

**An Analytical Study of Errors committed by Iraqi EFL Learners in
Using Contrastive Conjunctions**

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Introduction

1.1 The Problem

English has a set of words called conjunctions that enable us to gracefully transition from one part of a sentence to another part of the sentence. Some of the words in the set are inherently conjunctions and others are words that can function as conjunctions.

- The mayor proposed a new regulatory ordinance, **but** the city council did not approve the measure.

The conjunction in the sentence above 'but' means contrary. The conjunction facilitates the transition between independent clauses by conveying a sense that the meaning of the second clause is going to be different from the sense expressed in the first clause.

- We will meet our humanitarian responsibilities during this financial crisis; **however**, some capital projects will be delayed.

The word 'however' can function as an adverb or as a conjunction. 'however' means 'nevertheless' or 'yet'.

The process of linking two sentences in English constitutes a considerable problem in the Iraqi students' understanding at university level. The major problem can be embodied in the following statement: "Conjunctions have different meanings, but they do perform the same functions"(Quirk, et al., 1985:633-634).

Moreover, EFL learners may lack knowledge about conjunctions especially their meanings and uses since such conjunctions have completely different meanings and uses. For examples:

a- Some people waste food, **while** others haven't enough.

(while = means 'but' is used to emphasize a contrast).

(Thomson and Martinet, 1987:292)

b- No child will go hungry in this State **while** I am the Governor.

(while = means as long as or during the time that).

Thus, Iraqi EFL university learners fail to distinguish some contrastive conjunctions from those which are non-contrastive. Some contrastive conjunctions look unfamiliar to the EFL learners. For examples:

- He's not very reliable, but I like him **all the same**.

(Hornby, 1974:754)

- Stupid **as** he is, he never loses his profit out of sight.

(Curme, 1973: 154)

- He has treated you badly. **Still**, he's your brother and you ought to help him.

(Hornby.1974:849)

It is noted that both coordinating and subordinating conjunctions are used to join contrastive sentences, but they cannot be interchangeable because there is a semantic restriction which affects this process. This may constitute a problem to the learners. For examples:

a- He tried hard, **but** he failed. (but: is a coordinating conjunction)

b- **Although** he tried hard, he failed. (Although: is subordinating conjunction).

(Quirk, and Greenhaum, 198:254)

This study tries to examine contrastive conjunctions in order to find out to what extent the Iraqi students face difficulty in recognizing and producing these conjunctions.

1.2 Aims

The present study aims at:

1. Presenting a material about contrastive conjunctions which can be of help to distinguish those types of conjunctions.
2. Investigating the ability of Iraqi EFL Learners to use contrastive conjunctions at the recognition and the production levels.
3. Discovering the types and causes of errors which Iraqi EFL university learners commit in the use of contrastive conjunctions.

1.3 Hypotheses

1. Iraqi EFL learners encounter difficulties in using contrastive conjunctions due to various factors .The first factor includes the difficulties which are inherent in the

nature of the English system which is different from the Arabic system. The second factor relates to the processes of interference (or transfer) and overgeneralization.

2. Such learners are unable to produce contrastive conjunctions properly and use them effectively in communication.

3-interlingual transfer is one of the communication strategies that has greater influence on recognizing and producing contrastive conjunctions than other strategies such as intralingual transfer context of learning... etc.

1.4 Limit of the Study

This study is confined to university learners at their fourth year in the Department of English, College of Education, University of Babylon during the academic year (2008-2009). The fourth year students have been chosen to apply the test, as they are supposedly the most advanced and qualified learners in the area of conjunctions at the university level.

1.5 Procedures

The procedures followed in carrying out the research include:

1. Establishing a theoretical background to the grammatical aspect under investigation by stating the types of contrastive conjunctions.
2. Conducting a diagnostic test to assess how well Iraqi EFL learners are able to identify and produce these conjunctions.
3. Analyzing testees' responses in terms of interlingual and intralingual and developmental processes to relate these responses to their possible causes.
4. Drawing conclusions based on the results obtained and suggesting pedagogical implications which might be useful in remedying the difficulties encountered in this grammatical area.¹

1.6 Values

This study is hoped to be valuable in providing pedagogical insights to those specialized in foreign language teaching and learning such as syllabus designers, learners, testers, textbook writers and teachers. It could also be useful for learners themselves since the study highlights the problematic spots they could find in the grammatical area concerned by relating the learner's erroneous responses to the

possible reasons behind them.

Section Two

2.1 Conjunctions

Definition: One of the parts of speech, a type of word that is used to connect words or groups of words. Traditionally, conjunctions are used to connect words within a sentence. (Erichsen, 2008:1). Crystal (1992:81) defines conjuncts as a type of adverbials whose functions is primarily connective. Thus, the adverbials which function as connective devices are sometimes referred to as 'cohesive devices' (Halliday and Hasan, 1976:226) or 'conjunctive adverbial' or 'adverbial conjunction' or 'conjunctive adverb' (Al-Hamash and Abdullah, 1979:430) or 'conjuncts' (Quirk et al., 1985:631) or 'connectors' (Chalker, 1984: 209) or 'logical connectors' (Greenbaum, 1996:382). Thus, a conjunction is a part of speech that (1) joins words, phrases, and clauses and (2) indicates a relationship between the joined elements.

We can consider conjunctions from three aspects:

A-Form

Conjunctions have three basic forms:

- 1- Single Word for example: and, but, because, although
- 2- Compound (often ending with as or that) for example: provided that, as long as, in order that
- 3- Correlative (surrounding an adverb or adjective) for example: so...that

B- Function

Conjunctions have three basic functions or "jobs":

a- Coordinating conjunctions are used to join two parts of a sentence that are grammatically equal. The two parts may be single words or clauses, for example:

- Jack **and** Jill went up the hill.
- The water was warm, **but** I didn't go swimming.

There are seven coordinating conjunctions: for, and, nor, but, or, yet, so. An easy way to remember these six conjunctions is to think of the word "FANBOYS". Each of the letters in this somewhat unlikely word is the first letter of one of the coordinating conjunctions as in the following tables:

Table (1) Types of coordinating conjunctions

F	A	N	B	O	Y	S
For	And	Nor	But	Or	Yet	So

(Bryson, 1997; 3)

Table (2) Examples on Coordinating Conjunction

CONJUNCTION	WHAT IS LINKED	SAMPLE SENTENCES
And	noun phrase + noun phrase	We have tickets for the symphony and the opera.
But	Sentence + sentence	The orchestra rehearses on Tuesday, but the chorus rehearses on Wednesday.
Or	Verb + verb	Have you seen or heard the opera by Scott Joplin?
So	Sentence + sentence	I wanted to sit in the front of the balcony, so I ordered my tickets early.

b- Subordinating conjunctions are used to join a subordinate dependent clause to a main clause, for example:

- I went swimming **although** it was cold.

The idea, or proposition, expressed by the subordinate clause has less grammatical weight (rank or importance) than the idea expressed by the main clause. Subordinating conjunctions are not true conjunctions; their name, however, derives from their ability to join clauses. Most subordinators are a single word, but some are composed of two or more words, i.e., a phrase. Subordinating conjunctions can be classified according to their use in regard to time, cause and effect, opposition, or condition as in the following tables:

Table (3) Types of Subordinating Conjunctions

TIME	CAUSE + EFFECT	OPPOSITION	CONDITION
After	Because	Although	If

before	Since	Though	Unless
when	now that	even though	only if
while	As	Whereas	whether or not
since	in order that	While	even if
until	So		in case (that)

Table (4) Examples on Subordinating Conjunctions

CONJUNCTION	SAMPLE SENTENCE
After	We are going out to eat after we finish taking the test.
Since	Since we have lived in Atlanta, we have gone to every exhibit at the High Museum.
While	While I was waiting in line for the Matisse Exhibit, I ate my lunch.
Although	Although the line was long and the wait over two hours, the exhibit was well worth it.
Even if	Even if you have already bought your ticket , you will still need to wait in line.
Because	I love Matisse's works because he uses color so brilliantly.

c. A correlative conjunction is a single word that joins words, phrases, and clauses of equal grammatical construction. Examples are knives and spoons (noun & noun), run or shout (verb & verb), down the stairs and around the house (prepositional phrase & prepositional phrase). Coordinating conjunctions also join complete sentences, i.e., independent clauses. These conjunctions also imbue equal grammatical weight, or rank, to the joined elements. There are seven coordinating conjunctions: *for, and, nor, but, or, yet, so*. The following table shows types of correlative conjunctions with examples:

Table (5) Types of Correlative Conjunctions

CONJUNCTIONS	WHAT IS LINKED	SAMPLE SENTENCE
both...and	subject + subject	Both my sister and my brother play the piano.
either...or	noun + noun	Tonight's program is either Mozart or Beethoven.

neither...nor	subject + subject	Neither the orchestra nor the chorus was able to overcome the terrible acoustics in the church
not only...but also	Sentence + sentence	Not only does Sue raise money for the symphony, but she also uses at all of their concerts.

C-Position

- a. Coordinating conjunctions always come between the words or clauses that they join.
- b. Subordinating conjunctions usually come at the beginning of the subordinate clause.
- c. Correlative conjunctions are always used in pairs. They join similar elements. When joining singular and plural subjects, the subject closest to the verb determines whether the verb is singular or plural.

2.2 The Semantics of Conjunctions

Conjunctions can be classified into seven main categories according to their semantic roles:

- a. **Listing** (enumerative and additive: equative, reinforcing)
- b. **Summative** c. **Appositional** d. **Resultive** e. **Inferential**
- f. **Contrastive** : (reformulatory, replacive, antithetic, concessive)
- g. **Transitional**: (discursal , temporal) (Quirk et. al., 1985:634; Burnham and Huston: 1998:1)

2.3 Contrastive Conjunctions

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

According to HighBeam Encyclopedia (2008:1) Contrastive conjunctions are used to introduce a phrase or clause denoting a circumstance that might be expected to preclude the action of the main clause, but does not e.g., in spite of, although...etc. Moreover, Contrastive conjunctions are used to indicate contrasted points of view, arguments, etc. or introduce something in contrast to an earlier statement (Hornby, 1974:388). For example:

- It's cheap, **but on the other hand** the quality is poor.

Some Contrastive conjunctions are used to make a denial or contradiction more emphatic.

- Some people think he's lazy; **on the contrary**, he's very industrious.

It is worth mentioning that some contrastive conjuncts have the meaning similar to "But". They are "however, nevertheless, anyhow, still".

Contrastive conjunctions can be divided into four types:

1- **Reformulatory conjunctions** include: better, rather, in other words.

2- **Replacive conjunctions** include: alternatively, rather, on the other hand.

3- **Antithetic conjunctions** include: instead, then, on the contrary, in(by) contrast, by comparison, on the other hand... etc.

4- **Concessive conjunctions** include: anyhow, any way, else, however, nevertheless, still, though, yet, in any case, at any rate, in spite of that, and all the same beside... etc. (Quirk et. al., 1985:634; Burnham and Huston: 1998:1)

1- **Rather**: I used to introduce an idea that is different or opposite to the idea that we have stated previously:

- The walls were not white, **but rather** a sort of deftly gray.

2 - **Alternatively**: is used to introduce a suggestion that is a second choice or possibility:

- The agency will make travel arrangement for you. **Alternatively**, you can organize your own passport.

3- **On the other hand** :(a) is used to indicate contrastive points of view.

(b) Sometimes, but not always, comes after on the other hand to introduce something in contrast to an earlier statement, etc.:

- I'd like to work to earn some money. **On the other hand** I should finish University.

4- **Instead**: involves a contrast, though it also indicates a replacement:

- He doesn't study at all .**Instead**, he sits and day-dreams. (Quirk, et. al.1972:22)

- He didn't reply. **Instead**, he turned his heel and left the room. (Wehmeier, 2000; 704)

5- **But (then)** :(on the other hand)

- London is a noisy city, **but then** it's also the place where you get the best entertainment. (Hornby, 1974:115)

- This is not winter, **but then** it is almost cold. (Curme, 1937:154)

6- **On the contrary**: a- is used to make a denial or contradiction more emphatic:

- You've nothing to do now, I suppose. **On the contrary**, I have piles of work.

(Hornby, 1974:186)

b- is used to introduce statement that says the opposite of the last one:

- It must have been terrible. **On the contrary**, I enjoyed every minute.

(Wehmeier, 2000:284)

7- **By contrast**: shows differences between two or more people or things:

- Tom's marks are 90 per cent. **By contrast**, Harry's marks are 35 per cent.

8- **By comparison**: introduces a comparison or contrast, without entailing a denial of the validity of what preceded:

- He's rather foolish, I'm afraid. **By comparison**, she's a genius.

9- **On the other hand**: is used to indicate contrasted points of view, arguments, etc.

It sometimes, but not always, after "on the one hand":

- It's cheap, but **on the other hand** the quality is poor. (Hornby, 1974:388)

- **On the one hand**, you don't want to be too aggressive. **On the other hand**, you shouldn't be too timid.

(Quirk, et. al.,

000:292)

10- **Anyhow** :(in any case, at any rate) e.g.

- **Anyhow**, you can try, even if there's not much chance of success.

- It's too late now, **anyhow**. (Hornby, 1974:34)

- I'm afraid we can't come, but thanks for invitation, anyhow.

(Wehmeier, 2000:49)

11- **Anyway**: (in spite of something; even so) e.g.

- The water was cold but I took a shower, **anyhow**.

12- **However**: (but; nevertheless; all the same) e.g.

- I performed so well at interview I thought I would get the job. **However**, it was not to be.

- The economic outlook is not very good. **However**, I can assure you that nobody

will lose his job. (Woodham, 2007:5)

- I'll offer it to him. **However**, he may not want it. (Thomson and Martinet, 1987:288)

13-**Nevertheless** :(however, in spite of that, still) e.g.

- There was no news; **nevertheless**, she went on shopping. (Hornby, 20074:567)

- It was cold, **nevertheless**, we went skiing.

However and nevertheless are used to emphasize a contrast with what has been said or written before which may appear surprising to the listener or reader:

- It is clear that prices have been rising steadily throughout this year. It is, **however**, unlikely that they will continue to rise as quickly next year.

- I would be the first to admit that prices have risen sharply this year. **Nevertheless**, they are unlikely to rise as sharply next year.

The difference is one of formality: nevertheless is bit more formal and emphatic than however. Consider the following:

- I can understand everything you say about wanting to share a flat with Martha. **However**, I am totally against it.

- Rufus had been living in the village of Edmonton for over a decade. **Nevertheless**, the villagers still considered him to be an outsider.

Less formal equivalents of "however and nevertheless" would be even so, in spite of this, yet or yet...still. These alternatives would be better suited to spoken English discourse:

- She's really quite ill and has been for some time. **Even so / In spite of** this she remains in good spirits.

- He has over a million pounds in his bank account. **Yet** he still gets up at six every morning to go to work

14-**Nonetheless**: (nevertheless; in spite of this fact):

- The problems are not serious. **Nonetheless**, we shall need to tackle them soon.
(Wehmeier, 2000; 898)

15- **Still**: (nevertheless; admitting that) e.g.

- He has treated you badly. **Still**, he's your brother and you ought to help him.
(Hornby.1974:849)

- You aren't...; **still**, you could do something to help me.

(Thomson and Martinet, 1987:289)

16- **though/although /even though/ Even if / even so/ even when**

a-Though or although: are introduced an idea that makes the statement in the main clause seems surprising (all indicate a contrast of surprising facts):

- (A) though the sausages were past their sell-by date, I ate them and didn't become ill. (Woodham, 2007:5)

- Although I am happy with my life, I think I should try and get out more.

b- Even though

Even though: is used as an alternative to **though** or **although** when the ideas expressed appear more extreme or surprising:

- **Even though** the earthquake occurred ten days ago, the authorities believe it may still be possible to find survivors under the rubble.

Though is often used with **even** in order to give emphasis:

- I think I should try and get out more, **even though** I am happy with my life.

Even though, as we have seen, introduces a fact that makes the main statement in your sentence seem very surprised:

-They made me feel as if I was one of the families, **even though** I'd never met any of them before.

Even though means **despite the fact that** and is a more emphatic version of **though** and **although**.

-**Even though** the injury was serious, she decided to carry on playing .It was an important match.

c- Even if

When we use **even** before **if**, **when** and **though**, it has the effect of making the ideas expressed appear more extreme or surprising. **Even if** is used for emphasizing that although something might happen, the situation will not change:

- I shall continue to work from 6 a.m. till midnight, **even if** it kills me.

- **Even if** I became a millionaire, I would not stop working.

d- Even when is used for emphasizing that although something happens on a regular basis, the situation does not change:

- He never stops talking and goes on and on **even when** other people are talking.

e- Even so

Even so like **though**, meaning "**however**", is an adverb and is used for introducing a statement that seems surprising after what has been said before.

- This time he has kept all the promises he made. **Even so**, I don't really trust him.

Even though means despite the fact that and is a more emphatic version of though and although.

- **Even though** the injury was serious, she decided to carry on playing. It was an important match. (Woodham, 2007:7)

17-**Yet**: is used to mean though, still, and nevertheless:

- The plan was carefully thought out; **yet**, it didn't work.

Yet is similar in meaning to **but**, but it has a stronger effect on the reader or listener.

Compare:

a -The sun was shining and there was no wind, **yet** it was unusually cold.

b-The sun was shining and there was no wind, **but** it was unusually cold.

There is perhaps more of a surprise associated with the former statement.

18 - **In any case** :(whatever happens or may have happened) e.g.

-There's no point complaining now, **in any case** we're leaving tomorrow.

(Wehmeier, 2000:192)

- You can tell me or not. But **in any case** I will find out the truth.

(Close, 1974:100)

19- **At any rate**: (in any case; whatever happens; in spite of that) e.g.

- I may be away on business next week, but **at any rate** I'll be back by Friday.

- There were maybe 60 or 70 people there. **At any rate**, the room was packed.

(Hornby, 1974:697)

20- **All the same** :(nevertheless):

- He's not very reliable, but I like him **all the same**. (Ibid: 754)

21- **At the same time** :(yet, still, nevertheless):

- He's slightly mad; **at the same time**, he's one of the kindest men I know.

(Ibid.)

22- **Only**: (but then; however):

- He makes good resolutions, **only** he never keeps them. (Curme, 1973: 154)
- The book is likely to be useful, **only** it's rather expensive. (Hornby, 1974:588)

23- **For all (that)**: (in spite of that...):

- **For all that** he seems to dislike me, I still like him. (Curme, 1973: 154)
- **For all** the good you're doing, you may as well stop trying to help. (Hornby, 1974:335)

24- ... **as** ...: is introduced a concessive clause, usually replaceable by a construction with "although". It is used with: (a) an adjective or adverb:

- I know some of the family secret, young **as** I am (= although I am young...)
- Stupid **as** he is, he never loses his profit out of sight. (Curme, 1973: 154)

(b) Verb, especially "may, might, will, would):

- Try **as** he would, he couldn't lift the rock. (=although he tried...)

25- **While/whereas**

While / whereas: are used to link two ideas that contrast with, but do not contradict, each other:

Consider the following:

i -**While** I like all types of fish, my girlfriend always chooses meat dishes when we go out to eat.

ii- Some married couples argue all time, **whereas** others never do.

iii-We would always choose somewhere in the mountains for a holiday, **while** our children always want the seaside.

Woodham (2008:5) states that we would use while or whereas within sentences to contrast two ideas, across sentences we would need to use 'however' or 'on the other hand'. Compare the following:

a -In the UK the hottest month of the year is usually July, **whereas** in southern Europe the hottest period is usually in August.

b - In the UK the hottest month of the year is usually July. **On the other hand**, in southern Europe the hottest period is usually in August.

c- Britain secured only one gold medal in Atlanta four years ago, **while** at Sydney 2000 we ended up with eleven.

d- Britain secured only one gold medal in Atlanta four years ago. At Sydney 2000, **however**, we ended up with eleven.

26- **When**: may imply a concession as well as time:

- He walks, **when** he might take a taxi. (=although he might take...,) (Hornby, 1974:978)

27- **No matter how/ what /who**: (however/ whatever/whoever):

- They don't long, **no matter how** careful you are. (= however careful you are...) (Wehmeirer, 2000:824)

- I'll win **no matter what** (= whatever) they say. (Ibid.: 525)

28- **Whatever, whoever, wherever**: (no matter/ it doesn't matter what, who, where...etc)

-**Whatever** nonsense the newspaper prints, some people always believe it. (Hornby, 1974:977)

- **Whoever** else may object, I shall approve. (Ibid.:981)

-I'll find him, **wherever** he has gone. (no matter where he has gone) (Thomson and Martenint, 1987:90)

29- **But**: joins two contrastive propositions (ideas):

- They had very little money, **but** they always bought their children expensive presents. (Woodham: 2008:4)

- I wanted to sign the contract there and then. **But** my husband insisted that we should read the small print first.

30- **In spite of that (this), despite the fact that** :(nevertheless; although)

- She's really quite ill and has been for some time. **In spite of** this she remains in good spirits.

- He continued to serve in the government, **despite the fact that** he lost his job as Arts minister.

Section Three

3. Results and Discussion of the Subject's Responses

After analyzing the results of the test, the following tables show the subjects' performance at the recognition and the production levels:

Table (6)

Students' Responses Related to Question One

NO.OF ITEM	NO.OF CORRECT RWSPONSE	%	NO.OF INCRRRECT RESPONSE	%
1	60	60	40	40
2	32	32	68	68
3	51	51	49	49
4	26	26	74	74
5	35	35	65	65
6	28	28	72	72
7	55	55	45	45
8	70	70	30	30
9	65	65	35	35
10	11	11	89	89
Total	433	43.3	567	56.7

As shown in Table (6), the total number and the percentage of the correct responses are (433, 43.3 %), where as those of the incorrect ones (including avoided items) are (567, 56.7%). The results clearly show that the subjects are unable to distinguish the conjunctions from those which are non-contrastive and this reflects their lack of knowledge about such conjunctions.

Table (7)

Students' Responses at the Recognition Level in Question two

NO.OF ITEM	NO.OF CORRECT RESPONSE	%	NO.OF INCRRRECT RESPONSE	%
1	25	25	75	75
2	19	19	81	81
3	55	55	45	45
4	44	44	56	56
5	18	18	82	82
6	22	22	78	78
7	61	61	39	39
8	67	67	33	33
9	33	33	6	67

10	15	15	85	85
11	42	42	58	58
12	27	27	73	73
13	17	17	83	83
14	21	21	79	79
15	12	12	88	88
Total	478	31.8	1002	68.1

From Table (7), the researcher concludes that the total number and the percentage of the correct responses are (478, 31.8 %), whereas those of the incorrect ones (including avoided items) are (1002, 68.1 %). The results above reveal that the subjects' faced difficulty in classifying contrastive conjunctions under their subclasses.

Table (8)

Subject's performance at the Recognition Level in Questions (1) and (2)

NO. OF QUESTION	NO. OF CORRECT RESPONSE	%	NO. OF INCORRECT RESPONSE	%
1	433	43.3	567	56.7
2	478	31.8	1002	68.1
Total	911	36.44	158	63.56

Table (8) shows clearly that most of the subjects have failed to give the correct responses. Hence, the total number and the percentage of the correct responses are (911, 36.44%), whereas, those of the incorrect response (including avoided items) are (1589, 63.56%). These results show that, at the recognition level, the subjects have faced difficulties in distinguishing contrastive conjunctions and their subclasses. Thus, the first hypothesis of this study which states that Iraqi EFL learners encounter difficulties in using contrastive conjunctions is verified.

Table (9)

Subject's performance at the Production Level in Question Three

NO. OF ITEM	NO. OF CORRECT	%	NO. OF INCORRECT	%
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	RESPONSE		RESPONSE	
1	30	30	70	70
2	47	47	53	53
3	19	19	81	81
4	51	51	49	49
5	41	41	59	59
6	11	11	89	89
7	32	32	68	68
8	60	60	40	40
9	37	37	63	63
10	21	21	79	79
Total	349	34.9	651	65.1

From table (9), it has been concluded that the total number and the percentage of the correct responses are (349, 34.0%) in comparison with those of the incorrect ones (including avoided items) which are (651, 65.1 0/0). It is obvious from the results presented in the table above that the number of the incorrect responses is higher than that of the correct ones.

This shows clearly that the subjects are unable to use most of contrastive conjunctions in sentences of their own and also states that their productive knowledge is low.

Table (10)

Subject's performance at the Production Level in Question Four

NO.OF ITEM	NO. OF CORRECT RESPONSE	%	NO. OF INCORRECT RESPONSE	%
1	57	57	43	43
2	22	22	78	78
3	12	12	88	88
4	19	19	81	81
5	73	73	27	27
6	21	21	79	79
7	17	17	83	83
8	11	11	89	89
9	9	9	91	91
10	54	54	56	56
11	47	47	53	53

12	56	56	44	44
13	36	36	64	64
14	49	49	51	51
15	23	23	77	77
Total	496	33	1004	67

From Table (10), the researcher concludes that the total number and the percentage of the incorrect responses (including avoided items) (1004, 67%) are higher than those of the correct ones(496, 33%) . These results reflect clearly the subjects' incompetent in joining two contrastive conjunctions.

Table (11)

Subject's performance at the Production Level in Question (3) and (4)

NO. OF QUESTION	NO. OF CORRECT RESPONSE	%	NO. OF INCORRECT RESPONSE	%
3	651	34.9	651	65.1
4	1004	33	1004	67
Total	1655	33.8	1655	66.2

It is obvious that the subjects' productive knowledge is low since most of their responses are incorrect (1655, 66.2%) as compared with their correct ones (9845, 33.89%). These results verify the second hypothesis of this study which states that Iraqi EFL learners are unable to produce contrastive conjunctions properly and use them effectively in communication.

Table (12)

Subjects' Performance at the Recognition and the Production Levels throughout the Whole Test

LEVEL	NO. OF CORRECT RESPONSE	%	NO. OF INCORRECT RESPONSE	%
Recognition	911	36.44	158	63.50
Production	854	33.8	1655	66.2
Total	1756	35.12	3244	64.88

As shown in Table (12), the highest rate of the subjects' incorrect responses

(including avoided items) are (3244, 64.88%) as compared with their correct ones (1756, 35.12%). This means that Iraqi EFL university learners face difficulties in mastering contrastive conjunctions at both levels: recognition and production. Nevertheless, they face more difficulty at the production level since the total number of their correct responses

(854, 33.8%) is lower than that of their correct responses at the recognition level (911, 36.44%). These results show that Iraqi EFL University learners encounter difficulties in using contrastive conjunctions.

4. Factors of Errors

Errors can be defined as "the learners' inability to use appropriate grammatical structures, semantic categories and other linguistic units" (Michael 1999: 1). They, on the other hand, the learners' inability to reconstruct their knowledge of language. Richards (1974: 14) states that the language learner in general and Iraqi EFL learner in particular possess a set of cognitive structures acquired by some of the processes of data processing and hypothesis formulation in which error commitment is evidence of the learning activity itself. Errors made by those learners can be related to four main factors (Brown, 1987: 77):

4.1 Interlingual Error

Interlingual errors are attributed to the influence of the first language on the second language. These errors occur when the patterns of the first language differ from those of the second language. They are also called interference errors (Dulay and Burt, 1984: 138). Iraqi EFL University learners face difficulty in producing grammatical sentences. Thus, they try to use the rules of their native language (Arabic) on the target language (English). Some of the subjects' responses to items (8 and 15) in Question (4) may reflect this strategy in which the subjects use contrastive conjunctions with one sentence:

(8)*He seems to dislike me **for all that** like him.

He seems to dislike me. **For all that**, I like him.

(15)*This is not winter **but then** cold.

This is not winter. **But then**. It is cold,

The influence of interlingual errors can be seen in the following examples by using contrastive conjunctions with one sentence in items(3 and 5) in Question (3) and items (4 and 9) in Question(4):

(3)* **Rather**, you are a gentleman.

(5)* **Anyhow**, I will help you.

(4) *He's one of the kindest men I know **at the same time**.

(9)* He doesn't study at all **instead** day-dreams.

Accordingly, translation may lead to the first language interference by which the learner can transfer forms from his first language into the second language. Items (8 and 15) in Question 4 reflect this strategy:

(8)*He seems to dislike me **for all that** like him. (يبدو انه يحبني مع ذلك احبه)

He seems to dislike me. **For all that**, I like him.

(15)*This is not winter **but then** cold. (انه ليس شتاء لكن مع ذلك بارد)

This is not winter. **But then**, it is cold.

These errors are due to the mother tongue interference since the above sentences are literally translated from Arabic.

The total number of errors that belong to this strategy is (955, 29.44%)

4.2 Intralingua Transfer

Intralingua errors occur with the second language itself as a result of misinterpreting its grammatical rules. They result from a complex structure of the target language itself. Lado (1971:2) states that "those elements which are different from the learner's native language will be difficult". Such errors occur at both levels: recognition and production. They can be attributed to four factors: overgeneralization, ignorance of rule restrictions, false concepts hypothesis, and incomplete application of rules. These factors can be illustrated as follows:

4.2.1 Overgeneralization

Overgeneralization refers to the incorrect application of the previous learned material to a present foreign' language context (Ellis.1984: 171). The subjects try to overgeneralize a pattern that leads to irregularity of the structure in English

language.

The influence of this strategy can be seen in items (1,3,10 and 15) in Question 4:

(1) *He eats everything, he claims he is vegetarian **yet**.

(3) *Their experiment results are impressive **however** we disagree with other group's interpretation.

(10) *I don't really trust him **even so** this time he has kept all promises he made.

(15) *It is almost cold, this is not winter **but then**.

In the errors above, the subjects use contrastive conjunctions in unacceptable places ignoring the fact that these words can be used to join two contrastive ideas. In addition, they use these conjunctions as adverbs in items (1) and (15).

These types of errors can also be seen in Question 2 in items (1, 2, 11, and 13) in which the subjects fail to classify the conjunctions under their subclasses. Instead, they make various generalizations which are unacceptable:

(1) by comparison	*	concessive	antithetic
(2) anyhow	*	concessive	antithetic
(11) on the contrary	*	concessive	antithetic
(13) in other words	*	antithetic	replacive

4.2.2 Ignorance of rule restrictions

In this case, the learners apply a rule to a category which is incorrect that leads to errors committing. Their influence of such error can be noticed in items (3, 9 and 14) in Question 4:

(3) *We disagree with other group's interpretation **however** their experiment results are impressive.

(9) *He doesn't study at all **instead** he sits and day-dreams.

(14) * He walked **when** he might take a taxi.

These errors can reflect the subjects' failure to give grammatical sentences. The subjects make errors in grammar and punctuation.

4.2.3 False concepts hypothesis

It is a well-observed phenomenon in the field of second language (Richards,

1980: 178). The learners try to adopt the wrong hypothesis or build rule about the second language.

This kind of errors may result from faulty comprehension of any distinction in the target language (Ellis, 1984, 171). These errors can be seen in items (I,5,11) in Question 4:

(1)* He eats everything **yet** he claims he is vegetarian

(5)* He never loses his profit out of sight **as** he is stupid.

(11)* Nonsense **whatever** the newspaper prints some people always believe it.

Thus, the subjects join two sentences without using punctuation marks and also ignore the other changes such as in item (5) in which the adjective "stupid" becomes before the conjunction.

Such errors can also be seen in items (3, 4, and 5) in Question 3 in which the subjects try to use contrastive conjunctions in ungrammatical sentences. The subjects use punctuation marks in incorrect places, such as the semicolon and comma:

(3)* He couldn't lift the table, **rather**, he is strong.

(4)* he was sick; **nonetheless**, he didn't go to the doctor.

(5)* He is clever; **anyhow**, he couldn't pass the exam.

In addition, these errors can also be seen in items (1, 3 and 4) in Question 2 in which the subjects classify contrastive conjunctions wrongly:

(1) even if * replacive concessive

(3) by comparison * concessive antithetic

(4) yet * antithetic concessive

4.2.4 Incomplete application of rules

According to this strategy, the learners fail to apply complex rules since they are complex and hard in learning and use. Instead, they tend to use simple constructions to achieve effective communication. These types of errors can be seen in items (6, 7, and 12) in Question 4:

(6)* I may be in business next week but **at any rate** I'll be back by Friday.

(7)* There is no point complaining now **in any case** we're leaving tomorrow.

(12)* They had little money. **In spite of that** they always bought their children expensive presents.

Finally, intralingual errors constitute (1073, 33.08%) of the total number of errors. The high rate of such errors confirms the third hypothesis of this study which states that intralingual transfer is one of the communication strategies that has a great influence on recognizing and producing contrastive conjunctions than other strategies, such as interlingual transfer, context of learning ... etc.

4.3 Context of Learning

Errors of context of learning refer to the negative influence of elements of learning situation, such as the classroom, the lecture, and the curriculum. These kinds of errors are also called "induced errors", which refer to the errors caused by the way in which language items have been taught (Van Patten, 1990: 4). The influence of these types of errors can be seen in items (2,4,5,6,8) in Question 1:

(2)* I'll go anywhere for my holiday **but** except Blackpool. I really hate it there. **C**
(Contrastive)

(4)* Try **as** he would, he couldn't lift the rock. **N** (Non-contrastive)

(5)* The honeymooners began quarrelling, **so** they sleep in different rooms. **C**
(Contrastive)

(6)* He makes good resolutions, **only** he never keeps them. **N** (Non-contrastive)

(8)* I helped myself to an ice-cold orange-juice and a pizza from the freezer **while** they were away. **N** (Non-contrastive)

The errors attributed to this factor have been result from the limited exposure to certain contrastive conjunctions since some of these conjunctions look unfamiliar to the learners ,i.e.(as, only, still...etc.)

In addition, errors may be attributed to the classroom presentation where several contrastive conjunctions are presented at the same time with insufficient explanation due to the limited time allotted for teaching conjunctions. This may make the learners unable to recognize such conjunctions. The total number of these errors is (432, 13.3%).

4.4 Communication Strategies

Communication strategies are used by learners to overcome a communication problem caused by a lack of or inability to access L2 knowledge (Ellis, 2003: 340). Second language learners will inevitably experience moments where there is a gap between communication intent and their ability to express that intent. Some learners may just stop talking; others will try to express themselves using communication strategies (Yule, 1996: 197). Corder (1973: 104) states that the subjects' errors in communication strategies are due to reduction or avoidance strategies. He calls the first one as "risk-avoidance" and the second one as "risk-taking" or "resources expansion".

"**Avoidance**" is one of these strategies. It means not saying what one wants to say, so one has the ability to solve the problem of how to express it (Yule, 1996: 197). According to this strategy, the subjects may tend to give no responses or make no choices. In other words, avoidance strategy has been used and represented by the items that were left by the subjects with no responses.

The influence of this strategy can be seen in items (5, 6, 9 and 10) in Question 1 and items (1, 3, 5, 9 and 10) in Question 2 in which the subjects left these items without answer.

Paraphrasing(circumlocution), on the other hand, is another strategy. It is classified under what is called risk-taking strategies. To use paraphrase or circumlocution is to get round the problem with the knowledge available, which is perhaps intelligent, but successful (Corder, 1981: 105).

Some of these errors of this strategy can be clarified in items

(1, 4, 9, 13 and 15) in Question 4:

(1)* He eats everything, **yet**.

(4)* He's one of the kindest men I know **at the same time** mad.

(9)* He doesn't study at all and **instead** day-dreams.

(13)* The water was cold **anyhow**.

(15)* This is not winter **but then** cold.

The total number of errors that might be related to using such strategies is (974,

24.17%) of the total number of the subjects' errors.

Finally, the following table shows the frequency and percentage of the sources of errors of the whole sample.

Table (13) Errors Sources

Type of Strategy	Frequency of Errors	%
1- Intralingual Strategy	1073	33.08
2- Interlingual Strategy	955	29.44
3- Communication Strategy	784	24.17
4- Context of Learning	432	13.31
Total	3244	100

5.1 Conclusions

The error analysis carried out in this study reveals the following points: 1. Iraqi EFL university learners at the fourth year face difficulty in mastering contrastive conjunctions. This is indicated by their low performance in the test as the, rate. of their correct responses (1756, 35.12%) is lower significantly than that of their incorrect ones (3244, 64.880/0).

2. The subjects' performance in the test has also revealed that EFL university learners encounter more difficulties in using contrastive conjunctions at the production level than at the recognition one. This is due to the fact that the total number and the percentage of the correct responses at the production level (845, 33.8%) is lower than the total the total number and the percentage of the correct responses at the recognition level which are equal (911, 36.44%).

3. Some of errors are due to the student's lack knowledge of the English contrastive conjunctions since they are not aware of their different types. 4. Error analysis has yielded the following results. These results are arranged hierarchically according to the frequency of errors attributed to each:

a- Intralingual transfer accounts for (33.88%) of all the subjects' errors.

These errors constitute the majority of the subjects' errors due to the subjects' reliance on their prior knowledge of the target language rules.

b- The second - highest rate of error cause is interlingual transfer which is (29.44%) of all the subjects' errors:

- c- Communication strategy accounts for (24.17%) of all the subjects' errors.
- d- Context of learning of contrastive conjunctions has not been given due attention in the grammar books in general, and in the subjects' textbooks in particular. The rate of errors pertaining to such factor is (13.31 %) of all the subjects' errors.

5.2 Recommendations

In the light of the discussion of the results of the present study, the following recommendations can be posited:

1. More attention should be given to the types of conjunctions at all level of education.
2. English conjunctions must be taught by means of communication tasks and real - life situations which provide meaning or in the form of conversation.
3. More practices and exercises should be conducted among students in English conjunctions so that the students can recognize the types of these conjunctions.
4. Depending on the types of the errors made by the subjects of this study, the teachers/ instructors should take these errors into consideration and ask their students to avoid such errors.
5. The teachers / instructors should make a clear distinction between simple adverbs and conjunctions adverbs or conjuncts in order that the students may be acquainted with these constructions and the way of using them.
6. The grammar books, which are studied by the university students, must include more subjects about English conjunctions and all their subclasses.

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Appendix I

The Test

Q.1 State whether the underlined conjunctions are contrastive (C) or non- contrastive (N).Write the appropriate letter in the blanks: (10 M.)

I-Although I am happy with my life, I think I should try and get out

more .

2-I'll go anywhere for my holiday **but** except Blackpool. I really hate it there.

3- **Even if** I became a millionaire, I would not stop working. 4- Try as he would, he couldn't lift the rock.

5- The honeymooners began quarrelling, so they sleep in different rooms.

6- He makes good resolutions, **only** he never keeps them.

7 - He always remains cheerful. But his life has been best by constant illness, **nevertheless**.

8- I helped myself to an ice-cold orange- juice and a pizza from the freezer **while** they were a way.

9- He continued to serve in the government, **despite the fact that** he lost his job as Arts minister.

10- **Whenever** I babysit at their house, I am always very well.

Q.2 Classify the conjunctions on the right side of the vertical line by arranging them in the subclasses listed on the left: (15 M.)

SUBCLASSES	CONJUNCTS
1-Replacive	1-even if
	2- anyhow
	3- by comparison
	4- yet
2- Antithetic	5- rather
	6-on the other hand
	7- however
3- Concessive	8- in contrast
	9- nonetheless
	10- still
4- Reformatory	11- on the contrary
	12-though
	13- in other words
	14-then
	15- anyway

Q.3 Put the following contrastive conjuncts in suitable sentences :(10 M.)

(on the contrary, even though, rather, nonetheless, anyway, still, by comparison, wherever, no matter how, in other words)

1-

2-

3-

4-

5-

6-

7-

8-

9-

10-

Q.4 Join the following sentences using the contrastive conjuncts in brackets: (15M.)

- 1- He eats everything. He claims he is vegetarian. (yet)
- 2- Perhaps we should spend the whole week under canvas. It may rain a lot and then we could return home earlier. (on the other hand)
- 3- We disagree with the other group's interpretation. Their experiment results are impressive. (however)
- 4- He's slightly mad. He's one of the kindest men I know. (at the same time)
- 5- He is stupid. He never loses his profit out of sight. (as)
- 6- I may be on business next week. I'll be back by Friday. (but at any rate)
- 7- There's no point complaining now. We're leaving tomorrow. (in any case)
- 8- He seems to dislike me. I still like him. (for all that)
- 9- He doesn't study at all. He sits and day-dreams. (instead)
- 10- This time he has kept all promises he made. I don't really trust him. (even so)
- 11- Nonsense the newspaper prints. Some people always believe it. (whatever)
- 12- They had little money. They always bought their children expensive presents. (in spite of that)
- 13- The water was cold. I took as shower. (anyhow)
- 14- He walks. He might take a taxi. (when)
- 15- This is not winter. It is almost cold. (but then)