

Review

Excessive Use of Additive Conjunctions to Promote Writing Skills at Tertiary Level

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Certainly, the question of conjunctions as involved in the academic writing of EFL students at tertiary level can have the effect of improving and maintaining the flow of ideas within their written texts. Consequently, conjunctions play a vital role in the clarity of writing by students. Accordingly, the validation of academic writing of EFL students at tertiary level has been investigated for the afore mentioned reason of clarity. In this study, collected paragraphs of 60 students at King Khalid University, College of Education, English Department in the second year have been studied for the purpose of reviewing the excessive presence of the additive conjunction *and*. A number of 120 paragraphs were examined for the purpose of finding out whether or not EFL students excessively use the conjunction *and*. Opinions based on a survey of a number of English university lecturers were taken into account for the same purpose. They agreed upon the fact that EFL students at tertiary level writing have to be observed closely. Also, they assured that the students have to be enlightened on the effect of the use of conjunctions on their writing quality.

Keywords: EFL students, conjunctions, academic writing

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INTRODUCTION

Wilkinson (1989) stated that certain characteristics govern the assessment of writing capabilities in a text under investigation such as the content, layout, vocabulary, style, accuracy, logic, coherence and cohesion and unity. Hence, conjunctions have been frequently observed for their significant role in the clarity in the academic writing. The excessive use of the additive conjunction *and* remains one of the empirical issues that has to be regularly discussed. In this study the researcher decided to focus on the excessive use of the additive conjunction *and* in the writing of EFL students for the reason that writing skill has the capability of conveying precise informative knowledge. Additionally, this study has to do with forming solid ground for finding solutions for such issue of excessive use of conjunctions to the clarity of academic writing. Burdick et al. (2013) described writing as a difficult task and being able to write involve periodic length of time in addition to learners' alertness. Thus, the students have to exert hierarchal efforts for a longer period of time in order to master writing skills accompanied with readability to acquire such skill. In the case of the students at tertiary level, systematic endeavors have to take place from the students and their lecturers.

Previous research

Field & Yip 1992 in their study on Hon Kong(L1) and Australian(L2) students found high frequency of using devices in L2 and also in L1. They stated that it may be due to the limited assigned time for the test. The students had to quickly complete the task rather than expressing their thoughts clearly. Also, they commented that the participants' background may affect their performance which resulted in the excessive use of the devices in their writing. On the other hand, they found that Cantonese speakers overuse the devices than their native speakers' colleagues. They observed that many Cantonese students use the devices in a way different from the native speaker of the similar age and level. The Cantonese students prefer placing the devices at the beginning of their sentences rather than in the middle. Crew 1990:324 in his study stated that overuse of connectors dominated the writing of the participants and the devices were used incorrectly and ended up with the notion that if the devices were not used it would be better based on the fact that native and non-native of English could logically interpret the link without such complication. As for the misuse of the conjunctions, crew described it as a broad problem of inability of logical decoding of the connectors.

Background on Writing

No doubt that clarity in the writing of EFL students at tertiary level represents how much has been learnt of academic writing by them. As such, a greater emphasis has to be allocated on how the conjunctions have been instructed to the students and the reflection of that on the students' performance. Accordingly, the blame should not be put solely on the students. The writing quality of EFL has been a source of concern within pedagogical context. If the quality is the issue then learning to write must be tackled as a responsible factor behind the deterioration of the students' writing.

Writing Overview

Gloria (2013) declared that writing has to be informative and capable of carrying a clear message to communicate effective verbal dialogue with readers. The aim behind writing is to reflect the point view of the writer through texts in dealing with a variety of writing genres such as description, exposition, narration and argumentation. As EFL attempt at writing they try to express their ideas through the complexity of sentence structures and meaning in relation to the language acquisition aspects in the case of EFL learners. To Mousapour (2011) writing has to be content-based, language and grammar rules characteristics. Consequently, the students writing acceptability with reference to clarity is effectual and neatly organized lexically.

Formal writing vs Informal writing

Formal writing is the type of writing that has specific characteristics. It has to be clearly written with every aspect that leads to writing clarity such as following the formats of the sentence structures and neat grammar, punctuation in addition to logical connection between paragraphs in texts. Whereas informal writing refers to any type of writing that does not follow any rules of academic writing such as that of the social media and SMS in mobile technology.

The significance of writing

Writing in itself is a unique human skill that allows recording of thoughts over time. As a result, the history of mankind civilizations has been recorded up to the present time. Thus, writing makes it possible for human beings to communicate past, present and future thoughts that the other creatures cannot be able to practice. As for the academic spheres, it helps present ideas in a clear and acceptable forms of communication.

Connectors in Relation to Writing Quality

Neat written texts are needed in academic writing. In order to guarantee that in the writing of EFL undergraduates writing, logical connectors have to be used to allow the natural flow of thoughts to be grasped without efforts from the receivers. The afore factors, in the case EFL undergraduates have to be well equipped of writing clarity aspects. Thus, writing without utilizing such clarity tools leads to writing ambiguity in sequencing the intended meaning. According to Halliday and Hassan (1976) conjunctions are linguistics devices that are important for the written texts' clarity.

Writing with an aim

Writing for academic purposes is no doubt different when compared with other purposes of writing. In fact, it has to do with compatibility. Fundamentally, the writing of EFL students at tertiary level has to cope with the agreed upon pedagogical specifications. The aim in this case is to bridge the knowledge gap by using comprehensible and unified structure of writing to be used within the academic scope.

What is a conjunction

Conjunctions have been given a variety of definitions:

Halliday & Hassan (1976) refer to conjunctions as linguistics devices that are basic for the text clarity. To Schleppegrell (1996, p.272) a conjunction is a grammatical indicator that functions as a linkage within a text. Also, Ting(2003) declared that conjunctions are essential for the clarity in writing and they maintain the quality of the text. Sanders and Noorman, L.(2000) claim that conjunctions base for a common ground that links the reader with the text as they give obvious information between the text segmented parts. Geva,1992 stated that conjunctions function as signals that create logical relations within written texts and increase the way the texts are read. Actually, texts in English cannot be possibly handled in the absence of proper used conjunctions. Ideas in such texts are usually difficult to deal with

Conjunctions and the Academic writing quality

Needless to mention that writing clarity has been an essential pedagogical requirement for any academic form of writing for its influence within the process of the flow of knowledge among the target audience.

The significance of the study

And as an essential additive conjunction that is frequently used in the writing of the students at tertiary level has a major role in the output of the students' writing in relation to academic writing requirement. It has been assumed that EFL students at tertiary level writing is affected by the excessive use of And, the additive conjunction, in their writing which in itself which affect the quality of the writing of the students in general. Accordingly, this study has been imparked to investigate such claim.

Overview of Conjunctions

Conjunctions are significant parts of English grammar and used to join words, phrases, and clauses. They are essential for expressing relationship between ideas in a sentence. For English as a Foreign Language students at tertiary level understanding of how to use conjunctions is essential for achieving volubility in the language.

The following outline will deliver an overview of the varied types of conjunctions and how they can be used in sentences. It will also provide some examples of how EFL students at tertiary level can use conjunctions to improve their writing and speaking skills.

Types of conjunctions

Conjunctions can be classified into three main types: coordinating, subordinating and correlative.

Coordinating conjunctions

Coordinating conjunctions join independent clauses together or two words that have equivalent importance in a sentence. The most common coordinating conjunctions are “but”, “or”, “so”, “for” and “yet”.

Subordinating Conjunctions

Subordinating conjunctions join two clauses together where one clause is dependent on the other clause for its meaning. The most common subordinating conjunctions are “because” “although” “if” “ when” and “while”.

Correlative conjunctions

Correlative conjunctions are two words or phrases together that have equal importance in a sentence. The most common correlative conjunctions are “both...and”, “either...or”, “neither...nor”, “not only....but also” and “whether... or”.

The Study Objectives

The objectives of the study are as shown below:

- 1-Attempting at finding out whether EFL students at tertiary level overuse the conjunction *and* in their writing.
- 2-Try to understand why EFL students at tertiary level overuse the conjunction *and* in their writing.

The Study Hypotheses:

The hypotheses of the study are featured as of the following:

- 1-There is an excessive use of the additive conjunction *and* in the writing of EFL students at tertiary level.
- 2- EFL students at tertiary level overuse the additive conjunction *and* in their writing.

The Study Questions:

The following questions have been prepared by the researcher in order to be investigated and they are as follows:

- 1-Is there an excessive use of the additive conjunction *and* in the writing of EFL students at tertiary level?
- 2-Why do EFL students at tertiary level overuse the additive conjunction *and* in their writing?

Methodology:

The analytical and qualitative methods were applied in this study. A number of 40 paragraph models were examined out of 120 related ones for the excessive use of the additive conjunction *and* in the writing of the third-year students in the English Department at Comboni College of Science & Technology. The model paragraphs were taken from the Essay writing final examination of May 2022. Also, a survey has

been conducted by the researcher covered the lecturer's opinions on the issue of the excessive use of the conjunction *and* by EFL at tertiary level students.

Finding:

The current study turned up with the following findings:

Firstly:

The students' part was taken from the final exam of paragraph writing at Comboni College of Science & Technology. It was divided into two parts. A/ The students had to choose one of two topics prepared for the exam. They were presented as:

1. The advantage of owning a small car.
2. Why do you study English?

B/ The students had to select one of the following topics:

1. The importance of the Internet.
2. The uses of water.

Thus, the students had to write a paragraph on one topic from each part by selection

Note:

1. What has been written in *Italic* represents the student's real sentence.
2. Selected sentences and paragraphs were given as example for the excessive use of the additive conjunction *and*.

Sample 1

Paragraph one

Writing Quality		
Satisfied	Average	Unsatisfied
	√	
Analysis of using the additive conjunction <i>and</i>		
Two correct uses and one mistaken uses of <i>and</i> . The following is an example of the mistaken use of the conjunction: the sentence has been written as: <i>English language and used to communicate</i> .		
The occurrence of the additive conjunction <i>and</i>		
3		

Sample 1

Paragraph 2

Writing Quality

Satisfied	Average	Unsatisfied
	√	

Analysis of using the additive conjunction *and*

-

The occurrence of the additive conjunction *and*

3

Sample 2

Paragraph 1

Writing Quality

Satisfied	Average	Unsatisfied
	√	

Analysis of using the additive conjunction *and*

The used conjunction *and* could be avoided if it has been written as: Firstly, I study English because it is the second spoken international language after Chinese. The sample sentence has been written as: *Firstly, I study English because English is international language, and the second the language they are speaking after Chinese.*

The occurrence of the additive conjunction *and*

1

Sample 2

Paragraph 2

Writing Quality

Satisfied	Average	Unsatisfied
	√	

Analysis of using the additive conjunction *and*

-

The occurrence of the additive conjunction *and*

4

Sample 3

Paragraph 1

Writing Quality

Satisfied	Average	Unsatisfied
		√

Analysis of using the additive conjunction *and*

The conjunction *and* has been used with also in two instants. Once used after a full-stop as: *and also, I want to be a translator*. In the second instant, at the beginning of a sentence as: *And also, I study English to visit the countries...*

The occurrence of the additive conjunction *and*

3 times

Sample 3

Paragraph 2

Writing Quality

Satisfied	Average	Unsatisfied
		√

Analysis of using the additive conjunction *and*

There were five uses for the conjunction *and* in this paragraph. They were wrongly used in most of the cases: *The internet is very important because by him we can shopping on line, and don a lot of work and also we can study on line....*

The occurrence of the additive conjunction *and*

5 times

Sample 4

Paragraph 1

Writing Quality

Satisfied	Average	Unsatisfied
	√	

Analysis of using the additive conjunction *and*

Unnecessary use of the conjunction *and*. For instant, the for part of a sentence: *the problem that I'm not sure about my study and English is first language in the world....*

The occurrence of the additive conjunction *and*

3 times

Sample 4

Paragraph 2

Writing Quality

Satisfied	Average	Unsatisfied
		√

Analysis of using the additive conjunction *and*

This paragraph has been written as: “*but when you spend all day in the internet this is not good especially when somebody new don't know the internet and the Dark said of the internet*”

in the example above, the whole sentence begins with *but* with a small letter.

The sentence could be as: People should not spend much time using the internet because it is dangerous. There is no need for using the conjunction *and* here.

The occurrence of the additive conjunction

1

Sample 5

Paragraph 1

Writing Quality

Satisfied	Average	Unsatisfied
	√	

Analysis of using the additive conjunction *and*

And beings the sentence and that is rare in English as in: *and buy something else*. That use should be another part to complete the meaning, but it begins a sentence and there is a full-stop after that.

The occurrence of the additive conjunction

1

Sample 5

Paragraph 2

Writing Quality

Satisfied	Average	Unsatisfied
	√	

Analysis of using the additive conjunction *and*

There is a sentence that begins with and in small letter : *and the internet has advantages and disadvantages*

The occurrence of the additive conjunction *and*

4 times

Sample 6

Paragraph 1

Writing Quality

Satisfied	Average	Unsatisfied

Analysis of using the additive conjunction *and*

One of the two uses is incorrect: ... *I choose English and it's international language and its instrument of communication in the world.* The sentence could be correct without using the conjunction *and* as in: *I choose English because it is an international communication instrument.*

The occurrence of the additive conjunction *and*

2

Sample 6

Paragraph 2

Writing Quality

Satisfied	Average	Unsatisfied
	√	

Analysis of using the additive conjunction *and*

In most of the cases the use of *and* could be avoided: *Internet is used as instrument of communication in the world it uses for selling and buying things and controlling machines in some countries....*

The occurrence of the additive conjunction *and*

4

Sample 7

Paragraph 1

Writing Quality

Satisfied	Average	Unsatisfied
	√	

Analysis of using the additive conjunction *and*

The use of *and* could be avoided in the following sentence for instance: *I study English because I love English, and English language is used in all of the world.*

The occurrence of the additive conjunction *and*

2

Sample 7

Paragraph 2

Writing Quality

Satisfied	Average	Unsatisfied
		√

Analysis of using the additive conjunction *and*

There is an evidence of the excessive use of the conjunction *and* here: *The have many uses of water Example in cooking and drinking and washing and cleaning.*

The occurrence of the additive conjunction *and*

3

Sample 8

Paragraph 1

Writing Quality

Satisfied	Average	Unsatisfied
	√	

Analysis of using the additive conjunction *and*

Wrong use of the conjunction *and*: *I am studying English, to know about this language, be perfect at it, know more about the English language and because I love English...*

The occurrence of the additive conjunction *and*

1

Sample 8

Paragraph 2

Writing Quality

Satisfied	Average	Unsatisfied
		√

Analysis of using the additive conjunction *and*

There is a wrong use of the conjunction *and* as in “*you can make business and give jobs to people with it and you can read and buy education by it.*”

The occurrence of the additive conjunction *and*

3

Sample 9

Paragraph 1

Writing Quality

Satisfied	Average	Unsatisfied
		√

Analysis of using the additive conjunction *and*

The following sentence has many indications of the misuse of the conjunction *and*: “*The English language is entry many thing like technology and health and treatment and education electronic and any study in universities...*”

The occurrence of the additive conjunction *and*

6

Sample 9

Paragraph 2

Writing Quality

Satisfied	Average	Unsatisfied
		√

Analysis of using the additive conjunction *and*

It seems that in this sample the student has repeated the same mistakes as in paragraph 1: “*The internet is importance in our life to do many thing, any thing is become by internet in technology and social media and treatment and electronic education.*”

The occurrence of the additive conjunction *and*

8

Sample 10

Paragraph 1

Writing Quality

Satisfied	Average	Unsatisfied
		√

Analysis of using the additive conjunction *and*

In two different instances, *and* have been used wrongly: 1/...*I study English because I like it. and when I want to go a prod it can help me...* 2/. *and I student for come easy to me...*

The occurrence of the additive conjunction *and*

3

Sample 10

Paragraph 2

Writing Quality

Satisfied	Average	Unsatisfied
		√

Analysis of using the additive conjunction *and*

The text is not correctly written as a whole, but And has been used in different occasions

The occurrence of the additive conjunction *and*

4

Sample 11

Paragraph 1

Writing Quality

Satisfied	Average	Unsatisfied
	√	

Analysis of using the additive conjunction *and*

Starting a sentence with *and*: “*English is the most spoken language nowadays. And the future depends on it.*” That sentence could be written without the use of the conjunction *and* as: English is the most Spoken language nowadays that the future depends on. Another example as in: “*If you want to have a good future career, you to build and to put an amazing foundation of English, to get the salary that you want, and the house that you want to buy, and for myself...*”

The occurrence of the additive conjunction *and*

5 times

Sample 11

Paragraph 2

Writing Quality

Satisfied	Average	Unsatisfied
	√	

Analysis of using the additive conjunction *and*

The first example in this sample comes as: *The internet is a legend of the globe. And the recent world is nothing without it.* It can be written as

: The internet is one of the globe's legends that the recent world is nothing without it.

The occurrence of the additive conjunction *and*

2 times

Sample 12

Paragraph 1

Writing Quality

Satisfied	Average	Unsatisfied
	√	

Analysis of using the additive conjunction *and*

The participant used *and* as follows: *Owning a small car has many advantages, and I will mention them all.* That sentence could be: (owning a small car has many advantages. Firstly,...) . For another example, the participant has written: *Small cars are needed and highly wanted* which is not correct. It could be either wanted or needed: Small cars are needed... and no need for/ and wanted.

The occurrence of the additive conjunction *and*

4 times

Sample 13

Paragraph 2

Writing Quality

Satisfied	Average	Unsatisfied
	√	

Analysis of using the additive conjunction *and*

The participant used *and* as follows: *The first and the most important use of water is drinking.* That could be: Drinking is the most important use of water.

The occurrence of the additive conjunction *and*

5 times

Sample 14

Paragraph 1

Writing Quality

Satisfied	Average	Unsatisfied
		√

Analysis of using the additive conjunction *and*

The whole paragraph goes as: *I study English because internal language and important language. I will be a teacher. English is good me help every on in your life and the job help in the travel any country.* The part in *italic* could be as: I study English because it is an international language. I want to be a teacher. English is helpful I in your life, your job and when you travel to any country...

The occurrence of the additive conjunction *and*

Twice

Sample 15

Paragraph 2

Writing Quality

Satisfied	Average	Unsatisfied
		√

Analysis of using the additive conjunction and

The original copy of the participant's paragraph goes as: *"The water is important the use of building and the cooking. Hospital and uses tree and animals it help everybody in the life water is good water is uses in the condition all the people uses water in drink"*. The uses of *and* are not clearly stated in this paragraph. So, they are not satisfying.

The occurrence of the additive conjunction and

3 times

Sample 16

Paragraph 1

Writing Quality

Satisfied	Average	Unsatisfied
		√

Analysis of using the additive conjunction and

The participant made use of *and* as follows: *If you want to travel or to go in tourism it necessary to know English, and it important to you future and your job*. The sentence could be written as: If you want to travel as a tourist, it is necessary to know English. In addition to that learning English is important to your future and your job.

The occurrence of the additive conjunction and

3 times

Sample 17

Paragraph 2

Writing Quality

Satisfied	Average	Unsatisfied
		√

Analysis of using the additive conjunction and

The participant's paragraph goes as: *"There are many reasons that make the internet important in our life. Firstly, by the internet is the world is small village and it help students and teachers in to improve their education and their knowledge by internet we can communicate with other countries simply"*. The conjunction *and* has not been used properly in relation to the words around it in this paragraph.

The occurrence of the additive conjunction and

3

Sample 18

Paragraph 1

Writing Quality

Satisfied	Average	Unsatisfied
	√	

Analysis of using the additive conjunction and

The following sentence in this paragraph has been written as :*I study English because English is interesting language and international language, and English language help one how to communication with other people.* That in itself shows the excessive use of conjunctions in this paragraph.

The occurrence of the additive conjunction and

Twice

Sample 19

Paragraph 2

Writing Quality

Satisfied	Average	Unsatisfied
		√

Analysis of using the additive conjunction and

The student's paragraph writes as: "The water it have many of uses the first on is it use to drank, wash, and in farm. The second water uses in the factory, and it is very important in life then the water important in life". The candidate's selected sentence is not syntactically constructed by the candidate.

The occurrence of the additive conjunction and**Sample 20**

Paragraph 1

Writing Quality

Satisfied	Average	Unsatisfied
		√

Analysis of using the additive conjunction and

This paragraph reads as: *I study English because, I speak English very well and fluently, English is very important, and to learn English, and part of speech, English was important in your life, I like English and I hope learn English and speak English fluently very well. I hope work in any organization because learn, English.* The afore selected sentences has not were not constructed correctly in relation to the conjunction *and*.

The occurrence of the additive conjunction and

3

Sample 21
Paragraph 2
Writing Quality

Satisfied	Average	Unsatisfied
		√

Analysis of using the additive conjunction *and*

"Internet was very important, because internet uses to main used to listen to music, and watch the movies, and learn about yourself...". The quality of writing in this selected sentence is not sufficiently constructed in relation to the use of the additive conjunction *and*.

The occurrence of the additive conjunction *and*

3 times

Sample 22
Paragraph 1
Writing Quality

Satisfied	Average	Unsatisfied
		√

Analysis of using the additive conjunction *and*

This paragraph reads as: *I study English is very important develop me how to speak with another country and learn me The true way to speak and write and reading...* the quality of writing in the example taken from the candidate paragraph is not appropriately constructed by the candidate in relation to the use of *and* as an additive conjunction.

The occurrence of the additive conjunction *and*

5 time

Sample 23
Paragraph 2
Writing Quality

Satisfied	Average	Unsatisfied
		√

Analysis of using the additive conjunction *and*

Also, in this sample has been written as: *"We use water in more in our life for example in cleaning and save and cleaning the water is very is very important in our life and with..."* the use of *and* in the afore example is not properly made use of by the candidate.

The occurrence of the additive conjunction *and*

7 times

Sample 24

Paragraph 1

Writing Quality

Satisfied	Average	Unsatisfied
	√	

Analysis of using the additive conjunction *and*

There is no use of the conjunction *and* in this paragraph.

The occurrence of the additive conjunction *and*

-

Sample 25

Paragraph 2

Writing Quality

Satisfied	Average	Unsatisfied
√		

Analysis of using the additive conjunction *and*

Correctly used.

The occurrence of the additive conjunction *and*

5 times

Sample 26

Paragraph 1

Writing Quality

Satisfied	Average	Unsatisfied
√		

Analysis of using the additive conjunction *and*

Once, and used correctly

The occurrence of the additive conjunction *and*

1

Sample 27

Paragraph 2

Writing Quality

Satisfied	Average	Unsatisfied
	√	

Analysis of using the additive conjunction *and*

In analyzing this paragraph, it was written as follows: “*One of the importance of internet is you can book a ticket from your home, and you can buy and sell also*”. The afore sentence could be as follows: Internet is important for many reasons such as booking tickets from home and making business.

The occurrence of the additive conjunction *and*

8 times

Sample 27

Paragraph 1

Writing Quality

Satisfied	Average	Unsatisfied
	√	

Analysis of using the additive conjunction *and*

-

The occurrence of the additive conjunction *and*

-

Sample 28

Paragraph 2

Writing Quality

Satisfied	Average	Unsatisfied
	√	

Analysis of using the additive conjunction *and*

Correct

The occurrence of the additive conjunction *and*

3 times

Analysis

According to the finding of the research, it has been found that the majority of the participants in this study handled the additive conjunction *and* in a way that is not completely correct in most of the cases. The selected 40 samples have shown that the students lacked consistency in using the conjunction *and*. In most of the cases the conjunction *and* could be avoided.

Secondly: Lecturers Interview

In a number of interviews, the researcher put the following question for discussion among a number of English language lecturers in Sudanese universities and colleges:

Why there is an excessive use of the additive conjunction *and* in the writing of EFL students at tertiary level?

Their responses to the question came up as follows:

Participant No.1

Demographic Background	
Name (optional)	-
Nationality	Sudanese
Gender	Male
Age	41-51
Total years of teaching English	-
Did you complete a teaching programme or a training programme?	Completed a teacher training programme
Highest qualification	Ph.D. holder
How often do you give writing assessment/	Weekly

The above-mentioned participant attributed the excessive use of the additive conjunction *and* to the following aspects:

Firstly, he stated that the way additive conjunctions are taught affects the students' performance in that conjunctions are not taught within due contexts to enable the students to come up with correct use of the additive conjunctions. Also, he mentioned that the way writing is taught needs to be reconsidered and conjunctions have to be instructed step by step and followed up closely and given enough time for more practice. Additionally, he recommended that the lecturers have to be trained frequently on using such conjunctions as of the additive conjunction *and*.

Participant No.2

Demographic Background	
Name (optional)	-
Nationality	-
Gender	Male
Age	-
Total years of teaching English	-
Did you complete a teaching programme or a training programme?	-
Highest qualification	Master Degree
How often do you give writing assessment/	Weekly

In answering the given question, participant No.2 mentioned that the use of conjunctions has been a challenge for EFL at tertiary level. He pointed that the use of conjunctions does not indicate that the text is coherent but, they still function to signal logical relation and make sense of written texts.

Participant No.3

Demographic Background	
Name (optional)	-
Nationality	Sudanese
Gender	Male
Age	41-51
Total years of teaching English	16 years
Did you complete a teaching programme or a training programme?	A teaching training
Highest qualification	Master Degree
How often do you give writing assessment/	Daily

To the participant No.3 the writing of EFL students is affected by the influence of LI when the translation process take place especially in the case of Arabic speakers as Sudanese students. Additionally, he commented that there is no problem in using the additive conjunctions *and* if the students keep away from comparing between their L1 and English as L2.

Participant No. 4

Demographic Background	
Name (optional)	-
Nationality	-
Gender	Male
Age	30-40
Total years of teaching English	-
Did you complete a teaching programme or a training programme?	A teacher education
Highest qualification	Master Degree
How often do you give writing assessment/	-

For the participant No.4 the additive conjunction is used to join to things especially words and part of sentences together and play an essential role in supporting the clarity of the texts with refence to the conjunction *and*.

Participant No.5

Demographic Background	
Name (optional)	-
Nationality	Sudanese
Gender	Male
Age	Over 51
Total years of teaching English	-
Did you complete a teaching programme or a training programme?	A teacher education
Highest qualification	Ph.D.
How often do you give writing assessment/	Daily

Participant No.5 related such phenomena for two reasons:

- 1-*And* to him is the easiest conjunctions to use by the students.
- 2- The other conjunctions were not given much practice in earlier stages of the students' academic lives.

Participant No.6

Demographic Background	
Name (optional)	-
Nationality	South Sudanese
Gender	Male
Age	24-31
Total years of teaching English	-
Did you complete a teaching programme or a training programme?	A teacher training
Highest qualification	BA
How often do you give writing assessment/	Daily

Participant No.6 answer to the researcher's question as that the additive connector *and* is a common conjunction used in spoken English and that in itself leads EFL students to use it more often in their writing.

Participant No.7

Demographic Background	
Name (optional)	-
Nationality	-
Gender	Female
Age	41-51
Total years of teaching English	-
Did you complete a teaching programme or a training programme?	Teacher education
Highest qualification	Ph.D.
How often do you give writing assessment/	-

According to the participant No.7 the excessive use of the conjunction *and* is due to the influence of L1 into L2 which leads to the characteristics of L1 to dominate those of L2. Also, for her the second reason is that EFL students tend to elaborate more in their writing.

Participant No.8

Demographic Background	
Name (optional)	-
Nationality	Sudanese
Gender	Male
Age	32-40
Total years of teaching English	8
Did you complete a teaching programme or a training programme?	Teacher education
Highest qualification	MA
How often do you give writing assessment/	Never

The opinion of the participant No.8 was as follows:

The students regenerate (influence of L1) what they want to express according to their own language and apply that into L2. Secondly, he mentioned that intensive courses have to take place in order to enlighten the students about the importance of the use of conjunctions. Thirdly, he stated that EFL students do not practice reading much which in itself leads to better writing.

Participant 9

Demographic Background	
Name (optional)	-
Nationality	Sudanese
Gender	Male
Age	Over 51
Total years of teaching English	30 years
Did you complete a teaching programme or a training programme?	Teacher education
Highest qualification	Ph.D.
How often do you give writing assessment/	Weekly

Participant 9 response to the question was as follows:

- 1) For him, the additive conjunction **and** is familiar to the student and it is used more often in their speeches and that in itself lead the students to use them in their writing.
- 2) Teachers might direct the students to use conjunctions more often in prior stages of their learning.
- 3) Teachers of English do not pay attention to incorrect occurrence of errors in their students' writing and the students take that for granted.

Result of the Lecturers Survey

A number of 9 university lecturers participants were involved in this paper. Most of them have been teaching English for a number of years. Their qualifications ranged between BA to Ph.D. holders and attended teaching education programs. They were mostly Sudanese national university level lecturers. The participants were mainly male except one female.

FINDING

Most of the participants come to a common ground that:

- 1) EFL students at tertiary level need to be taught the aspects of conjunctions thoroughly.
- 2) EFL students at tertiary level have a problem of understanding and applying conjunctions generally and the additive conjunction and in particular.
- 3) There is a need for reviewing the way conjunctions are taught during university prior stages.
- 4) Conjunctions are difficult to use without the presence of careful instruction.

RECOMMENDATIONS

According to Heino (2010) conjunctions signal logical relations in a text and help the reader to connect different units and paragraphs to make sense of texts. For that aim, the researcher recommends that EFL students' writing has to be monitored closely by their lecturers for the sake of a clear writing performance. Additionally, the students have to be engaged in systematic writing activities to ensure the validity of their writing during their academic lives before graduation. Also, the lecturers have to explain clearly the specified uses of the conjunction.

CONCLUSION

(Ting, 2003; Ong, 2011) stated that writing is proven to be the most difficult language skill for learning of English as a second language/ English as a Foreign Language. As a matter of fact, EFL students come across multiple complications concerning the acquisition of the fundamental skills of the language such as mastering the use of conjunctions. As a matter of fact, the use of conjunctions in a text either increases or decreases its value. In this study the researcher focused his efforts on the additive conjunction *and* as one of the commonly used conjunction by EFL students. The excessive use of the additive conjunction *and* has been one of the issues of lecturers and the researchers as well. It has been found that the students have used the additive conjunction *and* excessively due to the selected samples of the participants.

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