

**L1 Interference in Using Coordinating
Conjunctions by EFL Learners**

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ABSTRACT

*This article is an attempt to explore the interference of the mother-tongue in using some grammatical patterns, particularly coordinating conjunctions (**and**, **or**, and **but**). An instrument of a test was performed in collecting the data of this work. The researcher used two tests: one in the form of first language of the informants (L1) and the other in the foreign language (FL). The aim of the two tests is to explore the interference of L1 in using FL. The subjects of the study were selected randomly from a recognised university, where English is used as a foreign language. They are 40 students of fourth level of English Department a last year of obtaining B.A Degree. In the process of data analysis, the most commonly, applicable, and reliable system (statistical package for social sciences) is preferred to be used. The results of the present research paper have revealed that the coordinating conjunctions **and** has the most common use than other conjunctions. By juxtaposing the results of the two tests (FL-L1 Test and L1-FL Test), the effects of the mother-tongue interference appear clear, the coordinating conjunction **but** has obtained the least degree of L1 interference, **or** has got more, while **and** has attained the highest degree of the mother-tongue interference.*

Keywords : Interference , Conjunction , Coordinating Conjunction .

1. Introduction

Undoubtedly, English is the world's most important language and most widely used language. It has become a medium that can be used in the unlimited ways in the new revolutionary world of globalization (Abdullah, 2009:1). No one can deny the truism that English has been imposed itself as an international language all over the world, it is extensively used in the present than it was before. Totally more than a quarter of the whole world speaks English in its three varieties i.e. first, second and foreign language, which shows that English has the greatest importance if compared to the other languages.

Huckin (1988:31) points out that "English has become the worldwide Lingua Franca not only of diplomacy, aviation, tourism and popular culture, but also more importantly of science, technology and commerce. The driving force behind today's increasing global economy is the explosion of technology. But technology itself depends on information and this information is mostly conveyed in English, both internationally and intranationally."

There are three categories of acquiring and learning English: a) first language (L1) second language (SL or L2) and c) foreign language (FL).

(a) First language/ mother tongue (MT)/ native language (NL) literally, all the three forms (L1, MT and NL) are used to indicate the same meaning and they can be used interchangeably. Practically, there is a slight difference, by L1 we mean that it is the first language which can be learnt before any other language, because some learners can speak more than one language. By MT, it means that it is acquired at the mother's knee, and by an NL, we mean that it is the language of the homeland. Exemplifications of the countries of English as an L1 are

the United States, Britain, Ireland, New Zealand, Australia, Canada, etc.

- (b) By an SL, it is a language necessary for certain official, social, commercial or educational activities within their own country, such countries of English as SL are: India, Pakistan, Nigeria, Kenya and many commonwealth countries and some former British territories.
- (c) By an FL it is meant that English is used by someone for communication across frontiers or with people, who are not his countrymen, it can be used in the educational system as one or two subjects along with many other subjects (seven, eight or more) in the mother tongue of the learners. The best example for such application is the Arab World Countries.

Learners of English as an FL encounter a lot of serious difficulties, because the **interference** of the first language. Quirk et al (1985:25) argue "we apply 'interference' to the trace left by someone's native language upon the first foreign language he has acquired/ learnt".

The present work investigates the effect of the first language interference on learning of a foreign language, focusing on the coordinating conjunctions.

2. Review of Literature

2.1. English Conjunctions

Longman Dictionary of Contemporary English (1987:214) defines conjunction as a "word such as BUT, AND or WHILE that connects parts of sentences, phrases or clauses".

2.1.1. Types of English Conjunctions:

There are three types of English conjunctions: a) coordinating conjunctions b) correlative conjunctions and c) sub- coordinating conjunctions. The chief focus of the present study is about the first category i.e. coordinating conjunctions, therefore the next discussion will be rounded about that type.

Thomson and Martinet (19986:288) define coordinating conjunctions as "words join parts of nouns, adjectives, adverbs, verbs, phrases and even clauses". While Richards et al. (1990:77) define them as "coordinators such as AND, OR and BUT that they join linguistic units which are equivalent or of the same rank".

2.1.2. Functions of Coordinating Conjunctions in English

Krishnaswamy (1975:303-5) and Collins (1990:373-81) mention a huge use of coordinating conjunctions for AND, OR and BUT, it is worthy to survey some of them:

a) **AND:**

- It can be used to show simple addition, joining nouns e.g. On my way, I met a boy **and** a little girl.
- It is used to continue the narrative, joining predicts e.g. They turned **and** ran away.
- It can be used to intensify meaning and join clauses e.g. We carried out the experiment **and** did it well.
- AND can be applied to join two adjectives, two verbs (lexical and auxiliaries), two subordinating conjunctions, two prepositions and prepositional phrases, two gerunds and two dependent and independent clauses, also it can be used to contrast between two things, people, places, ideas. Furthermore, coordinating conjunction

AND can be used to form a compound subject, a compound object, and a compound modifier (adjectives or adverbs).

b) OR:

The most frequent use of **OR** can be summarised in the following: It can be used to indicate choices as in: Will you have tea **or** coffee. It is used with equivalences e.g. A Rector **or** vice-rector can provide the annual academic report. We can use **OR** to replace the omitting subject, auxiliaries and negative form, for instance, instead of saying: He does not chew qat and he does not smoke. We can say: He does not chew qat **or** smoke.

c) BUT:

BUT can be used to link contrasting adjectives e.g. She is inactive **but** intelligent. (NB: In some situations **BUT** and **AND** are interchangeable as in: My mother is a dentist **but/ and** my sister is an architect.). Also, the coordinating conjunction **BUT** can be used to link between two adverbs, for instance: He answers briefly **but** cleverly. **But** can come at the beginning of a clause (i.e. initial in sentence) e.g. It was snowing. **BUT** I went out.

2.2. Arabic Conjunctions

As it has been pointed out that the research investigates the effect of the interference of the first language in using/ learning grammatical patterns of the foreign language. The participants belong to Arab country in which their mother tongue is Arabic. Therefore, it is important to provide a survey about the topic of the present work in the target language (i.e. Arabic Conjunctions).

Many Arab grammarians such as Ibn Hisham (1992:404-19) in his book *Shadhoor Al-Dhahab Fi Marifat Kalam Al-Arab*, Abbas Hassan (1976:538-629) in his book *Al-Nahw Al-Wafi*, Ibn Asfoor Al-Shabili (1998:174) in his book *Sharh Gumal Al-Zaggaggy*, Abi Al-Fath Al-Badli (2002:802) in his book *Al-Fakher and Alahdal*, A. (1995:179) in his book *Al-Nahw Al-Mustatab* had divided Arabic conjunctions into two types: a) clarification conjunctions and b) coordinating conjunctions (cited in Isa, 2012:34). The next discussion will shed light on the coordinating conjunctions as they are the core of this study.

2.2.1. Types of Coordinating Conjunctions in Arabic Language

In Arabic there are ten types of coordinating conjunctions:

- 1) الواو /alwaw/ means '**and**': It is used to indicate the participation.
e.g.: سَافَرَ عَلِيٌّ وَ خَالِدٌ إِلَى الْخَارِجِ Ali **and** Khalid travelled abroad. /safara aliun wa khalidun ila alkharigi/ .
- 2) الفاء /alfa/ means '**then**', 'and then', 'so': It is used to indicate arrangement and remark.
e.g.: جَاءَ التَّلَامِيذُ فَالْأَسَاتِذَةُ. The students came **and then** the teachers. /ga'a attalamidhu falasatidhatu/ .
The minister stood up, **so** I stood up also. /kama alwaziru fakumtu aidan/.
- 3) ثم /thumma/ means a coordination of the former two '**and then**': It is a conjunction and is used to indicate the arrangement with slack.
e.g.: حَضَرَ رَجُلٌ الْإِسْعَافِ ثُمَّ الطَّيِّبُ. The first-aid man came **and then** the doctor. /hadara ragulu alisafi thumma attabibu/.
- 4) حتى /hatta/ means '**till**', 'up to', 'until', 'and even': It is used to indicate linking (conjunction), purpose and gradualness.

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e.g.: أَكَلْتُ السَّمَكَةَ حَتَّى رَأَسَهَا. I ate the fish **up to** its head. /akltu assamakata hata rasaha/ .

5) **أَوْ** /aw/ means '**or**': It is used to indicate a choice, permission, doubt, obscurity, or division.

e.g.: جَالِسُ الْعُلَمَاءِ أَوْ الزُّهَادِ. You can sit with scholars **or** ascetics. /galis alaulama'a aw azzuhada/ .

: مِنْ الْمَحْتَمَلِ أَنْ أَسَافِرَ الْيَوْمَ أَوْ غَدًا. I may be travel today **or** tomorrow. /min almuhtamali an ausafira alyawma aw kadan/ .

6) **أَمْ** /am/ means '**or**': It is used as interrogative, question and strike.

e.g. (سَوَاءٌ عَلَيْهِمْ ءَأَنْذَرْتَهُمْ أَمْ لَمْ تُنذِرْهُمْ) (It is the same to them whether you warn them **or** do not warn them). /sawa'aun alaihim a'andhrtuhum am lam tundhirhum/.

7) **إِمَّا** /imma/ means ('**either**' / '**or**'): It is a conjunction and is used to indicate a choice, permission, doubt, obscurity and division.

e.g. (إِمَّا أَنْ تُعَذِّبَهُمْ وَإِمَّا أَنْ تَتَّخِذَ فِيهِمْ حُسْنًا). Either you punish them, **or** treat them with kindness./imma an tuadhibahum wa imma an tatakhidha fihim husna/ .

(إِنَّا هَدَيْنَاهُ السَّبِيلَ إِمَّا شَاكِرًا وَإِمَّا كَفُورًا). We showed him the way, whether he be grateful **or** ungrateful. /inna hadainahu assabila imma shakiran wa imma kafurun/.

8) **لَكِن** /laken/ means '**but**': It is used as an avoidance.

e.g.: مَا ضَرَبْتُ صَالِحًا لَكِن عَادِلًا. I did not hit Saleh , **but** Ali. /ma darabtu salihan lakin adelan/

9) **لَا** /la/ means '**not**': It is a conjunction and negative.

e.g. حَضَرَ هَانِي لَا مُنِيرُ. Hani is present **not** Munir. /hadara hani la muniru/

10) **بَل** /bul/ means '**but**': It is used to indicate a strike, an avoidance and return about thing to another thing.

e.g. لَيْسَ الخائِنُ محبوباً بل الأمينُ /laisa alkhainu mahbuban bal alaminu/ The traitor is not loved **but** the honest.

2.3. Comparison and Contrast

In English there are three coordinating conjunctions viz. and, but and or, but in Arabic there are ten viz. الواو /alwaw/ "and", الفاء /alfa/ 'then', ثم /thumma/ 'and then', حتى /hatta/ 'till', أو /aw/ 'or', أم /am/ 'or', إما /imma/ 'either/ or', لكن /laken/ 'but', لا /la/ 'not' and بل /bul/ 'but'.

There is one equivalent for English conjunction '**and**' that is الواو /alwaw/ '**and**'. Whereas '**but**' in English has two equivalents in Arabic i.e. لكن /laken/ 'but' and بل /bul/ 'but'. While '**or**' has three equivalents in Arabic i.e. أو /aw/ 'or', أم /am/ 'or' and إما /imma/ 'either/ or'.

In the two languages, the conjunction 'and' has the most frequent application either in the spoken or written form. Whereas, '**or**' is used more than '**but**', and '**but**' is the least.

3. Hypotheses of the Study

Prior to collecting and analysing the data, the study hypothesised the following:

1. The coordinating conjunction And has the most L1 interference.
2. The coordinating conjunction Or has less L1 interference.
3. The coordinating conjunction But has the least L1 interference.

4. Significance and Limitation of the Study

A lot of research work investigates the different aspects of grammar as tenses, prepositions, nouns, verbs, and adjective phrases, etc. Unfortunately, some patterns do not have enough research work, conjunctions are one of such areas which are ignored to a great extent. The current work aims at exploring the L1 interference in using

coordinating conjunctions. It is limited for the learners of English as a foreign language, particularly students of English major at the faculties of education, University of Aden, Yemen.

5. Methodology

5.1 Participants

The subjects of this study were fourth year students of English Department, at the Faculty of Education Lawder, University of Aden. The population is 40 participants selected randomly based on their willing. The entire population has had, of course, the obligatory six year exposure to English in basic and secondary education, as a school subject along with 7-9 other subjects in their mother-tongue (Arabic). Unfortunately, many trends claim that such educational programme is not sufficient to learn a foreign language as Kavaliauskiene

(2002:1) points out "the 6-8 years of exposure to English as a subject is not enough for them to achieve at least an intermediate level of proficiency" (cited in Abdullah and Othman, 2010:6). In the tertiary stage, the subjects of the present work are specialised in English, they would spend four years studying totally 48 subjects distributed among 33 department requirement subjects in English and 15 university requirement subjects in Arabic, successfully, completing those courses leading to obtain BA Degree in English.

5.2 Instrument of Data Collection

There are different tools which can be used in collecting the data of research such as questionnaires, interviews, tests, verbal reports and informal consultants. In the case of the present research paper, a test is the suitable method. Sleiger and Shohamy (1989:126) argue "in second language acquisition, tests are generally used to collect data about the subject's ability and knowledge of the second language in area such as vocabulary, grammar, reading, metalinguistic awareness and general proficiency". The instrument of this study is divided into two sections (FL- L1 part and L1-FL part). In the first part, the respondents were asked to translate ten sentences from English into Arabic and vice versa in the second part. By the tasks of translation, the researcher can discover easily the interference of the mother-tongue in using particular pattern in the foreign language.

5.2.1 Judging the Instrument

5.2.1.1. The Validity

Brown (1988:101) defines the validity as "the degree to which a test measures what is claims to be measuring'. The draught of the two tests were given to three experts in the field of English language teaching in order to check construct validity, comprehensibility and lucidity of different questions included in the two tests. All the comments, advice and corrections of the panels were taking into consideration in designing the last schedule of the instrument.

5.2.1.2 The Piloting

Post to the criterion of validation, the two tests were tried out on a sample of ten participants in order to identify ambiguity of any kind of

difficulty which may arise during the administration process; of course, they would be subject for modification or even deletion.

5.2.1.3 The Reliability

Reliability means the extent to which the data collection procedure elicits accurate and similar data under constant conditions on all occasions (Sleiger and Shohamy, 1988:184 and Bell, 1999:103).

Prior to the final administration process i.e. a period of one month post to reliability measurement, the tests were re-administered on the same sample in order to check the accuracy and consistency of the data obtained.

The results of three criteria (validation, piloting and reliability) were satisfied to a great extent which encouraged the researchers to take a final decision for conducting the instrument of data collection.

6 Data Analysis

6.1 Distributing the questions

Before analysing the data obtained, it is crucial to explain how the questions were distributed among the coordinating conjunctions under study. In test one, (English- Arabic part), sentences No. 1, 4, 6 and 9 were formulated to investigate the ability of students in using the coordinating conjunction **and**. Whereas, sentences No. 3, 4, 7 and 10 were designed to examine the coordinating conjunction **or**. While, sentences No. 2, 5, 8 were concerned with **but**. In test two (Arabic- English part), sentences No. 1, 3, 7 and 10 were designed to test **and**, sentences No. 4,5 and 8 for **or** and eventually sentences No. 2, 6 and 9 were used to examine **but**. In

the two tests, the coordinating conjunctions **or** and **but** were given three items for each. Whereas, **and** was given four items because it is more common than the former two.

6.2 Scoring Procedure

In respect to the scoring system, each question has been given ten marks; table No. 1 below explains the distribution of the sentences and marking system among the coordinating conjunctions in the two tests.

Test One FL- L1 Test (English- Arabic Part)			Test Two L1- FL Test (Arabic- English Part)		
Coordinator	Sentences	Marks	Coordinator	Sentences	Marks
And	1,4,6,9	40	And (الواو)	1,3,7,10	40
Or	3,7,10	30	Or او / ام / (اما)	4,5,8	30
But	2,5,8	30	But (لكن/ بل)	2,6,9	30
Total	10	100		10	100

Table (1): Distribution of sentences and marking system

6.3 Findings and Discussion

As it has been stated earlier that the participants are forty, they answered two tests (English- Arabic test and Arabic- English test) each test consisting of ten sentences. After the data required has been gathered, in the following stage, it is important to decide and establish the appropriate and practical procedure which can be used in the analytical process of the data obtained. In such situation, the most commonly applicable system is the Statistical Package for Social Sciences (SPSS) and its updated version, which offers comprehensive and thorough details for the process of analysis (Nie et al, 1975).

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The results of the respondents in the two tests (for more details see appendices 2 and 4) were given to an expert in the field of statistics in order to do the required statistical procedures. The following table (2) shows the analytical process of English- Arabic test.

	Mean	Std. Deviation	T	DF	Marks	Test Value	Sig. (2-tailed)
And	26	11.94	3.178	39	40	20	Sig at(\leq 0.01)level
Or	24.75	6.79	9.08	39	30	15	Sig. at (\leq 0.01) level
But	26.5	6.22	11.69	39	30	15	Sig. at (\leq 0.01) level
Total	77.25	14.85	11.61	39	100	50	Sig. at (\leq 0.01) level

Table (2) Statistical Procedures of the Informant's Results in English- Arabic Test.

After reviewing of the above table, the following results can be concluded:

1. The mean of the students' marks in using conjunction (And) is (26) with an average of (65%), it is above of the test value (20). Such result indicates that the performance of the study sample in the usage of the conjunction (And) from English to Arabic is satisfactory. That means there is a difference between the mean of the students' marks (26) and the average of the test value (20), which comprises a significant statistical difference at the (\leq 0.01) level.
2. The mean of the students' results in the use of the conjunction (Or) is (24.75) which makes up to (83%). This indicates that the performance of the study sample in the usage of the conjunction (Or) from English to Arabic is very good, that means there is a difference between the mean (24.75) and the average of the test value (15) which indicates a significant statistical difference at (\leq 0.01) level.

3. The mean of the testees' performance in the usage of the conjunction (But) is (26.5) with an average of (88%). This indicates that the performance of the study sample in the usage of the liking word (But) is very good; in other words, there is a difference between the mean (26.5) and the average of the test value (15) which points a significant statistical difference at (≤ 0.01) level.

As a conclusion, the mean of the testees' marks in the test as a whole is (77.25) with an average of (77.25) which indicates that the study sample's performance in the usage of coordinating conjunction (And, Or and But) from English to Arabic is good. That means, there is a difference between the mean of the test as a whole (77.25) and the total average of the test value (50), which comprises a significant statistical difference at the (≤ 0.01) level.

Table (3) displays concise description for the statistical procedures of the informants' results in the Arabic-English test.

	Mean	Std. Deviation	T	DF	Marks	Test Value	Sig. (2-tailed)
And	19.5	8.76	-0.36	39	40	20	Not sig. at (≤ 0.05) level
Or	18	6.07	3.12	39	30	15	Sig. at (≤ 0.01) level
But	18.25	5.5	3.74	39	30	15	Sig. at (≤ 0.01) level
Total	55.75	15.17	2.4	39	100	50	Sig. at (≤ 0.05) level

Table (3) Statistical Procedures of the Informants' Results in the Arabic-English Test.

After surveying of table (3), the following results have been emerged:

1. The mean of the students' performance in application of the conjunction (And) is (19.5) and the standard Deviation (SD) is (8.76) with an average of (49%) that can be described as a low

average, it indicates a weakness in the performance of the study sample in the usage of (And) from Arabic to English. That means, there is a difference between the mean (19.5) and the average of the test value (20). However, this difference is not statistically significant at the (≤ 0.05) level.

2. The mean of the students' performance in the usage of the conjunction (Or) is (18) with an average of (60 %), it is above the average of the test value (15) such result indicates that the students' performance in the use of the coordinating conjunction (Or) from Arabic to English is satisfactory. In other words, there is a difference between the mean (18) and the average of the test value (15) which comprises a significant statistical difference at the (≤ 0.01) level.
3. The mean of the students' marks in the use of the linker (But) from Arabic to English is (18.25) which makes up to (61%), of course it is above the average value of the test (15). This indicates that the performance of the respondents in the usage of (But) can be regarded as satisfactory. In other words, there is a difference between the mean (18.25) and the average of the test value (15) which refers to a significant statistical difference at the (≤ 0.01) level.

As a result, the mean of the students' grade in the Arabic- English test as a whole is (55.75%), interestingly, with an average of (55.75), indicating that the performance of the sample participants in the usage of the coordinating conjunctions (And, Or and But) from Arabic to English can be considered as above the average score. To put it in another way, there is a difference between the mean in the whole test (55.75) and the

average of the test value (50). Such result indicates a significant statistical difference at the (≤ 0.05) level.

In the respect to the errors and after reviewing the results of the students in the two tests (see appendices 2 and 4), it can be noticed clearly that most of the mistakes are committed in using the coordinating conjunction **and** in the two tests (35% in test one and 51.25% in test two), the coordinating conjunction **or** has got the second rank 17.784 in test one and 40% in test two, while the coordinating conjunction **but** has got the least score in committing mistakes 11.65% and 39.13% respectively. Figures No (1) and (2) show the frequencies of mistakes for each coordinating conjunction which are committed by the participants in the two tests.

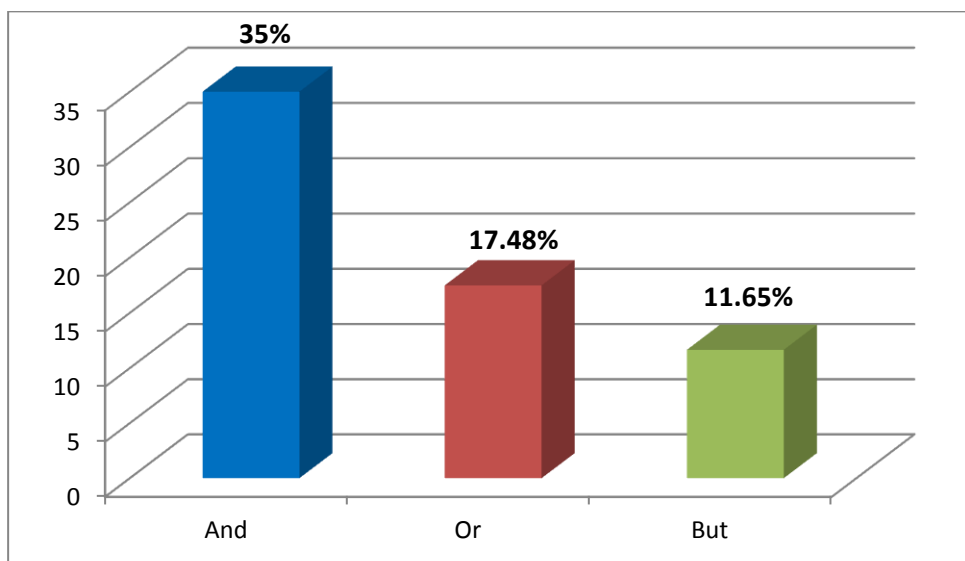


Figure No. (1): shows the percentage of mistakes committed by the students in using the coordinating conjunctions (and/or/but) in test one.

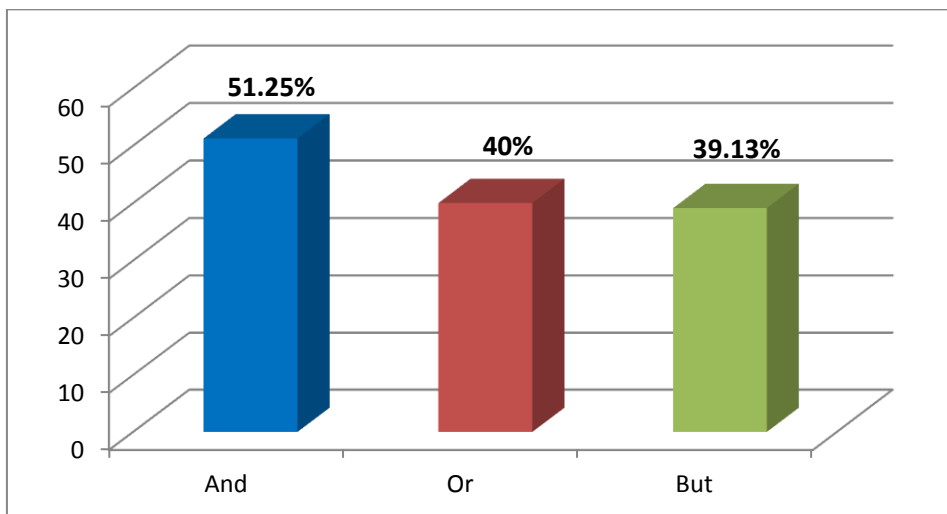


Figure No. (2): shows the percentage of mistakes committed by the students in using coordinators in test two.

As shown in Figure (1), the mistakes are not great if we compare them with the right answers i.e. 35% mistakes in case of **and**, which means that the correct answers are 65% and also with **or** and " **but**, the result is very good, the former obtained 82.52% and the later closed from excellent i.e. 88.35%.

In Figure (2), (L1-FL Test), the result is something frightening more than half of the answers are wrong 51.25% with **and**, while the other two (**or**, **but**) have got the same degree of difficulty nearly 40%.

If the result of the two tests in the above two figures (1 and 2) are matched, it can be seen obviously that there is a great correspondence between the sequence of difficulty in L1-FL Test (And-Or-But) and FL-L1 Test (And-Or-But).

As a result of the above comparison, it can be concluded that L1 interference affects to a great extent the use of coordinating conjunctions **and**, **or** and **but** in learning FL. Furthermore, the coordinating conjunction **and** has got the most degree of interference while **or** and **but**

obtained the least respectively, such results confirm the three hypotheses which are addressed at the beginning of this study.

Finally, it is worth to point that some recent trends claim that it is not true to consider L1 interference negatively in all situations. The mother-tongue interference can be a valuable resource if it is used at appropriate times and in appropriate ways (Atkins, 1993:2).

7. Conclusion

As it has been pointed earlier that the present paper offers a modest contribution in investigating the L1 interference in using coordinating conjunctions (**And**, **Or** and **But**) by FL learners of English with specific references to Arab learners. The results of this work have revealed that the coordinating conjunctions **and** has the most common use than other conjunctions. By juxtaposing the results of the two tests (FL-L1 Test and L1-FL Test), the effects of the mother-tongue interference appear clear, the coordinating conjunction **but** has obtained the least degree of L1 interference, **or** has got more, while **and** has attained the highest degree of the mother-tongue interference. The scales of mistakes ranged as follows: 35% for **and**, 17.48% for **or** and **but** got 11.65% in FL-L1 test and 51.25% for **and**, **or** obtained 40% and **but** 39.13% in L1-FL Test.

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Appendix (1)**Test One: FL-L1 Test****(English - Arabic Part)**

Translate the following sentences into Arabic:

- 1) We learn Arabic, English, and mathematics at school.
- 2) I bought a newspaper but I did not read it.
- 3) You can go with them or stay here.
- 4) He opened the door, walked into the room and sat down at his chair.
- 5) It seems easy, but I find it very difficult.
- 6) I bought a shirt, a cap, and a pair of gloves yesterday.
- 7) Either you have supper now or you wait until midnight.
- 8) They are poor but happy.
- 9) Ali, Saleh, and Khalid are good friends.
- 10) Would you like a cup of tea or a cup of coffee?

Appendix (2)

Results of the students in test one (English-Arabic test)

Table No. (2) Ser. No. of students	And /40 marks	Or /30 marks	But /30 marks	Total marks (100)
1	40	30	20	90
2	10	20	30	60
3	40	30	20	90
4	30	30	30	90
5	40	30	10	80
6	20	30	20	70
7	40	30	30	100
8	30	20	30	80
9	20	30	30	80
10	30	20	30	80
11	40	30	30	100
12	30	10	20	60
13	20	10	30	60
14	10	20	20	50
15	20	30	30	80
16	30	10	20	60
17	40	30	30	100
18	20	20	30	70
19	20	30	30	80
20	30	10	30	70
21	30	20	30	80
22	20	30	10	60
23	40	20	30	90
24	30	30	30	90
25	30	30	30	90
26	30	20	30	80
27	40	20	30	90
28	0	30	30	60
29	30	30	30	90
30	0	30	30	60
31	30	30	10	70
32	20	30	30	80
33	30	30	30	90
34	20	30	30	80
35	30	20	30	80
36	40	20	30	90
37	30	20	30	80
38	30	30	30	90
39	0	20	20	40
40	0	30	20	50

Appendix (3)**Test Two: L1-FL Test****(Arabic – English Part)**

Translate the following sentences into English:

(١) أَغْلَقْتُ الْأَبْوَابَ وَ أَوْقَدْتُ النَّارَ وَطَبَخْتُ الطَّعَامَ .

(٢) مَا صَافَحْتُ الْمَسِيءَ بِلِ الْمَحْسَنِ .

(٣) ذَهَبَ عَلِيٌّ وَ خَالِدٌ وَ مُحَمَّدٌ إِلَى الْمَدْرَسَةِ .

(٤) أَوْلِيدٌ جَاءَ أُمَّ سَمِيرٍ ؟

(٥) أَعْطَاهُ مِنْ مَالِي إِمَّا أَلْفًا وَإِمَّا أَلْفَيْنِ .

(٦) رَغِمَ أَنْتَ وَلَدٌ صَغِيرٌ إِلَّا أَنْتَ قَوِيٌّ جَدًّا .

(٧) سَكَنْتُ بَيْنَ النَّهْرِ وَ الْحِدَائِقِ .

(٨) خُذِ الْقَلَمَ أَوْ الْوَرْقَةَ أَوْ الْمَسْطَرَّةَ .

(٩) لَا تَضْرِبْ زَيْدًا لَكِنَّ عَمْرًا .

Appendix (4) Results of the students in test two (Arabic-English test)

Ser. No. of students	And /40 marks	Or /30 marks	But /30 marks	Total marks (100)
1	20	30	30	80
2	20	20	20	60
3	20	20	20	60
4	30	20	30	80
5	20	20	20	60
6	30	20	20	70
7	20	20	20	60
8	30	10	20	60
9	20	10	10	40
10	30	20	20	70
11	20	20	20	60
12	20	10	10	40
13	20	10	10	40
14	0	20	0	20
15	10	20	20	50
16	20	20	20	60
17	30	20	20	70
18	20	0	10	30
19	10	10	10	30
20	10	20	20	50
21	10	20	20	50
22	20	20	20	60
23	20	20	20	60
24	10	30	20	60
25	30	10	20	60
26	10	20	10	40
27	10	20	20	50
28	30	30	20	80
29	30	20	20	70
30	30	20	20	70
31	30	20	20	70
32	10	20	20	50
33	30	20	20	70
34	20	20	20	60
35	20	20	20	60
36	10	10	10	30
37	20	20	20	60
38	30	20	20	70
39	0	10	20	30
40	10	10	20	40

تأثير اللغة الأولى في استخدام أدوات الربط من قبل متعلمي الإنجليزية كلغة أجنبية

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قسم اللغة الانجليزية

كلية اللغات ، جامعة عدن

ملخص البحث

يهدف البحث إلى معرفة تأثير اللغة الأم في استخدام أدوات الربط لاسيما الواو ،

أو

ولكن ؛ استخدم الباحث وسيلة الاختبار لجمع المعلومات إذ قام بإعداد اختبارين ، الأول : في

اللغة الأم للمتعلمين (العربية) . والآخر : في اللغة الأجنبية (الإنجليزية) .

اختيرت عينة الدراسة بطريقة عشوائية من جامعة عريقة في تدريس اللغة

الإنجليزية كلغة أجنبية وكان العدد ٤٠ طالب من المستوى الرابع بقسم اللغة الإنجليزية

بكلاريوس آداب .

في عملية التحليل : استخدم الباحث الطريقة الأكثر شيوعاً وثقة (SPSS) .

أظهرت نتائج الدراسة أن أداة الربط (واو) أكثر استخداماً من غيرها ، وبعد

المقارنة ما بين نتائج الاختبارين ظهر واضحاً تأثير اللغة الأم إذ كشفت الدراسة أن أداة

الربط (لكن) أقل تأثيراً بلغة الأم ، وتليها (أو) بينما أداة الربط (واو) كانت الأكثر تأثيراً