contrastive rhetoric perspectives. Stapa and Irtaimah(2012) investigate Jordanian secondary school students' transfer of Arabic rhetorical features into English.

6.3. Connectivity as a Rhetorical Difference for Arabic EFL learners.

Contrastive rhetoric studies on Arabic and English demonstrate evidence of unfamiliar rhetorical patterns. Hamadouche (ibid) argues that several researchers agree about the oddness in students' target language writing is due to the first language influence as the English and the Arabic systems differ conventionally, stylistically and culturally. Connectivity represents one of the levels of distinction between these languages. Connectivity is an area of difference between Arabic and English that results in discrepancy in Arab student's English writing. Connectivity in Arabic is remarkably characterized with the frequent use of ÷waøø which means ÷andøø while English relies on several conjunctions to link the different parts of a written discourse and to make transition between the ideas.

Conclusion

This chapter sheds light on language transfer and how contrastive analysis and error analysis approach it. Furthermore, it tackles the errors, their sources, their types, how to detect them and classify them, in addition to, the interlanguage process that contributes in the second language acquisition. Last, it attempts to elaborate an idea about contrastive rhetoric, its development, and the Arabic-English contrastive rhetoric contributions in this field and the connectivity as a distinct feature for the Arab EFL learner.

The Practical Part

Chapter Three : Research Methodology and Results

Introduction

1.Methodology

2.Research Design

3.Instrument

4.The Administration of the Test

5. The Sample

6. Data Analysis Procedure

7. General Results

7.1. The Frequencies of Subordination and Coordination

7.2. Errors Types and Sources

8. Discussion of Findings

8.1. The Frequencies of Subordination and Coordination

8.2. Error Types

8.3 Error Sources

9. Recapitulation

Conclusion

Introduction

The current study aims at investigating the effect of interlingual interference on the use of coordination and subordination at clausal level in the writing of EFL students. A literature review for this research was presented in the previous chapters. This chapter is devoted to the methodology, the research design, the instruments, the sample, data analysis procedure and a discussion of the findings. Error analysis is applied so that to identify the effect of interlingual interference on the misuse of coordination and subordination by the EFL students in their writing. To start with, the adopted methodology is clarified. Then, an account for the selected instruments is given. Moreover, the sample of participants is described. Next, data analysis procedure is explained. Finally, the results and their discussion are included.

1. Methodology

To fulfill the objective of this study we rely on a descriptive method accompanied by a qualitative / quantitative analysis. Cohen, Manion and Morrison(2007) state that the descriptive method is concerned with " conditions, or relationships that exist, practices that prevail beliefs, points of views or attitudes that are held, processes that are going on, effects that are being felt, or trends that are developing. Descriptive research is interested on how, what is or what exists in relation with some preceding events that have an effect on a present condition or event."(p.205). Kumar (2011) states that the descriptive method attempts to describe systematically a situation, a problem, a phenomenon or provides information about. Its main purpose is to describe what is prevalent with respect to the problem/ issue under study. Thus, the descriptive approach is employed in this study to report the influence of interlingual interference on using coordination and subordination in the writing of EFL students.

2. Research Design

Data are analysed quantitatively and qualitatively to attain the objectives of this study. Kothari (2004) holds that the quantitative research as a quest based on "the measurement of quantity or an amount. It is applicable to phenomenon that can be expressed in form of quantity or amount" (p.3). Kumar (ibid) mentions the characteristics of quantitative research such as to express the variation in a phenomenon, a situation or an issue in form of quantity and the use of statistics that act as a test to confirm or contradict a hypothesis. On the other hand, the study is

classified as qualitative since its purpose is to describe a situation in which information is gathered through the use of variables measured in nominal or ordinal scales. This study is done into two phases. The quantitative data are collected from a writing test to quantify subordination, coordination signals and the errors of students who were asked to write an argumentative essay. Qualitative data are also collected from the essays so that their errors are described, classified and explained. In such way, one can measure the effect of the interlingual interference on clause connection.

3. Instrument

This study tries to investigate the difficulties which EFL students encounter when they insert English subordinating and / or coordinating conjunctions in their writing; in addition to that, measuring to what extent interlingual interference accounts for the errors students commit. A writing test was addressed to EFL third year Licence students at university of Kasdi Merbah (2018/2019). The test was opted for since this study can be considered as a writing research. Hyland (2009) states that writing for itself is a major source of data for a writing research. Moreover, writing an argumentative essay is an opportunity for students to integrate various conjunctions to express and defend their opinion. Furthermore, written expression was chosen to explore the frequency of the coordination and/ or subordination by students in their writing and its relation to the interlingua interference.

The content of the test was selected on the basis of gaining the maximum amount of information and in an economical way. Cohen et al., (2007) list forms of tests and mentioned the open essays. The selection of this form was on the basis of getting the maximum of the required information with fewer costs. Cohen et.al (ibid) state that " the selection of the form of the test item will be based on the principle of gaining the maximum of information in the most economic way" (p.425). In this study, the open essay test contains three topics related to students' interests. The participants were asked to choose one and write an essay to state their opinion about it (See Appendix 2).

3. The Administration of the Test

The open test consists of three topics in this study. The instructions were clear. The participants were requested to choose one of the topics and write an essay of 200-250 words within one hour and half. The participants did not ask any question and they felt at ease.

5. The Sample

The sample in this dissertation includes 32 students of third year õLicenceö. They study at the department of English at university of Kasdi Merbah in Ouargla. This sample includes 6 male and 26 female students registered for the academic year 2018/2019. The gender and the age are not controlled. The participants have studied English as a foreign language for seven years in middle school and secondary school. The majority of them studied literary stream at secondary school. The subjects have received courses in written expression as a module since two years. Convenience sampling is opted for this study because third year students are the nearest to serve as respondents (Cohen et al., 2007). Add to that, at this level it is expected that the participants have been exposed more to write different types of English essays, consequently; their use of subordination and coordination could be examined easily.

6. Data Analysis Procedure

Each participant wrote an essay. We obtained a corpus of 32 essays. It is analyzed according to four steps. First an error analysis is done following Corder's model (1976). This step involves collecting samples of errors, classifying them and explaining them.

In the first step, essays were gathered. They were given numbers as codes from 1 to 32. Then the subordinations' and the coordination's' signals were underlined in each essay. The major coordinators, *and, or* and *but ,* are counted separately while the others are grouped together. On the other hand, the subordination is treated through subordinating conjunctions following Halliday and Hassan's (1976) classification into four groups: additive, adversative, causal and temporal. (See Appendix1).

The frequency of occurrence of the coordination and the subordination are counted and reported . The third step, we follow Corder's model 1967 for doing an error analysis. This step

starts by identifying and collecting samples from the essays. This involves student's number, student's errors, the reconstruction of the errors, the type of errors and their sources.

In the fourth step, we deal with errors in terms of their types and sources. After the identification of errors and the description according to Dulay's theory, they are classified according to their types: omission, misordering, misformation or addition (Ellis, 1994; Douglas, 2000a). The sources of errors are classified into four: interlingual errors, intralingual errors, communication strategies and the context of learning.

The frequencies of occurrence for both of subordination and coordination errors' types and sources are calculated as percentages after accounting their frequencies as follows:

P= (F /N) x100   P: percentage   F: Frequency N: Number of cases (total of frequencies)

7. General Results

7.1 The Frequencies of Subordination and Coordination

As explained in section 6, we used a statistical method to analyse the findings. The frequencies of occurrence of coordination and subordination signals at clausal level are counted in the essays. The frequencies of coordination are higher than the frequencies of subordination. One can notice that 58.11% occurrence of coordination versus 41.88% for subordination as it is shown in Table4. *And* scores the highest score 34.24%. The participants use *and* as a connector between clauses more than the other coordinating conjunctions put together. Also, one notices that *but* is less frequent than *and,* but *or* is the least. The group of the other coordinators' scores 8.84%, *for* appeared once*0.5%* and *so* occurred 14.72%.

Table4

Computing Frequencies of Occurrence for Coordination and Subordination Signals

Conjunction	And	Or	But	Other coordinators	Total of coordination	Additive	Adversative	Causal	Temporal	Total of subordination	Total%
Frequency of occurrence	116	36	15	30	197	37	25	21	59	142	339
Percentage%	34.21	10.61	42	8.84	58.11	10.91	7.37	6.19	17.4	41.88	99.99

Unlike coordination, subordination scores 41.88% which is the total use of coordination and subordination. The frequencies of subordinating conjunctions rank in descending order: temporal 17.40%, additive10.91%, adversative7.37%, then causal 6.19%.

The participants were asked to state their opinions. They focus on the use of causal relations to justify and give reasons about different points of view about one of the suggested topics. Moreover, participants use additive connectors to link similar ideas and provide more arguments for an idea but they are less frequent than the temporal conjunctions . The latter occur more than the causal and the adversative together. Also, we noticed that the majority of participants lack variety on the use of coordinating and subordinating conjunctions in their writing. They keep using the same conjunctions such as *because, in conclusion* and *also.*

7.2. Error Types and Sources

By doing an error analysis, we identified and classified the committed errors. This step is followed by counting the errors in the essays. This enables us to report various types of errors related to different sources (See Appendix5). It aids us to analyze students' errors.

Table 5

Sample of error analysis

SN	Error	Reconstruction of errer	Description of error (type)	Source of error
1				
2				
32				
Total				

The total number of subordination's and coordination's errors at clausal level is 64errors. They vary in terms of type and sources. Concerning the types, the analysis detected errors of omission and addition while errors of misordering and misformation did not occur. Table 6 shows the number and the percentages of errors types in coordination and subordination at clausal level in the argumentative essays

Table 6

The types of Subordination and Coordination Errors

Type of error	Frequency of Occurrence			Percentage%		
	Coordination	subordination	total	coordination	subordination	Total
Omission	8	24	32	12.5	37.5	50
Misordering	0	0	0	0	0	0
Misformation	0	0	0	0	0	0
Addition	19	13	32	29.68	20.31	49.99
Total	27	37	64	42.18	57.18	99.99

The total number of errors is 64. Half of this number is for omission and half is for addition with 50% for each type. The omission errors for the coordination take place 12.5% while subordination scores 37.5%. One can notice that this percentage is higher for subordination in

comparison with coordination. Regarding addition, it scores 29.68% of errors for the coordination whereas 20.31% of errors for subordination.

Table 7

Sources of Errors

Sources of Errors	Frequency of occurrence			Percentages%		
	coordination	*subordination*	*total*	*coordination*	*subordination*	*total*
Interlingual transfer	*22*	*20*	*42*	*28.20*	*25.64*	*53.84*
Intralingual transfer	*12*	*24*	*36*	*15.38*	*30.76*	*46.14*
Context of learning	*0*	*0*	*0*	*0*	*0*	*0*
Communication strategy	*0*	*0*	*0*	*0*	*0*	*0*
Total	*34*	*44*	*78*	*45.58*	*56.41*	*99.99*

Table7 explains the sources of errors   committed in the essays. If one observes Table7 above, he/she will find the most frequent errors are due to interlingual transfer and the intralingual transfer with 78 errors related to subordination and coordination. Unlike interlingual transfer and intralingual transfer, learning strategies and learning context were not detected as sources of errors for the subordination and the coordination. Furthermore, Interlingual transfer is the first source of errors in this study with 53.84% while intralingual transfer is classified the second with 46.14%. Also, Interlingual transfer for coordination scores percentage higher than the percentage for subordination 28.20% versus 25.64%. In contrast, intralingual errors for the coordination are lower than those of   subordination with 15.38% and 30.76% respectively.

8. Discussion of Findings

Writing an essay is among the recommended tools to conduct a research in writing. It helps us to find answers to our research questions. It facilitates the collection of the needed data. Besides, it provides us with illustrations regarding the types and the sources of errors related to misuse of coordination and subordination at clausal level. This test is valid since it tests the use of coordination and subordination in the writing of EFL students of third year Licence at the University of Kasdi Merbah; as well as, it yields concrete examples about the effect of

interlingual interference on the use of coordination and subordination at clausal level in the writing of EFL students in the context of the study .

8.1. The Frequencies of Subordination and Coordination

We report the frequencies of occurrence of subordination and coordination in the essays of third year Licence students of English. Figure 1 shows the percentages of occurrence for the subordination and the coordination in the essays. This step revealed an overuse of coordination 58% in comparison with subordination 42% as shown in Figure 1.
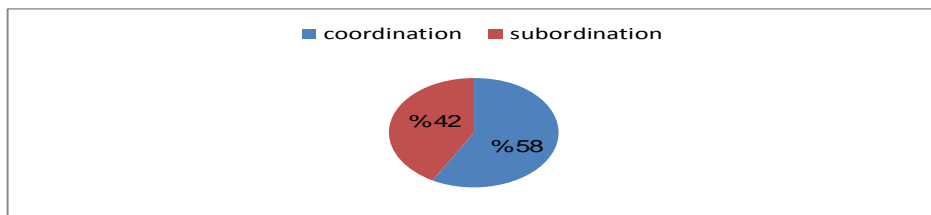
Figure1: Frequencies of Occurrence of Coordination and Subordination

Students are influenced by their first language which is Arabic. They transfer the feature of using coordination in their L1into their writing in English. Furthermore, the excessive use of coordination is one of the characteristics of Arab EFL writers (Kaplan,1966; Ostler,1987). They hold that Arabic students writing in English use long sentences joined by coordinating conjunction.

Figure 2 presents the percentages in details of the major coordinators and the relations that subordinating conjunctions may convey.
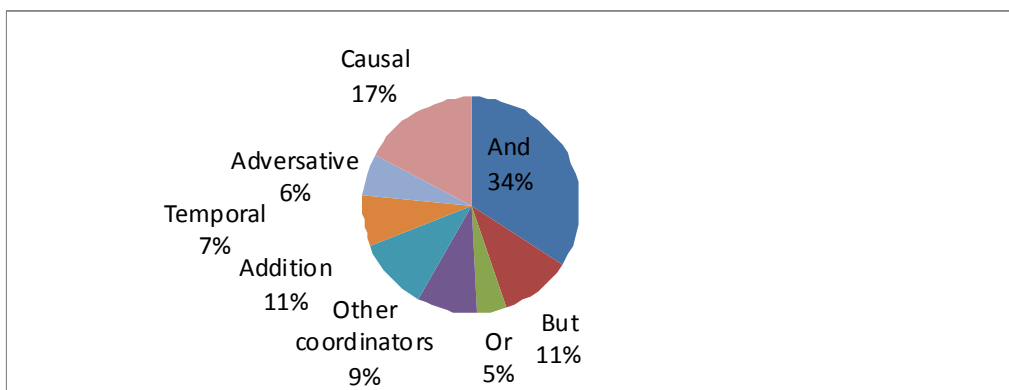
Figure 2: Frequencies of Occurrence of Connectors

- **And**

The frequency of occurrence for *and*, whose its counterpart is *"wa"* in Arabic, is significantly higher 34% in the participants' essays. They use it to express addition. The reason behind this is the impact of L1 on L2. In contrast to English, *and* can convey a wide range of relations between clauses. In fact, *and* is used to mean addition; for example, the participant (5) who stated in the third paragraph" *In contrast there is much of people that prefer to have food at fast food restaurant and that's because some reasons because some people don't have time to return home and make food , so, it saves time and effort".* There are some mistakes. *And* is mentioned twice between clauses in a too long sentence once to express causal relationship and anther to indicate addition. Participant (12) wrote that " *some students who don't miss sessions and believe that attending is a must. Some others rarely attend and see that it is up to them to go or not".* She inserts *and* in the first sentence *and* is useless while in the second denotes causal relationship.

- **But**

But is the favorite coordinating conjunction to express contrast. Figure 2 shows that the occurrence of *but* is 10.91% . It is one third of *and* 's percentage. Participant (11) wrote " *I am not saying the classes are not important, but there's some classes students can work by himself. For example the course; I don't attend all the course but I always try to look for the lessons……. university classes are all not that much important, but the reality is the opposite* " She used *but* three times to link clauses in the same paragraph**.**

Participant (27) states that'' *I cannot eat out side when needed, but fast food is not healthy, however, there are many delicious plats there, but all this is out of my daily routine"* . He used *but* twice in the same sentence the first one means *because* the second indicates contrast.

- **Or**

Or expresses alternative. It is the least regular coordinating conjunctions in the writing of the participants with 4.42% as it is shown Figure2. The low frequency can be due to participants who lack knowledge about the functions of *or* besides choice . The participants insert the coordinating conjunctions between nouns and phrases more than clauses. The participant (18)

said" *either they go without eating or be late to prepare themselves for work or study" or is used twice in this sentence .*

- **Other Coordinators**

The other coordinators together score 8.84%. We noticed that the only preferable coordinating conjunction is *so*. This reflects that participants use causal relationship whereas there are other conjunctions that fulfill their functions. In short, the participants overuse the coordination to link the clauses. *And* is certainly the most frequent.

- **Additive, Temporal, Causal and Adversative**

On the other hand, subordination which is less common in the writing of EFL students embodied in the use of causal relations with 6.19%, adversative 7.37%, addition10.91%, temporal 17.4% and in their test. The common causal connector was *because;* for example Participant (7) inserts *because* to justify, while there are other connectors that can express this type of relation. She wrote" *in fact parents should take decision for teenagers children when they are young, because they don't have the ability of thinking", " Adults were taught by their parents how to deal with problems, because of that they should gave them the freedom"* . The temporal signals represent 7.37%. The common ones were *first, finally* and *in conclusion.* As an illustration, Participant (29) gave a set of arguments about whether university students should attend classes or not . She wrote *" First, the students that believe in attending classes is a must, because ", "Second, for them who see that attending the sessions", " Finally, in my opinion, I prefer to attend".*

The adversative relationship, which was the least frequent in the collected essays, was expressed by introducing connectors such as *however, on the other hand.* It seems that participants avoid using them for the inexistence of their equivalent in their L1.

After the detection of errors concerned with subordination and coordination at clausal level, we constructed them on the basis of their usage and meaning .We provide some examples. Participant (10) wrote "*well, we all know that parents are the wall that their children stand about, but also they do not have the right to decide in their place"* we reconstruct it *"parents are not only the wall that their children stand about but also they have the right to support their children to decide ".* Another participant (17) wrote" *Also because they have more experience in life e*

they see lot of situations similar to the situation of their children" After the correction wrote"
*Also, they have more experience in life because they see lot of situations similar to the situation
of their children".*

8.2. Errors Types

Figure 3 presents the percentages of errors types after their classification into omission,
addition, misordering and misformation. Omission and addition errors are the most regular 50%
for each while misordering and misformation did not appear.
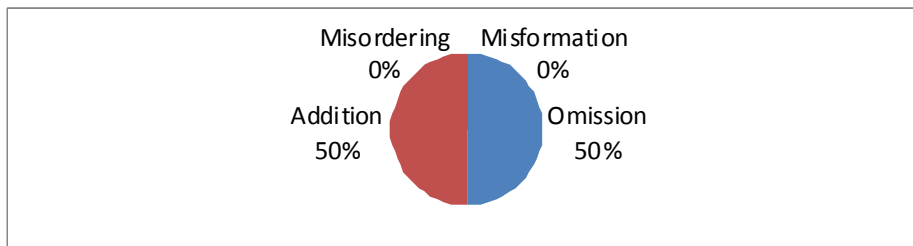
Figure 3:Types of Errors in the Corpus

Omission is embodied by leaving out an item that is required for the grammaticality of
the utterance. For instance, Participant (5) wrote "In *contrast thers is much of people "* instead of
writing "*In contrast to ".* Another case is done by Participant (24) who said" *personally I prefer
eating out. I find fast food restaurants to be more satisfying*". The reconstruction is by inserting
the omitted word that express causal such as *because* or *for.* It would be" *personally I prefer
eating out because I find fast food restaurants to be more satisfying*". Moreover, we noticed
errors of omission concerned with the mechanics of writing such as the omission of commas. For
example, Participant (15) wrote" *Therefore. They should be supportive and comprehensive".* A
great deal of errors is made in subordination in comparison to coordination therefore they should
be corrected.

Moreover, addition is found as a common type in the essays as it is shown in Figure 3.
The addition is characterized by the presence of items which must not appear in a well-formed
utterance. A look at Table 6 demonstrates that the addition errors for coordination are quite equal
to subordination. Also, Figure4 shows that 56% of the sources are marked for coordination and
44% for subordination. This is simply because students use coordination more than subordination
therefore it scores a high rate.

35
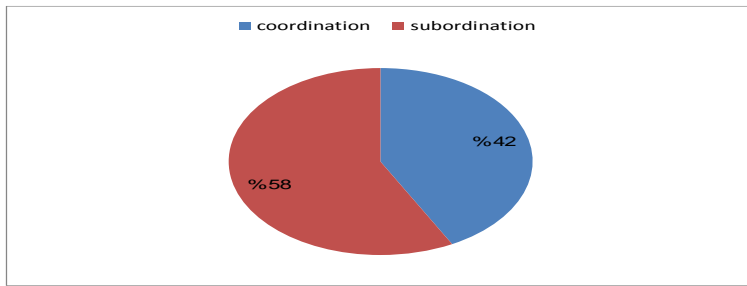
Figure 4: Types of Errors for Coordination and subordination

The addition is detected in students' essays. The participant (30) stated" *eating at restaurant is good to getting with family or friends and also it gives a space to"*. It would be '' *eating at restaurant is good to getting with family or friends and it gives a space to"*. The participant (4) wrote" *They have lot of experience that they learn from it. And because   they considered themselves young, that why they respect them"* instead she would write'' *They have lot of experience that they learn from it. And,   they considered themselves young, that why they respect them"* .A final illustration is with the same participant (4) who wrote*" As conclusion, Although there is a debation between parents should take decision of their children ". In* instead of *As*, although must not be capitalized in this case and it is not well placed in the sentence. After the correction, it would be '' *In conclusion,   parents should take decision of their children".* Misformation and misordering are other types of errors besides omission and addition. Misordering is to put words in an utterance in a wrong order ; misformation is using a grammatical form instead of another, but we did not find them in the essays.

8.3. Errors' Sources

The explanation of errors in   the participants' essays resulted in grouping the errors into two sources the interlingual transfer and the intralingual transfer. The former is 54% and the latter is 46% as presented in Figure 5.
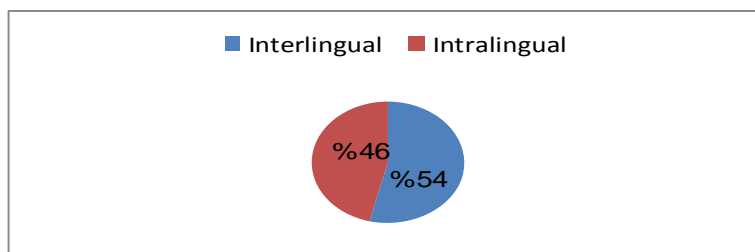
Figure 5: Sources of Errors in the Corpus

36

- **Interlingual / Intralingual Transfer as Sources of Errors**

The interlingual transfer takes place when L1 habits influence the learning of L2. Thus, the interlingual errors in L2 occur when learner's L1 habits interfere or prevent him/ her to acquire the patterns and rules of L2. They appear as learners transfer rules and/or avoid applying them. In the topic of misusing subordination and coordination, this source manifests when students use the same rules as obtained in their L1 such as the combination of *and* with *because* or *since* , the use of *and* to express causal relationship. The intralingual transfer refers to items produced by learner, which reflect not the structure of mother tongue, but generalization based on partial exposure to the target language.

The intralingual errors occur when a learner tries to apply the rules of L2 as result he/ she makes faulty generalizations, incomplete application of rules and failure to learn conditions under which rules apply. This source manifests when learners attempt to translate their L1 sentences into the target language. Some illustrations are presented from the participants' essays. Participant (3) wrote *'' who should I deal with other people and who should I be a friend with''*. This sentence is reconstructed *'' who should I deal with? Who should I be a friend with?''* . This sentence is typically Arabic. It is translated into English. Another example was taken from the same participant '' . *and I think the parents should take decision for their children. They didn't experiment life''*. This sentence would be '' *Moreover, I think parents should take decision for their children because they have not experienced life''*. In the previous example, there is a misuse of full stop at the beginning, no capital letter, a repetition of *and* as well as full stop instead of a causal connector. Participant (2) said *'university students are adult and they are responsible* for *their attendance and they carry the results''* there i*s* redundancy, *and* was mentioned twice in a long sentence. In addition to that, it is a translation of the idea from Arabic to English. The reformulation of the idea was as follow'' *Attending university classes is important for students hence they should make their decision either to attend or not''*. The Arabic version of this illustration can be as follow:

.õ   øø

On the other hand, intralingual errors are made in L2 since the learners do not know the target language very well. In such study of using coordination and subordination at clausal level in writing*,* interalingual errors are detected when the participants choose inappropriate choice,

uncorrected use and punctuation, the ignorance of the connector. Students can not apply the rules of coordination and subordination correctly. For instance*,* Participant (4) states*" Many people think parents should take decision for their teenagers, however; others think the opposite"*. She made an error as she puts punctuation with however she would say " *Many people think parents should take decision for their teenagers; however, others think the opposite"*. She made an error as she puts. Add to that, another example with the same participant she wrote:" *And because they considered themselves young "*. The reconstruction results in *" And, children considered themselves younger than their parents."* She relied on double connectors *and because* which exists in Arabic. Participant (12) tried to insert *in the other hand* rather than *on another hand* which does not exist in English when she stated" *they prefer to made their own meal, in another hand to not spend lot of money in food"*. She is supposed to write " *they prefer to prepare their meal, therefore, they save money*" or " *they prefer homemade food, on the other hand, they do not like to prepare it*". Either she expresses causal relationship or to reformulate the sentence to convey contrast.

Finally, a great deal of sources 56% is scored for subordination whereas 44% coordination as shown in Figure 6 although the students overuse coordination in their writing.
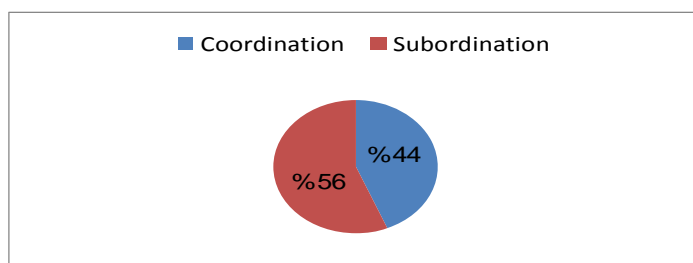
Figure 6: Sources of Errors in Subordination and Coordination

This can indicate that students rely to a great extent on L1 to learn subordination in L2. This should be treated as soon as possible since it will have negative effect on their future L2 writing as well as a negative indicator of immature L2 writing style (Oshima and Houge, 2008).

9 Recapitulation

In the light of the findings and the data analysis of a writing test, one can say that EFL third year students overuse the coordination and underuse the subordination in their writing. *And* is the most frequent connector in the participants' writing. Also, it is obvious that the majority of

students lack the ability to apply a variety of connectors to signal coordination and/ or subordination in their argumentative essays.

Furthermore, omission and addition errors are the common error types committed by EFL third year students at university of Ouargla. Although those types scored an equal percentage, the omissions for subordination are more than omissions for coordination. This may be interpreted that students avoid using subordination in their writing; hence, they need much exposure to language. Meanwhile, the addition errors for coordination are higher than for subordination. This is due to using double coordinating connectors for instance *and but, and since, and so, and because, etc*. Misordering and misformation are not committed at all.

Eventually, one can say that the interlingual transfer and the intralingual transfer are the most common sources of errors of subordination and coordination in this study. Those errors reflect insufficient exposure to L2 , inability to separate the two languages especially the use of subordination and coordination in writing as well as a reliance on L1 to hypothesize rules and structures. It is also notice that the interalingual transfer is another source for the committed errors with 46.14% this is because of the various types and functions of English subordinating and coordinating conjunctions.

To sum up then, it was hypothesized that EFL Licence students demonstrate a weak performance at the level of knowledge about conjunctions in terms of their usage, function and meanings. Also, students overuse the coordination and underuse subordination of clquses because of L1 interference. The results confirm these hypotheses.

Conclusion

This chapter is concerned with the adopted methodology to examine the effect of interlingual interference on the misuse of subordination and coordination at clausal level. A writing test is used as an instrument to answer the research questions and to achieve the objective of this study. Furthermore, this chapter tackles data collection procedures. Finally, results were reported, analysed quantitatively and qualitatively and discussed. These procedures lead to conclude that EFL students overuse coordination and underuse subordination in their writing. Add to that, they really face difficulties regarding the choice of conjunctions, their usage, their functions and their meaning. The findings yielded that omission and addition are the most

frequent errors made by EFL. Both of intralingual transfer and interlingual transfer are classified as the major sources of errors of subordination and coordination in the writing of EFL students at university of Kasdi Merbah in Ouargla.

Chapter Four: Suggestions and Recommendations

Introduction

1. Suggestions for Teaching Subordination and Coordination Connectors

2. Some Suggested Activities for Teaching Subordination and Coordination

4.2.1 Rewriting Activities

2.2. Focusing on the Environment

2.3. Open-Ended Practice

2.4. Using Alternative Subordinators in Discourse

2.5. Determining Meaning with Subordinators with More Than One Meaning

3. Pedagogical Implications

4. Limitations of the study

Introduction

There are several kinds of problems that ESL students encounter when they attempt to produce English compound and /or complex sentences. Students may overuse coordinators in sentence- initial position or misuse correlative coordinators. Besides, they may not connect the main clause or select the appropriate subordinators. It is worth to suggest some teaching activities to overcome such problems.

1. Suggestions for Teaching Subordination and Coordination Connectors

The subordination and coordination signals are usually presented in groups according to the semantic relationships they establish. It is better to show how certain coordinators and subordinators establish the same relationship (e.g. concession can be expressed by *yet* and *although* as well as with *nonetheless*). The Instructors should cover a large number of connectors in each semantic category in addition to the proper punctuation of connectors. Connectors having the same function are presented as a group, for example addition can be signaled by *moreover, also, in addition, furthermore, too* and *and* . The instructor has to explain contextual subtleties that influence the choice from among individual connectors within the specific group, for instance *moreover* and in *addition.* Furthermore, he/she provides more practice that focuses students to speak and write sentences using discourse connectors. Activities such as rewriting sentences, joining two or more clauses, open-ended practice, determining the meaning with more than one meaning and /or substituting connectors in a written discourse .

2.Some Suggested Activities for Teaching Subordination and Coordination

2.1. Rewriting activities

To start with, a rewriting activity can be planned for high intermediate students . It is important to provide learners with some contextualization for a structure. An instructor intends to focus on activities such as a short paragraph that tells a short story and includes sentences that could be rewritten using particular patterns. Before learners start working on the passage, they are given some examples of particular reduced patterns that can be used in rewriting the passage. Provide students with enough examples to give students a good feel for what they should be looking to reduce. As shown in the following example

The instruction: Rewrite the following paragraph and shorten its sentences using subordinating or coordinating conjunctions

Student Life

John was a student at the University of Michigan. In his freshman year, he lived in a dormitory. His roommate, James, was few years older than John, but the two young men had many interests. They did lot of things together. They went to movies. And they went to basketball games, and they sometimes they went to concerts. At the end of spring semester, John and James decide to room together in an apartment.

Student Life (Rewrite)

John was a student at the University of Michigan. In his freshman year, he lived in a dormitory. His roommate, James, was few years older than John, but the two young men had many interests. They did lot of things together. *They went to movies, to basketball games, and sometimes to concerts*. At the end of spring semester, John and James decide to room together in an apartment.

2.2. Focusing on the Environment

Another activity is focusing on the environment. From one of the groups of discourse connectors, the instructor selects a connector that is used in particular contexts different from those for the groups as a whole and he/she describes these contexts. Then, the selected connector is contrasted with other members of the group; for instance *moreover* and *in addition*. *Moreover* fits contexts where there are logical conclusions to be drawn from the sentences while *in addition* involves simple addition of parallel linked information. The following sentences illustrate

The instruction: a/ Join these clauses with the conjunctions to get compound or compound-complex sentences and to express (reason, contrast, or addition,etc). Punctuate correctly.
b/ explain the different relations conveyed in each paragraph and the difference between the conjunctions of the same group (reason, contrast, or addition,etc).

(1) The climbers were unhappy with their guide.   He took them up the most dangerous trail.

(2) The weather was misty and rainy. They couldn't see anything.

(3) Conclusion: they didn't have a good time

They are combined as follows:

The climbers were unhappy with their guide, *because* he took them up the most dangerous trail. *Moreover,* the weather was misty and rainy, *so* they couldn't see anything. *All in all*, they didn't have a good time.

The use of in addition can be explained in the following paragraph .

(4) Last week the mountain Club tackled the ascent of Mount Hood

(5) Few climbers from the Idaho chapter of the club joined the group.

(6) some Californians showed up for the climb.

Last week the mountain Club tackled the ascent of Mount Hood , *and*   few climbers from the Idaho chapter of the club joined the group. *In addition to that,* some Californians showed up for the climb.

2.3. Open-Ended Practice

Open ended practice is an additional type of activities for advanced learners to overcome problems of subordination and coordination . After the instructor have taught the meanings and contexts for different discourse connectors, a simple but effective practice involves getting students to produce sentences that are appropriate for relationships established   by different connectors by providing them with a sentence followed by several connectors. Students use each connector to form a sentence that could be linked to the first sentence.

The instruction: Complete the open-ended paragraphs or sentences pay attention to the different connectors each time.
   a. My brother has always been a good student.
      1. On the other hand , í .
      2. However, í í
      3. Consequently, í í
   b. Americans prefer big gas guzzling cars.
      1. However, í ..

2. What is more, í
3. In contrast, í

As a class sentences are prepared as a handout and different students supply an appropriate sentence for each connector.

2.4.   Using Alternative Subordinators in Discourse

An activity in which students replace subordinators in a discourse with acceptable alternatives may help them. The discourse for this activity can take the form of a short paragraph that includes subordinators of different types. The students read the paragraph and replace each underlined subordinator with an alternative rewording the sentences as needed; for example, in the following paragraph *although* in the first sentence can be substituted by *in spite the fact/ despite the fact* in the same sentence *in order to* can be restated as *so*, which would necessitate the omission of *to, because* and *after* can be replaced by *since* and *as soon as* respectively.

The instruction: Replace the underlined conjunctions with acceptable alternatives. Make the necessary changes and be sure the resulting sentences are logic.

Although he was still recovering from the flu, john came in early in order to catch up on the work that he piled the last three days he had been out of his office . He hasnøt really to do this because he was the boss. After he got to his office, he began reading the new contracts that had been put on his desk.

The instructor varies the paragraphs lengths which contain a variety of subordinators. Students read their sentences and discuss their answers.

2.5.   Determining Meaning with Subordinators with More Than One Meaning

The variation of the preceding activity can serve to review the meanings of subordinators that have more than one meaning. For this activity, the instructor needs to select subordinators which express more than one relationship such as *while* which entails concession or time. He /she needs to provide learners with a sentence for each meaning a subordinator conveys. Then, he/ she asks the students to supply an additional sentence to bring out the interpretation, as the following illustration :

The instruction: supply an additional sentences to each of the following ones , so that   you provide an interpretation to each one. Take into consideration the meaning of the subordinating and / or the coordinating conjunctions. an example of *while* is provided .

Concessive

    a. *While he was handsome*, he really wasn't very intelligent. **So he was never popular with woman, except those who liked good looking men.**

Temporal

    b. While he was handsome, he was popular. **But with the passage of time, his popularity waned.**

Students interact and discuss the suggested answers. The instructor prompt them to restate the sentences with other subordinators that have the same meaning.

In the same vein, the students can do further activities . They can check references such as (Houdges &Witten, 1967; Alexander, 1998; Fawcett, 2004; Cowan, 2008; Oshima, 2008).

3. **Pedagogical Implications**

The results obtained from the analysis of this study permit researchers to elaborate an idea about the effect of interlingual interference on the misuse of coordination and subordination in the writing of EFL students. Moreover, the analysis reflects how and to what extent L1 influences learning coordination and subordination in L2. Hence, some   recommendations for L2 teachers, students and further research are suggested.

- **For teachers and students**

To start with, students lack the necessary awareness of Arabic-English rhetorical differences. Therefore, this can be seen in their writing in L2. As a recommended step, teachers of written expression are asked to formulate an idea about the rhetorical differences between their students' first language and the target language; in addition to that, they should work for raising awareness. Furthermore, English is considered as a foreign language in Algeria; therefore, the influence on EFL writing can be due either to Arabic and / or French.

Students have to get rid of their native rhetoric and adopt the target language rhetoric which could be developed through intensive and extensive reading activities besides applying techniques of summarizing and paraphrasing.

- **Topics for further research**

Topics for research may include the impact of French on students' English writing, Arabic and French influence on other types of essay writing; as well as, other genres within academic setting such as research articles and introductions . Similar studies can be carried and on the pragmatic meaning of *and.* Also, we found many grammatical intralingual errors; as result, studies investigating these problems are recommended.

4. **Limitations of the study**

This study cannot be void of limitations. The results cannot be generalized unless a number of variables are taken into account. Firstly, this study does not include texts written by native English speakers to compare the frequencies of occurrence for the subordination and coordination. The participants' essays were evaluated on the basis of comparing the use of coordination and subordination. The reason for not analyzing a native English speakers' writing is practical. The researchers have been unable to get writing samples on one hand. On the other hand, the texts found in the internet do not correspond to a writing community. Secondly, the text subject to the analysis in this study consists of EFL third year Licence students' essays. The latter is made up of one particular essay type which is the argumentative essay. Other essay types may seem easy for them. Finally, the population was third year Licence students and the majority of them did not accept to participate in the writing test. It may be due to their weak level in English writing.

General Conclusion

The main goal of this descriptive analytical study is to investigate the influence of interlingual interference on the misuse of coordination and subordination at clausal level in the writing of third year õLicenceö students of English at university of Kasdi Merbah in Ouargla. To attain this objective, two research questions were put forward: what difficulties do EFL students encounter when using subordination and coordination? To what extent does interlingual interference account for error on the misuse of coordination and subordination at clausal level in the writing of third year õLicenceö students of English at Kasdi Merbah University in Ouargla?. A writing test was used as an instrument. It was opted to spotlight on the difficulties that EFL students face when using subordination and/ or coordination. We counted the frequencies of occurrence for explicit signals of subordination and coordination. To discover the common syntactic relations between clauses in the corpus of L2 writing. Then, we applied an error analysis to diagnose the type of errors as well as their major sources. The findings of the current study revealed that the EFL students overuse coordination; especially *and*, while they underuse subordination in their L2 writing. Thus, the first hypothesis is confirmed. Besides, the results indicate that EFL students that the EFL students commit errors of omission and addition whereas misformation and misordering do not exist. The omission and the addition errors occur in terms of selecting appropriate explicit signals of subordination and/ or coordination, their usage, their punctuation. Also, the results showed that there are two sources for these errors: interlingual transfer and intralingual transfer. Interlingual transfer is the major one. It could be concluded that the misuse of coordination and / or subordination in the writing of EFL third year õLicenceö students at Kasdi Merbah University in Ouargla might have been attributed to differences between L1 and L2 and the preference of L1 for the coordination more than subordination. Apparently, the difference between L1 and L2 affect students' L2 writing; especially they make the process of learning L2 more difficult and complicated for the students. They use L1 as a strategy in their learning in English subordination and coordination. They depend mainly on interlingual strategy to facilitate their language learning process. Last error analysis is a useful systematic method for teachers of L2 writing to analyze learners' errors. Errors are not always bad, rather they may provide insights into the complicated processes of language development as well as a systematic way for identifying,

describing and explaining students' errors. Thus, a remediation will be suggested on the basis of the frequent errors.

List of References

List of References

AlKharesheh, M.H. (2011). An Investigation of Interlingual Interference in the use of ‒and∅ as a syntactic Coordinating Structure by Jordanian EFL learners.*European Journal of Social Sciences.* 18 (3).pp426-433. Retrieved from https://www.researchgate.net//

Alexander, L . G. (1998) . *Longman english grammar practice for intermediate level* .(11th ed). Harlow: Addison Wesley Longman .

Biber, D., Conrad, S., & Leech, G. (2002*). Longman student grammar of spoken and written English* .Harlow-Essex: Longman.

Brown, H. D. (2000a). *Principles of language Learning and teaching.*(4th ed). White Plains, NY: Pearson Education Company.

Brown, H.D. (2000b). *Teaching by principles of language learning and teaching*

Celce-Murcia,M., Larsen-Freeman, D.(1999). *The grammar book: An EFL/ESL teacher's course.(*2nd ed).Boston: Heinle and Heinle.

Cohen, L., Manion, L., Morrison, K.(2007). *Research methods in education*.(6th ed). New York: Routledge.

Connor, U. (1996). *Contrastive rhetoric: Cross- cultural aspects of second language writing.* Cambridge: Cambridge University Press.

Cook, G. (1989). *Discourse*. Oxford: Oxford University Press.

Corder, S. P. (1973). *Introducing applied Linguistics.*Middlesex: Penguin Books.

Corder, S.P. (1967). *The significance of leaners errors.* Reprinted from IRAL.volv 141967.published by Jlius GroosVerlag Heidelberg.

Corder,S. P.(1981). *Error analysis and interlanguage.* Oxford: Oxford University Press.

Cowan,R. (2008). *The teacher's grammar of English* . Cambridge: Cambridge University Press.

Diab, N. (1996). ‒The Transfer of Arabic in the English Writing of the Lebanese Students∅ *The ESP, Sao Paolo,* 18 (1) . Pp.71-83 .

Drid, T. (2015). *Exploring the Rhetorical and Communicative Impacts of Native Culture on the Argumentative Writing of Algerian Master students of EFL: Towards Designing a University Course for the Teaching of Argumentative Essay Writing . (Doctorat Thesis).*University of Constantine 1.

Dulay, H., Burt, M., & Krashen, S. (1982). *Language two.* Oxford. Oxford University Press.

Ellis, R. (1994). *The study of second language acquisition.* Oxford: Oxford University Press.

Ellis, R. (1997). *Second language acquisition.* Oxford: Oxford University Press.

Ellis, R., Barkhuizen, G. (2005). *Analysing learner language.* Oxford: Oxford University Press.

Fawcett . S .(2004). *Evergreen: a guide to writing with readings*. (7th ed). USA : Houghton Mifflin Company .

Gass, S.M., Nehney, J., Plonsky, L. (2013). Second *language acquisition: An introductory course*.(4th ed). New York: Routledge.

Ghodbane, N.(2010). *Identification and Analysis of Some Factors Behind Students' Poor Writing productions .The Case Study of Third Year Students at the English Department - University of Batna.(M agister Thesis) .*University of Setif.

Hamadouche, M.(2015). *A Contrastive Rhetoric of Students' Arabic and English Composition: Awareness -Rising for More Effective Writing. The Case Study of Second Year Majors.* University of Constantine 1

Hamzaoui-El Achachi.A .(2010). "Development of Writing a Curriculum for Academic Purposes at Tertiary Level: The Case Study of EFL Algerian Students". *ESP World, 1 (9).*Retrievedfromhttp://www.esp-world.info/Articles_27/DEVELOPMENT%20OF%20A%20WRITING%20CURRICULUM.pdf . Checked on 15/12/2018.

Halliday, M.A.K., & Hassan, R*(1976). Cohesion in English.* London: Longman Group

Hayes-Harb, R. (2012). ―Comparative Phonetics and Phonologyø in the *Encyclopedia of Applied Linguistics.*

Heydari, P.,Bagheri, M.S. (2012). "Error Analysis : Sources of L2 LearnersøErrors".*Theory and Practice I Language Studies*. 2 (8).pp. 1583-1589. doi: 10.4304/tpls.2.8.1583-1589.

Hinkel, E. (2002). *Second language writers' text linguistics and rhetorical features*. Mahwam New Jersey: Laurence Erlbaum Association.

    http:// tempus-uniso.euıimagesıLesleyCole_extract.pdf

Hodges, J.C., Whitten, M. (1967). *Harberace college handbook. (6th ed)*. USA: Harcout, Brace & World.

Hyland, K.(2003).*Second language writing*. Cambridge: Cambridge University Press.

Hyland, K.(2009). *Teaching and researching writing.*(2nd ed). Harlow: Longman Pearson

Kaplan, R.B.(1966). "Cultural Thought Patterns in Intercultural Education". *Language learning.*, 16 (1-2),1-20. Retrieved from:

Kothari,C. R.(2004). *Research methodology: methods and techniques*. New Delhi: New Age International Limited Publisher.

Kumar. (2011).*Research methodology: step by step a guide for beginners*.(3rd ed). London: Sage Publication.

Leech, G., Svartvik, J.(2008). *A communicative grammar of English*.(3rd ed). n/p.Retrieved from https://www.pdfdrive.com/a-communicative-grammar-of-english-by-geoffrey-leech-d24272774.htm.

Matsuda, P.K. (1997). Contrastive Rhetoric in Context: A Dynamic Model of L2 Writing. *Journal of Second Language Writing* ,6.(1),45-60 .Retrieved from: http//sslw.asu.edu/2002/cr/matsuda_jslw.pdf.

Nunan, D. (1989). *Designing tasks for communicative classroom* .Cambridge: Cambridge University Press.

Oshima, A., Hogue, A. (2008*). Writing academic English*.(3rd ed) .White Plaines- New York: Longman.

Ostler, S. E. (1987). English in parallels: a comparison of English and Arabic prose. Writing Across Languages: Analysis of L2 Text. U. Connor and R. B. Kaplan (eds.). Reading MA: Addison-Wesley. pp.169-85.

Paltridge, B. (2006) .*Discourse analysis: An introduction*. London: Continuum.

Quirk,R., Greenbaum,S., Leech,G & Svartvik,J.(1985).*A comprehensive grammar of the English language*. Harlow-Essex: Longman.

Reid, J.M. (1993). *Teaching ESL writing*. Hall Regents: University of Wyoming

Renandya, W., Richard, J. (2002). *Methodology in language teaching: An anthology of current practice.* Cambridge: Cambridge University Press.

Richard, J.C., Schemidt, R.(2002). *Longman dictionary of language teaching and applied linguistics*.(3rd ed). London: Pearson Education Limited.

Richards, J.C. (1974). *Error analysis: Perspectives on second language acquisition*. London: Longman.

Sinclaire, J. (2011).*Collins cobuild English grammar*. Harper Collins: UK.

Appendices

Appendix 1 :

	Additive	Adversative	Causal	Temporal
External/ internal	Additive ,Simple Additive *and, and also* Negative *nor, and...not* Alternative *or, or else*	Adversative' proper' Simple *yet, though, only* Containing 'and' Emphatic *however, nevertheless, despite this*	Causal, general: Simple *so, then, hence, therefore* Emphatic *consequently, because of this* Causal specific: Reason *for this reason, on account of this* Result *as result, in consequence* Purpose *for this purpose, with this in mind*	Temporal, simple(external only): Sequential *then , next, after that* Simultaneous *the same time* Preceding *previously, before that* Conclusive: Simple *finally, at last* Correlative forms: Sequential *first...then* Conclusive *at first...in the end*
Internal(unless otherwise specified)	Complex emphatic: Additive *furthermore, in addition, besides* Alternative *alternatively* Complex de-emphatic: After-thought *incidentally, by the way*	Contrastive: Avowal *in fact, actually, as a matter of fact* Contrastive (external): Simple *but, and* Emphatic *however, on the other hand at the same time*	Reversed Causal: Simple *for, because* Causal specific: Reason *it follows, on this basis* Result *arising out of this* Purpose *to this end*	Complex(external only) Immediate *at once, thereupon* Interrupted *soon, qfter a time* Repetitive *next time, on another occasion* Specific *next day, an hour later* Durative *meanwhile* Terminal *until, then* Punctiliar *at this moment*
	Apposition: Expository *that is, I mean, in other words* Exemplify-category *for*	Correction: Of meaning *instead, rather, on the contrary*	Conditional (also external): Simple *then* Emphatic *in that case, in*	Internal temporal Sequential *then, next, secondly* Conclusive *finally, in*

instance, thus	Of wording *at least, I mean*	*such a case, in such an event, that being so*	*conclusion*
			Correlative forms:
		Generalized under the circumstances	Sequential *first…next*
		Reversed Polarity	Conclusive í .*finally*
		Otherwise, under other circumstances	
Comparison:	Dismissal:	Respective:	'Here and now'
Similar *likewise, similarly, in the same way*	Closed *in any case, in either case, whichever way it is*	Direct *on this respect, in this regard, with reference to to this*	Past *up to now, hitherto*
Dissimilar *on the other hand, by contrast*	Open-ended *in any case, anyhow, at any rate, however it is*	Reversed Polarity	Present *at this point; here*
		Otherwise, in other respects aside from this	*Future from now on, henceforward*
			Summary:
			Summarizing *in short, briefly*
			Resumptive *to resume, to return to the point.*

Summary of Conjunctive Relations .Adopted from Halliday and Hassan (1976)

Appendix 2 : Writing Test

Kasdi Merbah University – Ouargla-
Faculty of Letters and Languages
English Department

Dear Participants,

This is an attempt to investigate the writing of EFL students at university of kasdi Merbah Ouargla for the fulfillment of a Master Degree. Your participation will be of great help for us. You are kindly invited to answer the following writing test

Write an essay about <u>one</u> of the following topics. **State your opinion and defend it**

Topic1: The number of fast food restaurants is in increase and people tend to eat out more than eating at home. Do you prefer to eat out or at home?

Topic2: Parents are the most important persons in one∅s life. They do their best to ensure a good future for their children .Should Parents take decisions for their teenagers children or not ?

Topic 3 : Some university students believe that attending classes is a must. Some others see that it is up to them to go or not .Should university students be required to attend classes?

í í
í í
í í
í í
í í
í í
í í
í í
í í
í í
í í
í í
í í
í í

í í

í í

í .í í í í í í í í í

í í

í í

í í

í í

í í

í í

í í

í í

í í

í í

í í

í í

í í

í í

í í

í í

í í

í í

í í

í í í í í í í í .í ...í í í í í

í í

í í

í í

í í

í í

í í

í í

Appendix3: Sample of students' essays

Dear Participants,

This is an attempt to investigate the writing of EFL students at university of kasdi Merbah Ouargla for the fulfillment of a Master Degree. Your participation will be of great help for us. You are kindly invited to answer the following writing test

Write an essay about <u>one</u> of the following topics. **State your opinion and defend it**

Topic1: The number of fast food restaurants is in increase and people tend to eat out more than eating at home. Do you prefer to eat out or at home?

Topic2: Parents are the most important persons in one's life. They do their best to ensure a good future for their children .Should Parents take decisions for their teenagers children or not ?

Topic 3 : Some university students believe that attending classes is a must. Some others see that it is up to them to go or not .Should university students be required to attend classes?

Topic 01 =
Nowadays, most of people like eating out but the others prefer to eat out in a restaurants , but me I prefer to eat at home and preparing my food by myself

First, restaurants make food more delicious than home made of

(1)

55

In addition, eating at restaurants is good to geting with familly or Friends, and also it give a space to discuss about some thing in another hand, some people can't cook or they don't know how to cook, so eat out seems to be the only choice

However, other people prefer to eat at home instead eating out, they prefer to made their own meal, in another hand to not spend a lot of money in foods and also to spend time with them famillies

In my opinion, I believe eating at home has more adventages than eating in restaurants because it is healthy and it has good effects and in addition, it's more cheaper and to save money finnally we can cook what we want and we are not limited by menu, so I

In conclution, I believe that the eating at home is more benfficial for us

Dear Participants,

This is an attempt to investigate the writing of EFL students at university of kasdi Merbah Ouargla for the fulfillment of a Master Degree. Your participation will be of great help for us. You are kindly invited to answer the following writing test

Write an essay about <u>one</u> of the following topics. State your opinion and defend it

Topic1: The number of fast food restaurants is in increase and people tend to eat out more than eating at home. Do you prefer to eat out or at home?

Topic2: Parents are the most important persons in one's life. They do their best to ensure a good future for their children .Should Parents take decisions for their teenagers children or not ?

Topic 3 : Some university students believe that attending classes is a must. Some others see that it is up to them to go or not .Should university students be required to attend classes?

....University is absolutely a new world for new comers the first year students see it from another prespective rather than how we third year students do, but still we all end up in the same situation where some of us think that attending classes is a must, and others think the opposite so are we required to attend classes ?

on one hand. Classes at university are way much different than in the secondary school It turn out to be more flexible in a way that what has been said in class by teachers can be easily reciprocated by the student at home if they started cramming and search in book actually in university the instructor doesnt really have that much of an impact on the process of acquiring knowledge.

On the other hand Students nowadays are dealing with much issues not only they have to overcome their mental ~~emotional stress~~ disabilities if ever anyone had such as slow learning, ~~had to~~ struggling to concentrate, which are not that much of an issue if one would work on her/him self, but the world's problem are inducing much stress and ambiguity to the future of these students, where they start considering dropping school just because of an exsistenstical ~~issues~~ problems

Finally, No matter what is happening in our surroundings it should have affect the ~~way~~ ~~wa~~ The fact that students are required to attend classes regulaerly.

Appendix4 : Table of Frequencies of Occurrence Subordination and Coordination Explicit Signals in the Corpus

SN	Coordination				subordination			
	and	but	Or	Others(so,for,nor,yet)	addition	causal	temporal	adversative
01	2	0	1	1so	0	because	First Then	On the other hand (contrastive)
02	9	1	0	0	0	because	In conclusion	on the other hand however
03	6	2	0	0	also, in addition	Thus due to	First Second While Firstly Secondly	0
04	3	0	0	0	also	that's why and because because	0	0
05	5	1	1	4 so	also	4because	0	While (contrasting)
06	4	2	2	0	And	3because	0	Nevertheless
07	3	0	1	0	in addition	3because	0	0
08	8	2	1	1 so	0	because and because due to	0	0
09	3	0	0	0	on the other hand	therefore	To conclude	While
10	4	3	0	0	also	because in order to	First In conclusion	0
11	2	3	0	0	2 for instance	0	0	0
12	8	1	1	0	0	in order to 3if	In conclusion	Though
13	2	0	1	1 so	besides	because	as	0
14	2	0	0	1 so	0	0	Even though	0
15	6	1	0	0	Such as	due to therefore	Instead of To conclude	0
16	5	2	1	0	in other words	that's why 2because	0 0	0
17	1	2	0	2 so	0	2because 1therefore	To conclude	Even if
18	6	1	1	1 so	2also	because	0	0
19	5	0	0	3 so	0	because	0	0
20	3	0	1	2 so	0	2because	If(the meaning of when)	0

21	1	1	0	0	2in addition on the other side	because because of due to	Firstly	Although
22	2	2	0	0	2also	2because since	0	0
23	1	1	1	0	on the other hand	since because	While	0
24	4	2	2	0	Also As well as	as	0	0
25	0	0	0	0	Besides	because	0	0
26	0	1	1	2 so	0	because	0	Unless Unless if
27	4	2	0	3 so	For example such as also For example	2 because	If	even
28	2	0	0	1for,3so	0	0	0	0
29	2	0	0	2so	And	3because	First Second	Even if
30	3	1	2	1so	in addition and also and on the other hand	because	First Finally	On the other hand however
31	2	3	0	0	0	If	0	however
32	2	2	0	1so	0	2if	finally	On one hand On the other hand

Appendix5: Error Analysis

N.B. The illustrations were reported as they were written by the students

SN	Sentences	Errors	Reconstruction	Explanation	Source
1	They don't want to do cooking. so they escape to restaurants	. so	They don't like cooking, so they escape to restaurants	Misuse of a full stop before so. The sentence is a typical translation fro; L1	Interlanguage transfer
2	University students are adults and they are responsible and they carry results	and and	University students are adults . They are responsible *so* they carry results	Addition of and Mis-selection of the conjunction to express result (addition)	Interlingual transfer Interalingual transfer
3	. and I think parents shouldn't take decision	. and	I also think*í* or And, I think parents shouldn't	The omission of comma *and* can be replaced by another additive conjunction.	Interlingual transfer
	For example who should I deal with other people and who should I be friend with	And	Who should I be a friend with? and/or should I be friend with?	Omission	Interlingual transfer
	. and I think the parents should take decisions , children didn't experiment life and their thinking is limited.	. and and	. Moreover, I think the parents should take decisions, because children didn't experiment life as result their thinking is limited	The addition of full stop followed by and like L1 structure The omission of causal conjunction Mis-selection of an additive conjunction	Interlingual transfer Interlingual transfer
	They want us the best and good future, but in some cases parents should not take decision for their children and make them experience the life for better	and make	They want us the best and good future, but in some cases parents should not take decision for their children rather than make them experience the life for better	The use of *and* instead of a resultive conjunction Addition of and	Interlingual transfer
4	Parents should take decision, However; others	; however,	. Parents should take decision; however, others think	The misuse of capital letter.	Interlingual transfer

61

	think the opposite		the opposite.		intralingual
	People accept that their parents take decision in front of them.because they think that	. because	People accept that their parents take decision in front of them because they think that they have	Addition of full stop because of incomplete application of rules.	intralingual
	They learn from it .And because of they consider themselves young than their parents, that's why they respect them	And because	they learn from it in addition they consider themselves young	Addition(double conjunctions) due to ignorance of rules	intralingual transfer
		, that's why	they consider themselves younger than their parents; therefore, why they respect them		intralingual transfer
	It is not necessary that parents take our decision. because they want to experiment	. because	It is not necessary that parents take decisions for them because they want to experiment	The addition of the (ignorance of rule)	intralingual transfer
	As a conclusion, Although there is a debation between parents should take decision of their childrenand others not. In my opinion	, Although	As a conclusion, the debate on whether parents should take decisions for their children or not remains unanswered. In my opinion	Addition of although in a structure similar to L1 the misuse of capital letter.	Intralingual transfer
5	They need energy and power first to accomplish that and second to stay alive. for that they need food	first and second . for that	They need energy and power both to accomplish that and to stay alive; for that reason, they need food	Addition of enumeration linkers L1 structure Omission because of incomplete application of rules	Intralingual transfer Intralingual transfer Interlingual transfer
	The number of restaurants has increased much. So the question is which one would people prefer?	. So	The number of restaurants has increased much. So, the question is which one would people prefer?	So cannot be placed at the beginning of a sentence. The omission of comma. Ignorance of the rule	Intralingual transfer
	firstly my mother or sister who made it,So it would be clean, safe(			Omission of capital letter and comma for	Intralingual

	healthy) to eat	firstly	Firstly, my mother or sister who made it, so it would be clean, safe(healthy) to eat	firstly. It is typically L1 structure	transfer
				Incomplete application of the rule for *so*.	Interlingual transfer
	, Secondly it's free and you could at whatever time you like. and you could have it with family	, Secondly	. Secondly, it is free and you could not only get it at whatever time you like ,but also you could have it with family.	Omission of full stop ignorance of the rule.	
		. and		Redundant *and* misplacement of full stop before and	Intralingual transfer
	In contrast there is punch of people that prefer to have food at fast food and that's because some reason because some people don't have timeí it saves time and money. but this will cost you money	In contrast	In contrast to those, there is punch of people that prefer to have food , that's due to some reason: some people don't have time í it saves time and money but this will cost you money	Omission of *to* because of ignorance of the rule	Interlingual transfer
		And that's because		Omission of .It is due to ignorance of the rule	Intralingual transfer
		because		Addition *because* the structure resembles to L1	Intralingual transfer
		. but		Addition and misplacement of the fullest before *but.(*ignorance of the rule)	Intralingual transfer
6	Parents try to do their best to ensure a good future for their children in many cases such as choosing their friends in school in neighborhood , because some people think that friends influenced in oneøs life negatively or positively, in addition to that parents are responsible for their teenagers till the age of marriage because parents have experience	in addition to that	Parents try to do their best to ensure a good future for their children in many cases such as choosing their friends in school in neighborhood , because some people think that friends influenced in oneøs life negatively or positively. In addition to that, parents are responsible for their teenagers till the age of marriage, because parents have experience in life	The addition of comma and the omission of the capital letter (failure to apply the rule)	Intralingual transfer
		because		Omission of the comma before because (failure to apply the rule)	Intralingual transfer
	children are not aware and unable to take decision in the case of disease for example, but at the same time they gave them the freedom	for example but	children are not aware and unable to take decision ;for example, in the case of disease. On the contrary, they gave them the freedom	The misplacement of *for example*. Is considered addition (incomplete application of the L2 rule)	Intralngual transfer
				Addition of but	Intralngual transfer
7	In fact parents should take decisions for teenagers children when they are young	In fact	In fact, parents should take decisions for teenagers children when they are young	Omission of the comma.	Interlingal transfer

63

8	eating at home, true it's gave comfortable time and space and it's up to your refrigerater	and it's up to your ..	eating at home, true it's gave comfortable time and space as well as it's up to your refrigerator	Addition and mis-selction of an additive linker	Intralingual transfer
9	They might already planned it and working achieve their plans. These students in contrary to the others have a stronger personality. I believe students who attend all their classes have a clear idea about their life study and their life in general, and I , definitely agree with their opinions	in contrary to , and I ,	They might have already planned it and workings achieve their plans. These students ;in contrary with the others, have a stronger personality I believe students who attend all their classes have a clear idea about their life study and their life in general, thus I definitely agree with their opinions	Addition of preposition *to* and the omission of comma and semi-colon because of incomplete application of the rule	Intralingual transfer
10	All we know that parents are the wall that their children stand about, but also they do not have the right to decide in their places	but also, they	All we know that parents are not only the wall that their children stand about, but also they do have the right to decide in their places	The omission of *not only* and the misplacement of *not* (incomplete application of the rule)	Intralingual transfer
11	For example the course; I don't attend all the course but I always try to look for the lesson that I miss and I try to read and understand by myself. At the same time we cannot say the missing Some classes is a good thing .	And At the same time	For example the course; I don't attend all the course but I always try to look for the lesson that I miss. I try to read and understand by myself. On the contrary, we cannot miss a class since they are important	Addition of and (the sentence seems a translation from L1) Mis-selection of the appropriate conjunction and the omission of causal linker	Interlingual transfer Interlingual and intralingual transfer
12	Though attending classes has many advantages like having good TD marks, gaining the respect of teachers and not being excuted from the modules, but most students believe In the other hand not all students are responsible and can sudy by their own Concluding all what	but in the other hand	Though attending classes has many advantages like having good TD marks, gaining the respect of teachers and not being executed from the modules, but most students believe On the other hand , not all students are responsible and can study by their own Concluding all what have been said above, I claim that if the	Addition of *but (* a translation from L1) Omission of the preposition *on* (literal translation) Addition of *in this* which is not a conjunction .It is conditional clause . the sentence is a failure to apply the rule of	Interlingual transfer Interlingual transfer Intralingual

	have been said above I claim that if the student is intelligent enough and can absorp the lessons without attending, in this attendingis a waste of time	in this	student is intelligent enough and can absorb the lessons without attending, attending is a waste of time	conditional clauses.	transfer
13	Some of students have a busy schedule, others have children and a family to take care of and so causes differ.	and so	Some of students have a busy schedule, others have children and a family to take care of , so causes differ	Addition of *and* to *so* (double coordinators) failure to hypothesize the use of double linkers in L2	Intralingual transfer
14	I believe that once a person is still teenagers children is not able to make a decision alone so parents need to give them their opinion. even though it is obvious to them of course a parent should be involved in their childrenøs decisions that is their job	So even though	I believe that once a person is still teenagers children is not able to make a decision alone , so parents need to give them their opinion Eventually, it is obvious parent should be involved in their childrenøs decisions that is their job	Omission of comma (incomplete application of the rule) Mis-selection of the linker to conclude due to literal translation The omission of the capital letter.	Intralingual transfer Interlingual transfer
15	To conclude, parentsø vision of a good future do not surely insure it .Therefore. they should be supportive and comprehensive to their kids dreams and their accomplishments in life	Therefore.	To conclude, parentsø vision of a good future do not surely insure it ;therefore, they should be supportive and comprehensive to their kids dreams and their accomplishments in life	The omission of comma and semi-colon and the sentences are related to each other (faulty hypothesis about therefore position)	Intralingual transfer
16	There are who prefer to eat at home and there are who prefer eating out or in another words there are who encourage healthy food and there are who not	in another words	There are who prefer to eat at home and there are who prefer eating out or ;in other words, there are who encourage healthy food and there are who do not	Addition of another instead of other because of partial exposure to L2	Interling ual transfer
17	Also because they have more experience in life they see a lot of situation similar to the situations of their children so they have an idea about what are the consequences In the other hand the	Also because so In the other	Also, they have more experience in life .They see a lot of situations similar to the situations of their children , so they have an idea about what are the consequences On the other hand the reason behind the parents should	Omission of comma and addition of because (literal translation) Omission of comma Omission of on	Interlingual transfer Intralingual

	reason behind the parents should take decisions for their children are steal naive	hand	take decisions for their children are steal naïve		transfer
18	Traditional foods which is made at home for me is so heavy and it contains a lot of fatty, also it takes time to be ready, so if someone doesn't have time it will be a problem	and also it so	Traditional foods which is made at home for me is so heavy. It contains a lot of fatty. Also, it takes time to be ready. Consequently, if someone doesn't have time, it will be a problem	Addition of and (it seems a translation from L1) A misplacement of also. This can be considered as an addition . Addition of so. it cannot be placed at the beginning of a sentence	Interlingual transfer Interlingual transfer
19	. also home cooked meals typically cost much less than carry out as fast food meals. So cooking at home is always good and healthy than out side.	Also So	. Also, home cooked meals typically cost much less than carry out as fast food meals. To conclude , cooking at home is always good and healthy than outside.	Omission of capital letter comma (translation) Omission of capital letter comma . the position of so . translation)	Interlingual transfer Interlingual transfer
20	Nowadays, university students they don't want attend their classes, and some they attend. The students are responsible of themselves so, if they attend or not this is their problem	, and some so, if	Nowadays, university students don't want attending their classes, but some attend. The students are responsible of themselves . If they attend or not, this is their problem	Mis-selection of the conjunction (addition) Addition of so and a misplacement of the comma (literal translation	Intralingual transfer Interlingual transfer
21	Firstly, I prefer that because I do not have much time for cook, I spend my time for studying, in addition to that, I have some meals I could not prepare them . So that should be easy .but that is not good in another side. Due to spending a lot of money in buying fast food and by time you find yourself isolated from your family. in addition to that , eating out side is not healthy because may be find me vegetables.	, in addition So Due to in another side in addition to that ,	Firstly, I prefer that because I do not have much time for cook, I spend my time for studying. In addition to that, I have some meals I could not prepare them. Therefore, that should be easy, but that is not good on one hand . On the other hand, spending a lot of money in buying fast food and by time, you find yourself isolated from your family. In addition to that, eating out side is not healthy because may be find me vegetables.	The omission of capital letter Addition of so addition Omission (failure to apply a rule) Omission of capital letter .	Intralingual transfer Intralingual transfer Interlingual transfer Intralingual transfer Interlingual transfer

22	I prefer to eat out rather than home But not always because junk food cano̸t be healthy but also from the bright side, sitting in place and you being served is nice also pizza is the Best food aver I can eat it People prefer eating out Because of foods outside more delicious and they dono̸t like to cook since they dono̸t have time because of work.	But not also because also because of	I prefer to eat out rather than home but not always because junk food cano̸t be healthy but from the bright side, sitting in place and you being served is nice. Also , pizza is the best food ever I can eat it People prefer eating out because food is outside more delicious and they dono̸t like to cook since they dono̸t have time	Omission of capital letter (translation) Addition of also Omission Addition of because of	Interlingual transfer Interlingual transfer Interlingual transfer Interlingual transfer
23	I am totally with second why are we obliged to attend classes since we are old enough to know what to do why am I obliged to attend sessions that I do not profit from for me I prefer to do other things rather than attending	For	I am totally with second why are we obliged to attend classes since we are old enough to know what to do why am I obliged to attend sessions that I do not profit from. Therefore, I prefer to do other things rather than attending	mis-selection of conjunction to express result. It is an omission because of literal translation	Interlingual transfer
24	Personally, I prefer eating out. I find fast food restaurants to be more satisfying from all prospects as they take way less time ..I cannot imagine someone could come back home from work. People might complain about the quality of the food offered in restaurant, but recently , this hasn't been a problem		Personally, I prefer eating out. First, I find fast food restaurants to be more satisfying from all prospects as they take way less time .Secondly, I cannot imagine someone could come back home from work. Furthermore, people might complain about the quality of the food offered in restaurant, but recently , this hasn't been a problem	The omission of the sequencers	Interling ual transfer
25	I prefer to eat outside, because the atmosphere helps the appetite especially for those who have eating disorder besides having lunch or dinner in restaurant with friends around rise up your	Besides	I prefer to eat outside, because the atmosphere helps the appetite especially for those who have eating disorder. Besides, having lunch or dinner in restaurant with friends around	Omission of capital letter , comma and a full stop (literal translation from L1)	Interlingual transfer

67

	mood.		rise up your mood.		
26	so when you take the way to The restaurant is not a bad decision unless if you take it much than it need	So when Unless if	To conclude, you take the way to The restaurant is not a bad decision unless you take it much than it need	Omission of conjunction *so* cannot be at the beginning of a sentence (incomplete application of rule) Addition of if	Interlingual transfer Interlingual and intralingual transfer
27	they are obliged to eat out because of their daily program; which make their time more short and the only way is to eat out; some here we faced some problems ;so it is better for the government to make and establish good restaurants that help students the government must set on order to control on restaurants and follow the good way the restaurants must fellow; so, it will be good if that going to happen	; so , ;so ; so,	they are obliged to eat out because of their daily program which make their time more short and the only way is to eat out, so here we faced some problems. As result, it is better for the government to make and establish good restaurants that help students. the government must set on order to control on restaurants and follow the good way the restaurants must fellow. Consequently, it will be good if that going to happen	Addition (problem of punctuation) Literal translation Addition Addition	Interlingual transfer Interlingual transfer Interlingual transfer
28	People tend to eat out more than eating at home. this happen for many reasons: For example; such as university students study almost all the day and we do not have time to go home for lunch meal . so fast food restaurant play an important role to keep our body power mother works from 8 to 12 in the morning the same for her husband so she cannot cook so fast. So they go to buy from restaurant.	:For example; such as . so So	People tend to eat out more than eating at home. this happen for many reasons; for example, university students study almost all the day and we do not have time to go home for lunch meal , so fast food restaurant play an important role to keep our body power . mother works from 8 to 12 in the morning the same for her husband so she cannot cook so fast.Hence, they go to buy from restaurant	Addition of such as Omission of comma Mis-selection of conjunction it is considered an addition (translation)	Interlingual transfer Interlingual transfer Interlingual transfer
29	Today, most of university students believe that attending classes I	So	Today, most of university students believe that attending classes I obligatory and others see	Addition . so cannot be initial position	Intralingual transfer

	obligatory and others see that it is up to the student. So should university students be required to attend classes? Second, for them who see that attending the session it is their choice . because, they believe in online courses and they are includes with those who learn by searching on the net and books í etc.	. because,	that it is up to the student. So should university students be required to attend classes? Second, for them who see that attending the session is their choice because they believe in online courses and they are included with those who learn by searching on the net and books,etc.	Addition of full stop and comma	Interlingual transfer
30	First, restaurants make food more delicious than home made. in addition, eating at restaurants is good to get with familly or friends. and also it give a space to discuss about something in another hand, some people can't cook or they don't know how to cook ,so eat out seems to be the only choice In my opinion, I believe eating at home has more advantages than eating in restaurants because it is healthy and it has a good effects and in addition, it's more cheaper and to save money , finally we can cook what we want and we are not limited by new .	in addition . and also it in another hand, and in addition , finally	First, restaurants make food more delicious than home made. In addition to that, eating at restaurants is good to get with family or friends. Also/ And , it give a space to discuss about something.On the other hand, some people can't cook or they don't know how to cook ,so eat out seems to be the only choice In my opinion, I believe eating at home has more advantages than eating in restaurants because it is healthy and it has a good effects . Moreover, it's cheap and economical .Finally, we can cook what we want and we are not limited by new .	Omission and the capital letter (failure to apply the rule) Addition of *and* double conjunctions instead of using one of them (literal translation from L1) Omission because of overgeneralization (in conclusion, in addition, in fact). Also, it is a translation fromL1 Addition and redundancy *and in addition* Omission of capital letter and punctuation (failure to apply the rule)	Intralingual transfer Interlingual transfer Intralingual transfer Interlingual transfer Interlingual transfer
31	I cannot bear the pain fast food will cause to me at the same time it does not mean that I cannot eat outside when needed, but fast food is not healthy, however, there are many delicious plats here. but all this is out	But	I cannot bear the pain fast food will cause to me , neverthless it does not mean that I cannot eat outside . Fast food is not healthy, however, there are many delicious plats here although all this is out of my daily routine	Omission (translation from L1) Omission (translation from L1)	Interlingual transfer Interlingual transfer

	of my daily routine			
32	We all end up in the same situation where some of us think that attending classes is a must and others think the opposite so are we requested to attend classes? On the other hand students nowadays are dealing with much issuesnot only they have to overcome their mental disabilities	so On the other hand	We all end up in the same situation where some of us think that attending classes is a must and others think the opposite. A question is raised are we requested to attend classes? On the other hand , students nowadays are dealing with much issuesnot only they have to overcome their mental disabilities	Addition (literal translation from L1) Omission of comma because of incomplete application of the rule.	Interlingual transfer Intralingual transfer

الملخص

.

.

.

.   245

.

.

.

.

الكلمات المفتاحية: .

RÉSUMÉ

La présente étude vise à étudier l'effet de l'interférence interlangue sur l'utilisation de la coordination et de la subordination au niveau des phrases dans l'écriture des étudiants de troisième année õLicenceö Anglais à L'Université Kasdi Merbah à Ouargla en appliquant une analyse des erreurs comme une technique. Une approche analytique descriptive est adoptée avec une analyse quantitative-qualitative des données. Ces derniers sont obtenus à partir d'un examen écrit d'un essai argumentatif. Trente-deux étudiants de troisième année en Licence Anglais à L'Université Kasdi Merbah de Ouargla ont été sélectionnés comme échantillon. L'analyse était basée au nombre des fréquences de l'apparence des signaux explicites de subordination et de coordination. Ensuite, les types et les sources d'erreurs de subordination et de coordination ont été identifiés. Les résultats ont révélé que les étudiants de troisième année õLicenceö Anglais utilisent boucaux plus la coordination contre une utilisation insuffisante de la subordination. L'omission et l'addition sont les erreurs fréquentes qui sont commises par les étudiants de troisième année õLicenceö Anglais quand ils écrivent. Aussi, le transfert interlangue est la principale source d'erreurs. L'interférence des langues empêche les étudiants d'écrire d'une façon appropriée à la subordination et à la coordination dans leur rédaction en L2. A partir de ces résultats, un certain nombre de recommandations et d'activités de rédaction ont été proposées.

Les mots clés: interférence, subordination, coordination, les erreurs, la phrase.