

Disjuncts and Conjuncts: A Syntactic Type of Study to Evaluate Kurdish Students' Writing in English (At University Level)

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Abstract

The principal concern of this study is Disjunct and Conjunct adverbials in the English language. The study sets out to explore and clarify the types, nature and structure of disjuncts and conjuncts. It also aims at testing student's performance to evaluate the use and usage of the disjuncts and conjuncts in their written performance. Two tests, accordingly, were given to some fifty students of at the Dept. of English, at the college of languages (third and fourth stages) in the University of Sulaimani. The hypothesis that the study was based on are those students use disjuncts and conjuncts hardly enough in their writings and when doing so, they generally tend to stick only to the most commonly used and familiar ones to them. The ultimate findings of the study show that this hypothesis is proved.

General Introduction

This study deals mainly with *Disjunct* and *Conjunct* adverbials in the English language and the problems which Kurdish students face as foreign or second language learners when using these adverbials in their written performance.

The significance of this study lays in the fact that it would guide the reader to some extent to the nature and structure of disjuncts and conjuncts which are multifunctional tools in discourse. Disjuncts have primarily non- connective function while conjuncts have primarily connective function. Besides, their importance in conveying specific meaning in discourse, some have an important role in cohesion and linking the utterance in which they occur into the preceding discourse and others are important to the interactive nature of conversation. Another objective of this study is to investigate the Kurdish students' ability in using English disjuncts and conjuncts in their written

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performance and the difficulties they meet both in comprehension and production of these adverbials.

The study will be limited only to disjunct and conjunct adverbials in the English language. The hypothesis that the study was based on was that students use these adverbials hardly enough in their writings and when doing so, they generally have a tendency to use only the ones they are most familiar to. Two factors were taken into account in considering the difficulties met by Kurdish students in using disjuncts and conjuncts. The first one is mother tongue interference and the second one is some deficiencies in language teaching methods used by English teachers. In conclusion, the ultimate findings of the study show that this hypothesis is proved.

This study encompasses of two parts. Part one is the theoretical part and part two is the practical part.

Part one consists of three chapters. Chapter one and two are about disjuncts and conjuncts respectively while chapter three deals with comparison among different classes of adverbials and articles.

Part two is the practical part which consists of one chapter, i.e. chapter four. This part includes data collection, data analysis, findings and recommendation. The data was collected through written tests given to 50 students (third/& year classes) at the college of languages - Department of English in the University of Sulaimani. The Test is certified by both *Dr. Suhair Safwat*, a lecturer at the Department of English/College of languages in the University of Sulaimani and *Saza Ahmed Fakhry*, Assistant Lecturer at the Department of English/College of languages in University of Sulaimani.

Details of data analysis supported by tables and percentages of the students' performance are provided in appendix 1. This is, of course, followed by summing up and findings of the study with recommendations for both learners and teachers. Sample of the test is given in (appendix I) .

CHAPTER ONE: DISJUNCTS

1.1. Introduction:

An adverb may have the role and function of adverbial, a constituent distinct from subject, verb, object and complement ,(Quirk, et al., 1973). Some are integrated within the structure of the clause; others are not. Three groups of such adverbs are

recognized by most grammarians: *Adjuncts*, *Disjuncts* and *Conjuncts*. The focus of this study is on the two latter types namely: *Disjuncts* and *Conjuncts*.

1. 2. Disjuncts:

In order to be clear in this study and not to confuse the reader, it is necessary to present the alternative terms of disjuncts.

1.2.1. Alternative Terms of Disjuncts

Not all grammarians use similar terms for disjunct adverbials. The following alternative terms are also used instead:

- Alexander (1997: 142) calls these adverbs and adverbial phrases as "***Viewpoint or Sentence Adverbials***".
- The alternative term used by Hartmann (1976: 49) for the *Sentence Adverbials* is "***Sentence Modifier***".
- Biber, et al. (2000) uses "***Sentence Adverbials***".
- Gramley & Patzold (1992: 133) also call these adverbials, "***Sentence Adverbs***" while Tipping (1959: 231) uses "***Sentence Adverbials***".
- Swan (2005: 17) uses ***Comment Adverbs***.
- Thomson and Martinet (2001) use the term "***Sentence Adverbs***".

1.2.2. Adding Comments

People, as stated by Crystal (2004: 229), often wish to make a comment or express an attitude about what they say or the way they are saying it. An important role in this regard is played by a type of adverbials called disjuncts. Some disjuncts convey the speaker's comment about what is being said and others ,comment on the truth or value of a clause or sentence. Disjuncts may be words or phrases or clauses. Most disjuncts are seen by Quirk (1989: 242) to be prepositional phrases or clauses, e.g.:

- (1). *In all fairness*, she did try to call the police. (Quirk, et al., 1985: 657)
- (2). *As a rough approximation*, you can expect a group of fifteen. (Quirk, et al., 1985: 616)

1.2.3. Adverb as Adverbial

Quirk & Greenbaum (1989: 126) state that an adverb may function as adverbial, and mention three classes of adverbials, which are recognized as exemplified below; however this classification as stated by Chalker (1987: 190) was not made in much Traditional Grammar, thus requiring novel terminology:

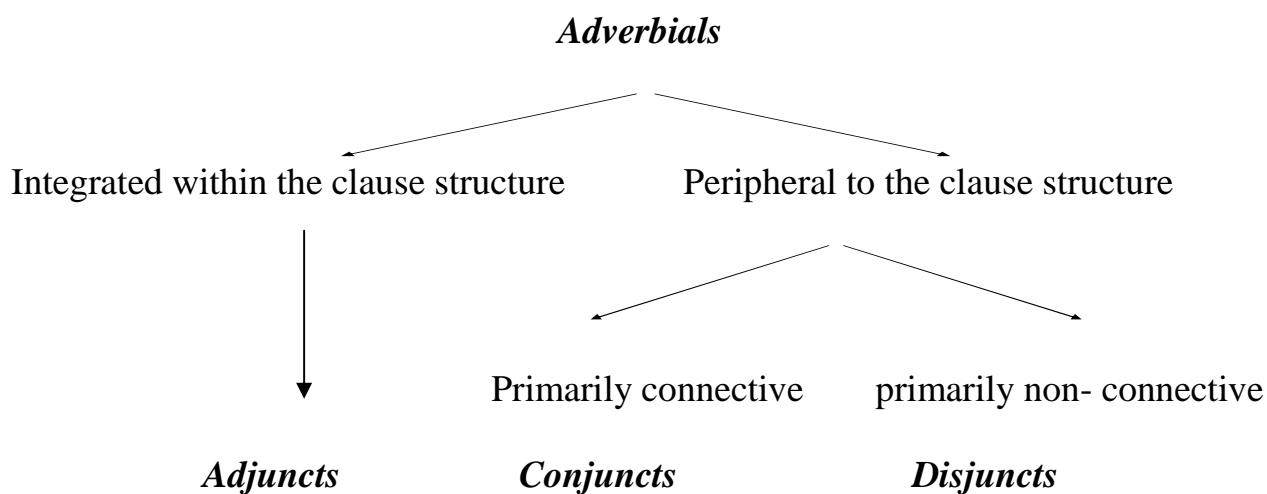
Adjuncts, Disjuncts, and Conjuncts.

Figure (1): Adverbials Diagram from (WWW. MMLLDC.Org / P. 2: 17/04/08)

1.2.4. Disjuncts:

Disjuncts, as Crystal (2003: 84) views them, are a group of optional structure whose function is to add parenthetical comment to the clause in which they occur and which play an important role in ensuring the smoothness and natural flow of conversation.

These adverbs, as viewed by Tipping (1959: 231), are said to modify the whole sentence in which they occur, rather than a particular word in that sentence (e.g. verb, object, etc.). They are, hence, called *Sentence Adverbs/Adverbials*.

Ordinary adverb

(3). Do it *now*.

Sentence adverb

Now this is a true story

Nash (1986: 37) also confirms this fact and adds that Disjuncts are defined as being parenthetical, i.e. not integrated within the clause whose meaning they qualify. He gives the following examples to compare the use of "amazingly" as an adverb in the first example and as a disjunct in the second:

(4). He cycled across the Sahara *amazingly*. (i.e. in an amazing manner)

(5). *Amazingly*, he cycled across the Sahara. (i.e. I am amazed by this)

1.2.5. Types of Disjuncts

As classified by Crystal (2004: 229), disjuncts are divided into two major types which are furthermore sub classified into other groups:

a. Style Disjuncts

b. Content Disjuncts

1.2.5.1. Style

Style Disjuncts convey the speaker's comment about the style or form of what is being said - expressing the conditions under which the listener should interpret the sentence. Greenbaum & Quirk (1991: 181) give the following example to compare:

- (6). a. Mr. Forster neglects his children.
 b. *From my personal observation*, Mr. Forster neglects his children.

More examples of the use of style disjuncts are provided by Quirk & Greenbaum (1989: 242):

- (7). *Seriously*, do you intend to resign?
 (8). *Personally*, I don't approve of her.
 (9). *Strictly speaking*, nobody is allowed in here.

The relationship of a style disjunct to its clause can be expressed by a corresponding clause in which a verb of speaking is present, the subject of which is (I). Thus some times the disjunct has a full clausal form e.g. in:

- (10). Frankly, I am tired.
 "Frankly" is equivalent to "I tell you frankly" or "I say frankly". If the clause is a question, the disjunct may be ambiguous. That is, the adverbial may correspond to "*I ask you frankly*" or to the more probable "*Tell me frankly*" Quirk, et al. (1985: 615).
 Adverbs commonly used as style disjuncts include the following subclasses, Quirk, et al. (1985: 615-16):

Type (a): Modality and manner

The below-mentioned Disjuncts are grouped under modality and manner:

Candidly, flatly, honestly, seriously, strictly, truly, trustfully, confidentially, roughly, in short and simply. For example:

- (11). I don't want the money, *confidentially*.

This type of style disjuncts can also come in the form of prepositional phrases and clauses. For example:

- (12). *In short*, he is mad but happy.
 (13). *Putting it bluntly*, he has little market value.

Type (b): Respect

Disjunct adverbials of this type include the following:

Figuratively, generally, literally, metaphorically, and strictly. For example:

- (14). *Generally*, the rainy season has already begun by September.
 Frequently respect disjuncts can come in the form of longer phrases or clauses. For example:
 (15). *Generally speaking*, the rainy season has already begun by September.
 (16). *If I may say so/with respect*, none of you are competent to make the legal judgment required

For some adverb phrases, Quirk, et al (1985: 617), as style disjunct, there is a sense corresponding to them in other structure. For example, in place of "frankly" in:

- (17). *Frankly*, he has not a chance.

We could put:

- Prepositional phrase : in all frankness
- Infinitive clause: to be frank, to speak frankly, to put it frankly.
- -ing participle clause: frankly speaking, putting it frankly.
- -ed participle clause: put frankly.
- Finite verb clause: if I may be frank, if I can speak frankly, if I can put frankly.

However, not every style disjunct will allow such a full range of structures.

1.2.5.2. ***Content***

Content Disjuncts (also called *Attitudinal Disjunct*), as explained by Quirk & Greenbaum (1989: 243), convey the speaker's comment on the content of what he is saying. They can generally appear only in declarative clauses:

(18). *Obviously*, nobody expected as to be here today.

Eastwood (2000: 276) agrees with Quirk, et al. (1985) in saying that the content disjuncts like: "surprisingly", "fortunately", and "luckily" are possibly used to make an "evaluation" and "comment" on what we are saying:

(19). The newspaper was not interested in the story, *surprisingly*.

Content disjuncts can also be realized by prepositional phrases and clauses:

(20). *To my regret*, he did not accept our offer.

(21). *What is even more remarkable*, he manages to inspire confidence in the most suspicious people.

Greenbaum & Quirk (1991: 183) state that Content disjuncts may be of two kinds:

A/ Relating to certainty.

B/ Relating to evaluation.

A/ Certainty: These disjuncts comment on the truth value of what is said, firmly endorsing it, expressing doubt, or posing contingencies such as conditions or reasons. For example:

(22). The play was {
undoubtedly
apparently
perhaps} written by Francis Beaumont.

B/ Evaluation: These disjuncts express an attitude to an utterance by way of evaluation. For example:

(23). *Wisely*, Mrs. Jensen consulted her lawyer.

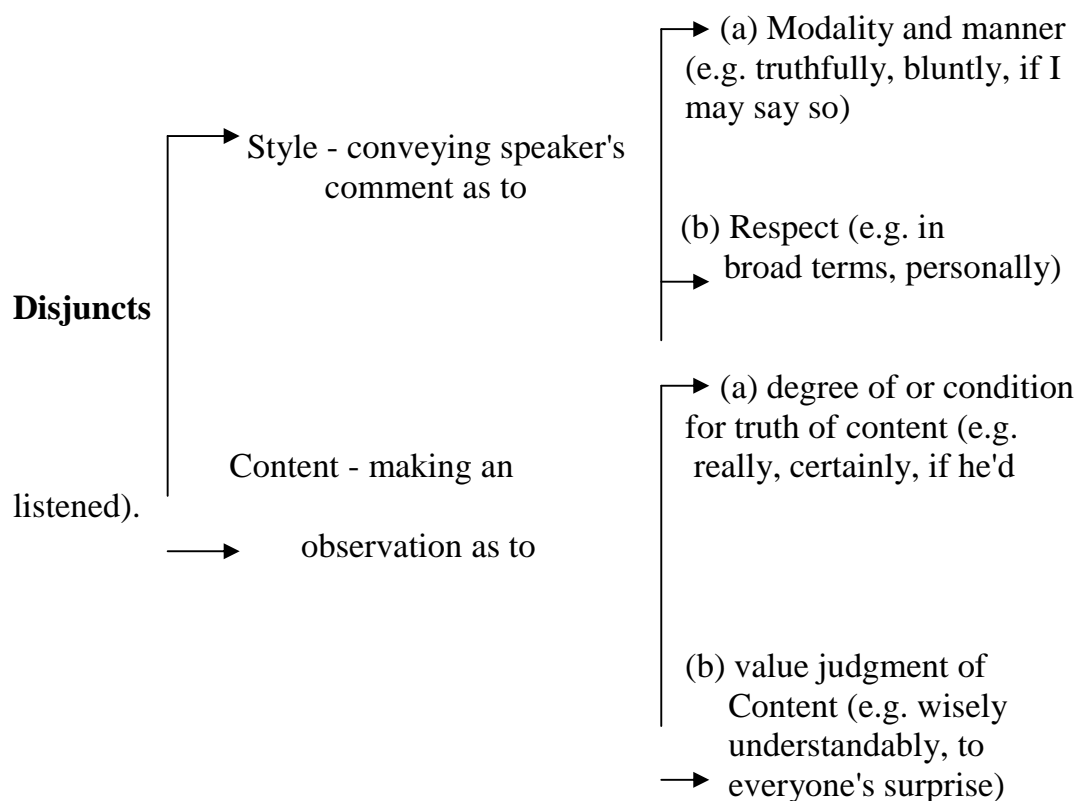


Figure (2): Style & Content Disjuncts as presented by Quirk, et al. (1985: 615)

1.3. Disjuncts: Semantics and Syntax

There are a number of aspects related to different meanings that disjuncts adverbials can convey the syntactic forms of disjuncts and their distribution in sentences. This is in addition to presenting some syntactic functions and properties of these adverbials.

1.3.1. Semantic Categories of Disjuncts

Detailed semantic classification of disjuncts is provided by Biber, et al. (2000: 854-855) as exemplified below:

- **Doubt and certainty:** *no doubt, certainly, perhaps, of course, I guess,... etc*
- **Actuality and reality:** *in fact, really and actually.*
- **Source of knowledge:** *evidently, according to, as Mr. John notes,... etc*
- **Limitation:** *in most cases, mainly, typically, generally, largely, ...etc*
- **Viewpoint or perspective:** *in our view, in my opinion, ... etc*
- **Imprecision:** *like, sort of, if you can call it that, about, roughly,... etc*
- **Attitude:** *fortunately, as you might guess, to my surprise, hopefully,... etc*
- **Style:** *honestly, frankly, confidentially, figuratively speaking, in short,... etc*

Other grammarians, like Alexander (1997: 326), use other headings for these groups:

- **I don't want you to repeat this:** *between ourselves, and in strict confidence*
- **It is just as I expected:** *characteristically, logically and typically.*

Semantically, Espinal (1991: 756), views disjuncts as comments on what is said in the sentence. She states that:

"Appositive adjectival phrases are licensed as comments on some conceptual constituents of the host conceptual structure. Disjunct Noun Phrases are licensed as comments that allow the identification of the hearer or the identification of the speaker-hearer relationship; certain adverbs are licensed as comment on the speaker's or the hearer's attitude towards the speech act: other parenthetical (such as discourse adverbials and discourse prepositional phrases) are licensed as comments that introduce constraints on implicatures".

She gives the following examples to compare:

- (24). a. *Confidentially*, Maria has left home, and her eldest sister has set up in business.
 b. Maria has left home and, *confidentially*, her eldest sister has set up in business.

In example (24a.), the speaker is telling a secret to the hearer, the fact that Maria has left home. In (24b), on the contrary, the utterance in the second proposition could be old information. Therefore, she argues that when the sentence and the adverb are combined, this would not result in any change in the meaning of neither the adverb nor the sentence. What really changes is the pragmatic or the conceptual consideration⁽¹⁾.

1.3.2. Syntactic Realizations (forms) of Disjuncts

Disjuncts, Biber, et al. (2000:861-62) argue, are realized by a variety of syntactic forms. The forms are exemplified below:

1. Single Word Adverb

(25). They had *evidently* been too scared of their autocratic director to record such an unlikely phenomenon.

2. Adverb Phrase:

(26). But *quite frankly* I can't see myself ever getting-given the same sort of circumstances.

3. Prepositional Phrase:

(27). His bedside manner was, *in a word*, menacing.

4. Noun Phrase:

(28). Some will *no doubt* accuse Jar man of shock tactics along Warhol lines.

5. Finite Clause:

(29). Well, then, I have come here to heal myself, *if you like to put it that way*.

Note (1): See Practical English Grammar by Thomson and Martinet (2001: 58-59).

6. Non-finite clause:

(30). *Based on studies of crop plants and native species grown under controlled conditions*, root growth often responds at least as much, and perhaps more, to elevated carbon dioxide than does shoot growth.

Espinal (1991: 726-27) suggests even some more representative examples of Disjuncts:

- Disjunct Sentence:

(31). Peter will get married next Sunday, *I guess*.

- Combined Disjuncts:

(32) The manager has gone, *I think-that's life!* - to another company.

1.3.3. Distribution of Syntactic Forms

According to corpus findings, as Biber, et al. (2000: 862) present, the distribution of disjunct syntactic forms in the four registers (conversation, fiction, news and academic prose) would be as indicated below:

1. "Single Adverbs" show the highest percentage of Disjuncts.
2. "Finite Clauses" are the second most common structural form of disjuncts in conversation and fiction.
3. "Prepositional Phrases" are the second most common form in news and academic prose.

1.3.4. Syntactic Functions and Properties of Disjuncts:

Quirk, et al. (1985: 730) give some properties of disjuncts and state that:

- Generally speaking, adverbials are optional. They can be added to or removed from the clause without affecting the grammaticality and the relationship between structure and meaning in the host clause.
- At the general level, they do not have the syntactic features that other clause elements have.

Espinal (1991: 735) also mentions that:

"Disjunct constituents are units of information linguistically disassociated from the proposition with which they have to be interpreted at the moment of utterance processing, yet they contribute to the final interpretation of the whole utterance".

Espinal (1991: 729-35, 758-59) summarizes a number of properties of Disjuncts; below are some of them:

A/ Disjunct constituents cannot be the focus of a cleft sentence because they are not constituents of any sentence. They are independent structures:

- (33). a. * It is *confidentially* that John committed suicide.
 b. It is *deliberately* that John committed suicide.

B/ Because Disjuncts cannot be a focal, they cannot be questioned:

- (34). a: Beth is, *honestly*, my worst neighbor.
 B: How is that?
 A: a. * *Honestly*.

b. Because she is always criticizing everybody.

The questioning of any disjunct constituent is only legitimate in echo-questions:

(35). A: Next morning- *I thought*- I would return the keys.

B: You thought?

These two points (A and B) are also stated by Quirk, et al. (1985:205). However, as Quirk, et al. (1985: 494) state, while many disjuncts are freely placed at medial position in *positive sentences*, they must be at IM in *negative sentences*, (*i.e. initial medial*). Please compare:

(36). a. They can probably find their way here.

b. * They can't probably find their way here.

b. They probably can't find their way here.

C/ Most the disjunct constituents are unaffected by negation and other operators of the associated main clause:

(37). *Personally*, I do not wish him any harm.

D/ Whenever an element is added to or deleted from either the host or the disjunct structure, this would not affect the grammaticality or the meaning of the rest of the syntactic structure:

(38). a. *Frankly*, we must leave before 5 o'clock.

b. *Frankly*, we must leave for the station before 5 o'clock.

(39). a. The mechanic, *who incidentally is an excellent person*, hasn't repaired the car yet.

b. The mechanic, *an excellent person*, hasn't repaired the car yet.

E/ Two or more disjunct constituents can co-occur with a host structure because of their syntactic independence of that structure⁽²⁾.

(40). *Generally speaking*, *there is no doubt* the work needs more follow up.

To conclude, disjuncts, for Espinal, are syntactically separate from the proposition with which they have to be interpreted. Yet, they contribute to the final interpretation of the whole utterance. She (ibid: 740) also states that "Hageman assumes that all parenthetical adverbials are modifiers and that this modification relation is established not in the syntax but at the level of utterance interpretation".

1.4. Other Discourse Functions of Disjuncts: COHESION

Disjuncts can be multifunctional in discourse, as Biber, et al. (2000: 874-75) illustrate. In addition to conveying style and attitudinal meaning, disjunct adverbials have several other discourse functions.

Some disjuncts have an important role in *cohesion* and linking the utterance in which they occur into the preceding discourse. Others are important to the interactive nature of conversation. For example:

Note (2): Please read chapter two of this study for information about Co occurrence and Position of Conjuncts.

- "*no doubt/of course*" can show shared familiarity with the interlocutor:

(41). But *no doubt* we'll have a few showers.

- "*perhaps*" can soften a suggestion:

(42). And then you could *perhaps* – tinkle the ivories.

Disjuncts as *Cohesive Signals* are further discussed by Thompson and Zhou in a more detailed way. In their approach, different cases are presented where disjuncts contribute directly and unambiguously to Cohesion. Several of these signals or relations are mentioned below⁽³⁾:

- ***Concessive Relations:***

A group of Disjuncts may function to build a concessive relation between clauses, for example:

(43). And who in the world could possibly make a mistake about a thing like that? *Admittedly* it was painted white, but that made not the slightest difference.

Here "*Admittedly*" is to imply that negotiation is going on between the writer and the reader on an imagined objection from the interlocutor.

- ***Expectancy Relations:***

There are some disjuncts which function independently and that can be replaced or reinforced by a conjunct. But in their use they do not need support from a conjunct and when they are removed, they would often result in a sense of incoherence. The disjunct "unfortunately" is one that belongs to this group. It denies the positive expectations raised by the preceding discourse, e.g.:

(44). Our intelligence was almost always better than that of the British. *Unfortunately*, Washington's judgment sometimes disallowed facts.

- ***Hypothetical-Real Relations:***

Disjuncts can be used to pre-signal explicitly that a proposition is hypothetical, e.g.:

(45). I allowed Jefferson to think that I favored his so-called principles. *Actually* I have always preferred a judiciary independent of the other two branches of government.

- ***Alternative Relations:***

In this case, two or more clauses are to be interpreted as alternative possible interpretations of the same event. This relation falls under the semantic of "or", e.g.:

(46). There are always police sirens going and army jeeps roaring past. *Maybe* they are coming to break up the lecture. *Maybe* they are shooting our friends. We don't know.

Note (3): For more detail and discussion on these relation types please visit (www.Liv.ac.uk/geoffry/evaluate.htm.)

CHAPTER TWO

CONJUNCTS

2.1. Introduction:

In general, conjuncts are adverbials that introduce link between the sentence they occur in and what has already been said, i.e. the preceding context. They are necessary to maintain cohesion and coherence in both speech and writing.

2.2. Conjuncts

For the purpose of clarity in this study and not to confuse the reader, it is necessary to start with the alternative terms of conjuncts.

2.2.1. Alternative Terms of Conjuncts

Not all grammarians use similar terms for the adverbials. The following alternative terms are also used instead:

- Crystal (1992: 79) states that conjunct Adverbs are sometimes called "*Conjunctive Adverbs*".
- Biber, et al. (2000) use the term "*Linking Adverbials*".
- Murcia & Freeman (1999) use "*Conjunctive Adverbials*".

2.2.2. Conjuncts: Definition

Conjuncts, as defined by Crystal (2004: 207) ,are a class of words whose main function is to link independent grammatical units, such as clauses, sentences and paragraphs; for example *meanwhile*, *however* and *otherwise*. In traditional grammar these words were called adverbs.

Biber, et al (2000: 133) state that conjuncts are important devices for creating textual cohesion as they express the type of connection between clauses. They are more peripheral to the rest of the clause structure in which they occur than Adjuncts adverbials and they do not form part of the sentence. They have a more primary connective function rather than adding additional information to the clause. They share some characteristics with Disjunctive in that they are mobile and often prosodically and orthographically separated from the rest of the clause, moreover they cannot be elicited by question forms.

Conjuncts adverbials should be distinguished from coordinators ⁽⁴⁾. They are adverbials whose function is to connect units of discourse of different size (sentences, units larger than sentences or to-clause) to a preceding main clause.

Note (4): For more details in this regard, please read the section under more than one class in chapter 3 of this study.

2.3. Conjuncts: Semantics and Syntax

2.3.1. Semantic Categories of Conjuncts

Biber, et al. (2000: 875-79) and Quirk et al. (1985: 634-36) give six different relationships expressed by conjunct adverbials:

1. Enumeration and Addition: Conjuncts can be used for the enumeration of pieces of information and for adding items of discourse to one another⁽⁵⁾, such as: *first(ly)* and *second(ly)*, *one*, *two*, *three*, *a*, *b*, *c*, *first of all*, *to begin with*, *then*, *to conclude*, *finally*, *in the same way*, *further*, *above all*, ...etc.

2. Summation: These include: *in sum*, *altogether*, *then*, *to conclude*, *overall*, *in conclusion*, and *to summarize*.

3. Apposition: These include: *which is to say*, *in other words*, *i.e.*, *that is*, *for example*, and *e.g.*

4. Result/Inference: These include: *therefore*, *consequently*, *thus*, *as a result*, *so*, *hence*, *in that case*, *otherwise*, *then* and *in consequence*.

5. Contrast/Concession: These include: *on the other hand*, *in contrast*, *alternatively*, *though*, *anyway*, *yet*, *conversely* and *after all*.

6. Transition: These include, as stated by Greenbaum & Quirk (1991: 186), *Discourse*, e.g. *incidentally, by the way, and now* **and Temporal types**, e.g. *meanwhile, meantime, originally, subsequently and eventually*.

2.3.2. Syntactic Realizations (forms) of Conjuncts

The forms are exemplified below, Biber, et al. (2000: 884):

1. **Single adverbs:** *however, nevertheless, so, though and therefore*.
2. **Adverb phrases:** *even so, first and foremost and more precisely*.
3. **Prepositional phrases:** *by the way, in conclusion, and on the other hand*.
4. **Finite clauses:** *that is and that is to say*
5. **Non-finite clauses:** *added to that and to conclude*

2.3.3. Distribution of Syntactic Forms

The two registers: *conversation* and *academic prose* are considered, by Biber, et al. (2000: 884), as related to the most frequent use of conjuncts.

Corpus findings show that:

- In both *conversation* and *academic prose*, the majority of conjuncts are realized by "Single Adverbs".
- In *conversation*, almost all conjuncts are "Single Adverbs". The most common of these (ibid, 886) are *so, then, anyway* and *though*.
- In *academic prose*, "Prepositional Phrases" are also common as conjuncts.

Note (5): These groups of adverbials are mentioned as separate classes under the title "LISTING" by Quirk (1985: 634) i.e. making the groups seven ones.

2.3.4. Syntactic Functions and Properties of Conjuncts:

Quirk, et al. (1985: 1068-67 & 631-32 & 646-47) gives some syntactic status of conjuncts as summarized below:

A/ they are peripheral to the clause, occur and have a super ordinate role as compared with other clause elements, e.g.:

(47). *since she ran out money*, she had to defer buying a new car.

B/ They cannot be the focus of a cleft sentence, e.g.:

(48). * It is *nonetheless* that you should send her the agenda.

C/ They cannot be the basis for contrast in alternative interrogation or negation:

(49). * should you send her the agenda *nonetheless* or *therefore*?

D/ They cannot be focused by Subjuncts ; and

E/ They cannot come within the scope of predication pro-forms or ellipsis.

(50). * you should **only** <*nonetheless*> send her the agenda.

F/ Whereas in the case of Disjuncts we related them to the speaker's comment on the accompanying clause, we relate conjuncts to the speaker's comment in his assessment of how he views the connection between two linguistic units (i.e. sentence, paragraph or even larger parts of a text) or even constituents of a word:

(51). the patient was carefully observed in the pre- and *likewise* <post>- operative phase of treatment.

G/ Like Disjuncts, some conjuncts can often be seen as equivalent to adverbials in clauses having the speaker "I" as subject:

(52). I tell you *in addition* that she has written

H/ Some conjuncts include a pronominal reference to the unit which is to be related:

- In addition to *this* (i.e. what I have mentioned)
- First of *all* (i.e. of what I shall list)
- Best of *all* (i.e. of what I have listed)
- For all *that* (i.e. what I have said)

I/ Conjuncts cannot serve as a response to a question, whether a *WH*-question or a *yes-no* question, even when they are accompanied by *yes* or *no* (www.MMLLDC.org):

(53). I sent him a personal invitation. He will *therefore* be there tomorrow.

A: *Will he be there tomorrow?* B: *Yes, ***therefore***.

J/ Except for "*only and somehow*" conjuncts can occur in questions. For example:

(54). *Anyway*, do you know the answer?

(55). Did he, *in other words*, cheat his employer?

The same is true for indirect Questions:

(56). He asked whether they would *nonetheless* remain.

But conjuncts restricted to the initial position are excluded:

(57). * He asked whether *so* they would say.

K/ Most conjuncts can occur freely in imperative sentences; this is not true for most Disjuncts:

(58). *All the same*, try to explain it.

L/ There are severe constraints on the grad ability of conjuncts; again this is not true for Disjuncts: * *very incidentally* or *accordingly enough*.....

But there are some examples for conjuncts intensified by "*quite*" as below:

(59). I hoped he would go early but, *quite on the contrary*, he stayed till midnight.

M/ Conjuncts can express relations between two clauses even where one is subordinate to the other:

(60). I will see him tonight because he will *otherwise* feel hurt.

2.4. Co occurrence and Position of Conjuncts

As exemplified by Quirk et, al. (1985: 642):

- Conjuncts co-occur with conjunctions following them immediately: ***and so or else and but instead***. In these cases, the conjuncts function is to give more orientation to the conjunctions they are following.
- Moreover, different classes of conjuncts can co-occur within the same sentence without being ungrammatical, e.g.:

(61). *And so* {resultive} *all in all* {summative} you think that despite her illness she has *nonetheless* {concessive} made a good impression at the interview.

- A conjunct can co-occur with one or more from the same class:
(62). But *yet, even so*, she has done well, *all the same*.

CHAPTER THREE

COMPARISON BETWEEN DIFFERENT CLASSES

3.1. Introduction

This chapter focuses on clarifying similarities and differences between different classes of adverbials and articles. Details of some of the sections which are given in the original copy are omitted in this copy because of space limit.

3.2. More Than One Class

3.2.1. Style Disjuncts VS. Content Disjuncts

As given by Quirk, et al. (1985: 1072), semantically style disjuncts are differentiated from content disjuncts in that they generally imply the verb of speaking and the subject "I" and those they implicitly refer to the circumstances of speech act, while the content disjuncts refer to the content of the matrix clause.

The style disjuncts are therefore more peripheral to their super ordinate clause than the content disjuncts:

(63). Elizabeth enjoyed last night's concert *although part of the programmed included Wagner*.

(64). Elizabeth enjoyed last night's concert, *since her brother told me so*.

The reason given in example (63) refers to the content of the matrix clause, but the one mentioned in (64) refers to the speaker's comment that (I tell you this since her brother told me so).

Another point which is mentioned earlier is that style disjuncts are always separated by intonation and punctuation from the matrix clause:

(65). *Before you leave*, where can I reach you?

3.2.2. Disjuncts VS. Conjuncts

Conjuncts, from (www.MMLLDC.Org: 17/04/2008), are distinguished from disjuncts because they have primarily a connective function. Conjuncts cannot serve as a response to a question, whether a *WH*-question or a *yes-no* question, even when they are accompanied by *yes* or *no*. On the other hand, disjuncts can serve as response to a *yes-no* question, though usually they require to be accompanied by *yes* or *no*. For example, "*probably*" in the example below is a disjunct, since it can be a response:

(66). He will *probably* be there tomorrow.

A: Will he be there?

B: Yes, *probably*.

In contrast, "*therefore*" in the following example is a conjunct:

(67). I sent him a personal invitation. He will *therefore* be there tomorrow.

We cannot use "*therefore*" in a response:

A: Will he be there tomorrow?

B: *Yes, *therefore*.

However, some disjuncts as mentioned by Biber, et al. (2000: 858) may have the connective function of conjuncts. For example, "*in fact*" besides working as a disjunct to show actuality, it can work as a conjunct to connect the sentence in which it occurs to a preceding one:

(68). Men's legs needn't be the same length. *In fact*, very few people's legs are exactly the same length.

3.2.3. *Criteria for Disjuncts and Conjuncts.*

The following three statements (quoted from www. MMLLDC. Org) can be true for both disjuncts and conjuncts:

1. They can appear initially before a negative clause.
2. They cannot be contrasted with another adverbial in alternative interrogation.
(69). *Does he write to his parents *since he wants to* or does he write to them *since he needs money*?
3. They cannot be contrasted with another adverbial in alternative negation, e.g.:
(70). *We didn't go to Chicago, *to John's amazement*, but we did go there, *to Mary's amazement*.

3.3. *Constraints on Co occurrence*

The principle of co occurrence, as presented by Quirk, et al. (1985: 648), says that only one member of any one class of adverbial can co-occur in a clause with a member of any other class.

3.4. *Relative Positions of Adverbials*

Quirk et, al. (1985: 650-51) state that though it is reasonable to suggest that both end and initial positions are appropriate locations for peripheral adverbs, it should be noted that end position is not a position frequently occupied by disjuncts and conjuncts and adverbials are not to be clustered in a single position. It is preferable to distribute them and put one at the initial, one in the medial and a third at the end position. But if adverbials of different classes are wanted to be juxtaposed, they are to be done at the *end position* in the following order: **Adjunct – Conjunct – Disjunct**

CHAPTER FOUR

DATA ANALYSIS And FINDINGS

4.1. Introduction:

This chapter is the practical part of this study. It compasses both data collection, data analysis and the findings. The data were collected through written tests given to 50 students (third/fourth year classes) at the college of languages - Department of English at Suleimani University.

It was preferred to give the students two written tests , the first test is to investigate their comprehension and the second is to investigate their production:

1. The first test was a *comprehension test*. The text is entitled as "**THE OPEN UNIVERSITY**", the original copy was taken from "www. MMLLDC. org". Some modification has been made in the text to meet the necessity of the test and the study. The students were asked to underline the Disjunct and Conjunct Adverbials given in the mentioned text.
2. The second test was a *production test*. It was designed mainly to measure the students' performance and actual use of "Disjuncts and Conjuncts" in their writing. As such, a previous explanation of these adverbials has been given to only one of the groups – fourth class (not both of them) in advance. Then the same group of the first test was asked to write a 150-200 word essay to comment on one topic chosen from a number of choices given in the test⁽⁶⁾.
In a later stage, the students' comprehension and production of Disjuncts and Conjuncts were analyzed and the statistic results of both tests are presented.

It is worth mentioning that the overall achievement of the first group (third class) was generally lower than that of the second group (fourth class). This is obviously, due to the fact that they were not briefed about the subject before the test and most of the students were already unfamiliar with the terms "Disjuncts" and "Conjuncts".

Note (6): It is worth mentioning that this test is Certified by Dr. *Suhair Safwat*, a lecturer at the Dept. of English/College of languages in University of Suleimani and *Saza Ahmed Fakhry*, Assistant Lecturer at the Dept. of English/College of languages in University of Suleimani.

4.2. The Modal Adopted:

Quirk, et al. (1985) is basically taken as the modal adopted for the present research. So the terms "Disjuncts and Conjuncts" are used in the tests. The disjuncts used are of two types: *Style* and *Content Disjuncts*. As far as the conjuncts are concerned, several types of conjuncts from the general semantic categories are chosen and included in the test.

4.3. The Sample of the Test:

A sample of the test and Data Collection Form is provided in *Appendix I* – at the end of this study. As far as the test is concerned, statistical results and percentage of the successful and faulty identification of Disjuncts and Conjuncts and the strategies used by learners are given below .

4.4. Data Analysis:

The analysis of the two tests are presented with detailed presentation of percentages of the students' successful and unsuccessful answers.

4.4.1. The Analysis of the First Test:

Because of the space limit, only two examples of the analysis of the disjuncts and conjuncts used in the first test are presented. The analysis of the rest of the Disjunct and Conjunct adverbials are available, more information is provided in this regard in part 4.5 (*Findings*).

Disjuncts:

1. **"Amazingly"**: "*Amazingly, in 1963 the leader of the labour party made a speech explaining plans for a "University on the air"*".
Out of fifty students, thirty eight (i.e. 76%) succeeded in underlying this disjunct. Twelve students (i.e.24%) failed to identify it. (See table 2a). Concerning the strategies used by the learners, four (i.e. 8%) of the twelve unlucky students underlined the following words (in 1963) with "amazingly". This might suggest that there is a negative transfer within the target language (i.e. overgeneralization) and that they were unable to differentiate between this adverbial and the date.
Eight learners (i.e. 16%) left the sentence without identification.
2. **"Fortunately"**: "*Fortunately, the Open University has been a great success"*.
3. **"Surprisingly"**: "*Surprisingly, about 6000 students of all ages get degrees every year"*.
4. **"Simply"**: "*Simply, students of the Open University receive their lessons and lectures in their homes, by means of special TV and radio programmers"*.

5. **"Generally speaking"**: *"Generally speaking, more than 40,000 people applied"*.
6. **"Roughly"**: *"Roughly, by 1980 there were altogether about 60,000 undergraduates"*.
7. **"Almost"**: *"Science students are almost given mini-laboratories which can be set up in their own homes"*.
8. **"Actually"**: *"Actually, Open Learning has become an urgent need as an educational system nowadays and"*.
9. **"Apparently"**: *"apparently after the success associated with this experience, many universities started using this system in their university programmes"*.
10. **"In short"**: *"In short, the term "Open Learning" covers a wide range of different types of education and teaching on different levels away from direct and continuous supervision of teachers inside lecture rooms"*.

Conjuncts:

1. **"In other words"**: *"In other words, an educational system which would make use of television, radio and correspondence courses"*.
Out of fifty students, sixteen (i.e. 32%) succeeded in recognizing this conjunct. Thirty four students (i.e. 68%) failed to identify it and the students left the sentence without identification. (See table 2b).
2. **"Then"**: *"Many people laughed at the idea, but then, it became part of the Labour Party's Programme"*.
3. **"For one reason or another"**: *"to give educational opportunity to those people who, for one reason or another, had not had a chance to receive further education"*.
4. **"Nevertheless"**: *"Nevertheless there have been a number of men and women, serving long sentences in prison, which have taken courses successfully, and obtained degrees"*.
5. **"Meanwhile"**: *"Meanwhile only 25.000 people could be accepted, for the first courses in 1971"*.
6. **"Altogether"**: *"by 1980 there were altogether about 60.000 undergraduates"*.
7. **"In this case"**: *"Written work, in this case is corrected by part-time tutors who meet their students once a month to discuss their work with them and to set them on the right course"*.
8. **"e.g."**: *"Many universities started using this system in their university programmes, e.g. Queensland University in Australia and New Britain University"*.
9. **"In the same way"**: *"In the same way, St Clements University for open learning started its programmes in 1990s"*.
10. **"Instead"**: *"Instead, it makes use of educational planning, guidance and co-ordination"*.

4.4.2. The Analysis of the Second Test:

The purpose behind the second test was to investigate whether the Kurdish students learning English as a foreign language do really use disjuncts and conjuncts in their written texts or not and if "yes", to what extent.

The results of the analysis show that although the students used disjuncts and conjuncts in their written answers, there was uneven distribution of these adverbials because there was tendency towards using certain ones and not others. For example, disjuncts such as *unfortunately*, *amazingly*, *actually* and *simply* and conjuncts such as

also, in addition to, moreover and *so* are more commonly used by the students in their answers. This indicates that they are more familiar with these types. Accordingly, this familiarity can be attributed to the teaching methods adopted and frequent use of these types of adverbials rather than others inside classrooms.

The students, obviously, avoided using some types of disjuncts and conjuncts such as: *seriously, frankly, wisely, in sum, in contrast and conversely*. This might be due, as Lado (1961: 65) argues, to the fact that a learner finds some features of the target language more difficult to learn than others, so they avoid what they find difficult. This leads to the conclusion that these avoided disjuncts and conjuncts are not commonly used and practiced in the classrooms, which subsequently justifies the students' inability to master them. This can be, in view of that, attributed to some deficiency in the curriculum and teaching methods adopted in our schools and by our teachers which is known to be based on the structural approach developed by Palmer and his followers in 1920s. This approach depends mainly on repetition and pattern teaching. In such approach no opportunities are provided for the learner to use the language and communicate thoughts and ideas. In other words, languages are learned for knowledge rather than for communication..

4.5. Findings:

This section of the last chapter encompasses the findings of the data analysis, conclusion and recommendation for both teachers and learners as far as disjunct and conjunct use is concerned. It is hoped that the results of this study ,and data analysis would contribute to better understanding of Kurdish students overall performance the difficulties they face while writing in English as a foreign language.

Examining the performance of the students' under investigation, the findings of the present study could be summarized as follows:

4.5.1. The First Test:

A/ 1. The first test revealed that the percentage of success in identifying "Disjuncts" was (**66.40 %**) while the percentage of failure was (**33.60%**).

2. The main strategy used by the students was "leaving out without identification" (**87.71 %**).
3. The percentage of confusion was (**3.50 %**).
4. The percentage of overgeneralization was (**8.77 %**).

B/ 1. The percentage of success in identifying "Conjuncts" was (**29.40 %**) while the percentage of failure was (**70.60 %**).

2. The main strategy used by the students was leavin without identification (**90.50%**)...
3. The percentage of confusion was (**5.40 %**).
4. The percentage of overgeneralization was (**4.10 %**).

4.5.2. The Second Test:

The results of the second test show that the frequency of using "Disjuncts and Conjuncts" was notably low. The students were able to produce certain types of disjuncts (unfortunately, actually and simply) and conjuncts (in addition to, so, and also) which they are familiar with; but not others which they are unfamiliar with.

Below are the percentage of use and results of each disjuncts and conjuncts clarifying the subclasses as well:

1. The percentage of using *Style Disjuncts* type 1 (modality and manner) by the students is **44 %** while for type 2 (respect) is **10 %**.
2. The percentage of using *Content Disjuncts* type 1 (truth of content) by the students is **32 %** while for type 2 (judgment of content) is **2 %**. The overall percentage is **46 %** as only **23 students** used disjuncts in their writing.
3. The percentage of using *Conjuncts* type 1 (enumeration and addition) by the students in their writing is **42 %**, for type 2 (inference) **22 %**, for type 3 (contrast) **6%**, for type 4 (apposition) **10%**, for type 5 (transition) **4%** and for type 6 (summation) **4%**. The overall percentage is **56 %** as only **28 students** used conjuncts in their writing.

4.6. Sum up of the Study:

The following conclusions are revealed from the data analysis:

1. The students, generally speaking, showed a considerable weakness in both comprehending and producing disjuncts and conjuncts in context. Moreover, their productions of these adverbials were restricted to some specific types that they are familiar with and usually use.
2. Weaknesses in using disjuncts and conjuncts by the students can be attributed to one or some of the following reasons:
 - mother tongue interference
 - some inappropriate teaching methods
 - lack of practice as far as these adverbials is concerned
 - lack of motivation from the students' side to study and also to use these adverbials in their language production.

4.7. Recommendations:

Based on the results of the data analysis and findings, some recommendations can be put forward for both learners and teacher for consideration:

- More attention should be paid to these adverbials in order to assist the learners to master them well because these adverbials are necessary for discourse coherence and effective communication of thoughts both in speaking and writing.
- Teachers of English can provide enormous support to the foreign language learners in the process of learning and mastering these adverbials. This comes in the form of steady encouragement and advice on practice and use of Disjuncts and Conjuncts suitably in their performance.
- Learners should make every effort to improve their writing and performance in the foreign language otherwise they would not be able to express themselves efficiently and effectively. One way to fulfill this and make writing more interesting is to use comment words and connecting articles and adverbials. This will also assist the reader to move smoothly from one thought to another.
- Textbooks should be regarded as resource and grammatical guides for the learners. They should provide new insights into how and when these adverbials are to be used. They should also suggest improvements not only in teaching advanced writing but also in the student's habits in general.

Further studies will be needed to complete this work or to be handled from different aspects.

Conclusion

This study is in essence about *Disjunct* and *Conjunct* adverbials in the English language. In addition, it deals with the problems that Kurdish students have while writing in English. The first objective of this study is to explain the nature and structure of these adverbials which are multifunctional tools in discourse. Another objective of this study is to shed light on the Kurdish students' ability in using English disjuncts and conjuncts in their written performance and the difficulties they face both in comprehension and production of these adverbials.

This study encompasses four chapters. The first three chapters form the theoretical part and chapter four is the practical part. Chapter four includes data collection, data analysis, findings and recommendation. For collecting the needed data, two tests were given to fifty students in the Department of English- at the college of languages (third/fourth stages) in the University of Suleimani. A sample of the test (appendix I) utilized for collecting the data is also attached. Details of data analysis supported by tables and percentages of the students' performance are provided in this chapter with a summary of findings of the study with recommendations for both learners and teachers.

The hypothesis that the study was based on was that students use these adverbials hardly enough in their writings and when doing so, they generally tend to use only the ones they are most familiar to. To conclude, the ultimate findings of the study show that this hypothesis is proved and some factors or reasons are considered and presented, such as mother tongue interference, inappropriate teaching methods, not practicing these adverbials quite enough to master them and lack of motivation from the students' side to study and use these adverbials in their language production..

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Appendix 1: A sample of the written test (of two questions) utilized

Data Collection Form

Written Performance Test in the English Language

Dear participant, kindly be informed that the current test you are participating in is not an official test. It is rather a test solely used to serve the purpose of a study on *English Disjuncts and Conjuncts Adverbials* used by Kurdish students in their written performance.

The test consists of two parts, that is, two questions as you will find below. You are kindly requested to answer both of them seriously. Your cooperation and assistance are highly appreciated and will definitely contribute to the success of this work.

Notes:

1. Please use the reverse of the page for the answer of the second question.
2. No need to mention your name and your sex.

Researchers

Question one: Underline Disjunct and Conjunct Adverbials in the following passage.

THE OPEN UNIVERSITY

Amazingly, in 1963 the leader of the Labour Party made a speech explaining plans for a "University on the air". In other words, it is an educational system which would make use of television, radio and correspondence courses. Many people laughed at the idea, but then, it became part of the Labour Party's Programme, to give educational opportunity to those people who, for one reason or another, did not have a chance to receive further education. Fortunately, the Open University has been a great success. Surprisingly, about 6000 students of all ages get degrees every year. It is disappointing that the great majority of students are from middleclass and educated backgrounds. Nevertheless there have been a number of men and women, serving long sentences in prison, who have taken courses successfully, and obtained degrees.

Simply, students of the Open University receive their lessons and lectures in their homes, by means of special TV and radio programmes. Generally speaking, more than 40.000 people applied; meanwhile only 25.000 people could be accepted, for the first courses in 1971. Roughly, by 1980 there were altogether about 60.000 undergraduates. Written work, in this case is corrected by part-time tutors who meet their students once a month to discuss their work with them and to set them on the right course. Science students are almost given mini-laboratories which can be set up in their own homes.

Actually, Open Learning has become an urgent need as an educational system nowadays and apparently after the success associated with this experience, many universities started using this programme in their university systems, e.g. Queensland University in Australia and New Britain University. In the same way, St Clements University for open learning started its programmes in 1990s. In short, the term "Open Learning" covers a wide range of different types of education and teaching on different levels away from direct and continuous supervision from teachers inside lecture rooms. Instead, it makes use of educational planning, guidance and co-ordination.

Question two: Write a 120- 150 word essay to comment on one of the following topics:

1. Planning and Family Happiness.
2. "Education" or "Money", which one is of much importance to you?
3. Describe your city. Researchers

APPENDIX II
Table (2a): Comprehension - Strategies

Disjuncts	N	Percentage	X	Percentage	Strategies	Strategies	Strategies
					Over G.	Confusion	Leave
Amazingly	38	76%	12	24%	4	0	8
Fortunately	41	82%	9	18%	0	0	9
Surprisingly	42	84%	8	16%	2	0	6
Simply	43	86%	7	14%	1	0	6
Generally speaking	39	78%	11	22%	0	1	10
Roughly	37	74%	13	26%	0	0	13
Almost	6	12%	44	88%	0	5	39
Actually	43	86%	7	14%	0	0	7
Apparently	23	46%	27	54%	8	0	19
In short	17	34%	33	66%	0	0	33
Total	329	66.40%	171	33.60%	15	6	150
					8.77%	3.50%	87.71%

Table (2b): Comprehension - Strategies

Conjuncts	N	Percentage	X	Percentage	Strategies	Strategies	Strategies
					Over G.	Confusion	Leave
In other words	16	32%	4	68%	0	0	34
Then	1	2%	49	98%	15	6	28
For one reason or another	8	16%	42	84%	0	6	36
Nevertheless	32	64%	18	36%	0	0	18
Meanwhile	23	46%	27	54%	0	0	27
Altogether	1	2%	49	98%	0	3	46
In this case	2	4%	48	96%	0	3	45
e.g.	1	2%	49	98%	0	0	49
In the same way	24	48%	26	52%	0	2	24
Instead	24	48%	26	52%	0	0	26
Total	132	29.40%	368	70.60%	15	20	333
					4.10%	5.40%	90.50%

unfortunately	0	1.67%
think	1	2%
surprisingly	2	4%
amazingly	4	8%
fortunately	2	4%
simply	4	8%
personally	1	2%
in my opinion	1	2%
Total	22	44%
<i>Type 2 : Respect</i>		
generally speaking	2	4%
generally	1	2%
almost	1	2%
basically	1	2%
Total	5	10%
Content Disjuncts		
<i>Type 1 : Condition for truth of content</i>		
as the matter of fact	1	2%
actually	7	14%
certainly	2	4%
in fact	1	2%
probably	1	2%
definitely	1	2%
of course	1	2%
accordingly	1	2%
according to	1	2%
Total	16	32%
<i>Type 2: value judgment of Content</i>		
hopefully	1	2%
Total	1	2%

46%
Only 23
students used
disjuncts in their
writing.

APPENDIX II
Table (3b): Production - Conjuncts Used by Students

Percentage	Frequency	Conjuncts	
<i>Type 1 : Enumeration and addition</i>			
10%	5	also	1
14%	7	in addition to	2
2%	1	at last	3
2%	1	for one reason	4
2%	1	firstly	5
4%	2	furthermore	6
8%	4	moreover	7
42%	21	Total	
<i>Type 2 : result/inference</i>			
14%	7	so	1
2%	1	in this case	2
4%	2	therefore	3
22%	11	Total	
<i>Type 3 : Contrast/concession</i>			
4%	2	although	1
2%	1	besides	2
6%	3	Total	
<i>Type 4 : Apposition:</i>			
6%	3	for example	1
4%	2	i.e.	2
10%	5	Total	
<i>Type 5 : Transition/Discoursal and Temporal types</i>			
2%	1	meanwhile	1
2%	1	at the same time	2
4%	2	Total	
<i>Type 6 : Summation</i>			
2%	1	in conclusion	1
2%	1	in short	2
4%	2	Total	

العطف والقطع: دراسة نحوية لتقييم كتابة الطلبة الكرد باللغة الانكليزية
(على المستوى الجامعي)

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الملخص

الهدف الرئيس من هذه الدراسة هو بحث ادوات القطع و العطف فى اللغة الانكليزية. وتسعى الدراسة الى بحث و توضيح انواع وطبيعة و تركيب هذه الادوات وتسعى ايضا الى تقييم أداء الطلبة من حيث استخدامهم للأدوات قيد البحث في كئذالك، تم تلخبط ر خمسين ط لبة و ط لبة فى المرحتين الثالثة و الرابعة من قسم اللغة الانكليزية فى كلية اللغة ت فى جامعة السليم نية. الافتراض الذي استند اليه هو ان الطلبة الكرد لا يستعملون هذه الادوات كاستغيم فى كتبهم و عند استعملهم هذه الادوات فهم يركزون على الانواع الاكثر شيوع و المألوفة لدهفى نتج البحث اثبتت صحة هذه الفرضية.