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DIFFICULTY ANALYSIS OF CONJUNCTIVE ADVERBS AS COORDINATE CONJUNCTIONS FOR STUDENTS OF ENGLISH LANGUAGE EDUCATION

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ABSTRACT

Many researchers examined the use of conjunctions by English language learners and found that learners have great difficulty in mastering them and conjunctions caused many problems in especially writing. The main purpose of this study is to reveal the difficulty level of conjunctive adverbs as coordinate conjunctions for the first year English Language Education department students. The data was collected from 30 first year English Language Department students at Hacettepe University in the fall semester of the academic year 2013-2014. A 'pre-test' has been prepared to analyze the difficulty level of conjunctive adverbs as coordinate conjunctions. Following the 'pre-test', the subjects have been provided with a one-hour instruction on the conjunctive adverbs. One week after the instruction, a 'post-test' has been conducted in order to investigate the effectiveness of the remedial teaching. The results of the study showed that participants did not have difficulty in recognizing conjunctive adverbs before the instruction. Considering these students will be professional English language teachers in the future, their mastery level of English language should be higher. Thus, one-hour instruction was given to them about the topic "conjunctive adverbs" and the statistical analysis showed that they did significantly better on the post-test after the remedial teaching. The finding of the study is in line with the entrenchment hypothesis which emphasizes the importance of practicing a skill. It is stated that the more a skill is practiced, the more it will become automated or entrenched.

STRUCTURED ABSTRACT

Conjunctives are one of these significant grammatical concepts that should be given enough attention while teaching writing because conjunctives turn separate clauses, sentences, and paragraphs into connected prose, making the relationship between ideas clear, and also making the meaning the writer is trying to communicate obvious (Witte & Faigley, 1981; Zamel, 1983). The misuse of conjunctions causes run-

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on sentences and stringy sentences and also curtails the meaning and clarity of sentences. If they are used correctly, logical connectors can guide the reader through the discourse (Demirezen, 1993; Witte & Faigley, 1981; Zamel, 1983;).

Celce-Murcia and Larsen-Freeman (1999) state that using logical connectors properly is essential to be able to produce good writing. Coordinated sentences should be logically equal and related, and the relation between them should be the one expressed by the connecting word. If either principle is violated, the result is faulty coordination (Fawlor & Aaron, 1992). However, it is stated that producing the correct logical connector is more difficult than it might seem at first because students should have sensitivity to register as well as the usual semantic and syntactic knowledge.

In the second language acquisition research area, many researchers examined the use of conjunctions by English language learners and found that learners have great difficulty in mastering them and conjunctions caused many problems in especially writing (Bacha & Hanania, 1980; Dubin & Olshtain, 1980). Also, it was stated that learners' problem related with conjunctions may result from a limited knowledge of conjunctions in English and the relationship associated with each other (Bacha & Hanania, 1980). Zamel (1983) also claimed that conjunctives are problematic for English language learners, because the methods used to teach them have been misleading.

The main purpose of this study is to reveal the difficulty level of conjunctive adverbs as coordinate conjunctions for the first year English Language Education department students.The study aims at answering the following research questions; 1. Do the first grade English Language Education department students at Hacettepe University have difficulty with conjunctive adverbs as coordinate conjunctions?, 2. Does remedial teaching make a difference in the difficulty level of conjunctive adverbs as coordinate conjunctions?, 3. Is there any significant difference between the success level of the students graduated from Anatolian High School and the students from Anatolian Teacher Training High School with respect to conjunctive adverbs as coordinate conjunctions?

The sample of the study consists of 30 first year English Languae Department students at Hacettepe University. Their ages range between 17 and 20. 4 of the participants are irregular students, namely they attended Prep. Class for one semester. All of the subject take the same Phonology class in English Language Education Department at Hacettepe University during the administration of the pre-test and post-test. All of the participants were also taking a writing class which was Advanced Writing Techniques. So, the participants are expected to be familiar with the topic "conjunctive adverbs". As for the graduation data of the students, it can be seen that 14 of the students are graduates of Anatolian Teacher Training High Schools, 16 are graduates of Anatolian High Schools from different regions of Turkey with given frequencies and percentages as stated above.

In this study, a 'pre-test' has been prepared to analyze the difficulty level of conjunctive adverbs as coordinate conjunctions for the students of English Language Education Department at Hacettepe University. The

'pre-test' consists of 50 multiple choice questions and it has been checked by three English instructors. The questions used in the test were collected from Demirezen's *"From Sentence to Paragraph Structure",* Guth's *"The Writer Agenda",* and Fowler and Aoran's *"The Little, Brown Book".* The first page of the test included questions related to demographic information.

The study was conducted at the English Language Education Department at Hacettepe University in December, 2013. After the test was prepared and necessary changes were made, the pre-test was administered in 50 minute class session. The participants were expected to choose the correct conjunctive adverb among five options. Following the 'pre-test', the subjects have been provided with a one-hour instruction on the conjunctive adverbs and also exercises related with the topic have been distributed to the participants to be able to study outside on their own. One week after the instruction, a 'post-test' that also includes 50 multiple choice questions has been conducted in order to investigate the effectiveness of the remedial teaching on participants' recognition level of conjunctive adverbs as coordinate conjunctions.

The quantitative data were analyzed through Statistical Package of Social Sciences (SPSS 21.0). Participants' answers to test questions were analyzed using frequencies, percentages and means. In order to determine the effect of instruction on students' knowledge of conjunctive adverbs as coordinate conjunctions, a paired-sample t-test was conducted. Moreover, to be able to indicate the difference between the students graduated from Anatolian High School and Anatolian Teacher Training High School, independent-samples T-test was used.

In order to answer the first research question, mean values and percentages of the pre-test are analyzed by means of descriptive statistics shown. In order to answer the second research question, students' total pre-test and post-test scores were compared and analyzed using a paired samples t-test in order to determine whether remedial teaching makes a difference in the difficulty level of conjunctive adverbs as coordinate conjunctions. Scores of the participants on pre-test range from 33 to 45 correct answers out of total 50 questions. The mean value is 38.16, which is above the passing grade "65" at Hacettepe University. Most of the students do not have difficulty in recognition of the correct conjunctive adverbs as coordinate conjunctions. However, considering the participants are the students at English Language Department at Hacettepe University and they will become professionals in English Language Teaching area, it was determined that they need instruction on the topic of conjunctive adverbs.

After instruction, participants did better (M=43) than at the beginning of the study (M=38.16). The p value of the "t-test" statistic ".000" is below 0.05 ($p < .05$) which means that the difference between the results of the pre-test and the post-test is significant. So, for the second question which asks whether the remedial teaching makes a difference in the difficulty level of conjunctive adverbs as coordinate conjunctions, it can be stated that instruction affects the difficulty level of conjunctive adverbs as coordinate conjunctions in a positive way. In sum, the results of pre-test and post-test exhibit a significant and

meaningful difference which can be attributed to the success of instruction. Therefore, it has been proven that instruction is effective.

In order to find out if there is any significant difference between the scores of the students graduated from Anatolian High School and Anatolian Teacher Training High School, mean scores of the both groups were calculated. Independent sample t-test was also conducted to determine the significancy of the difference between two groups. For the pre-test, the mean scores of the students graduated from Anatolian Teacher Training High Schools is 37.07 while the mean for the students who were graduates of Anatolian High Schools is 39.12, p= .084. For the post-test, the mean scores of the students graduated from Anatolian Teacher Training High Schools is 42.71 while the mean for the students who were graduates of Anatolian High Schools is 43.25, p= .628. So, the independent samples test results clearly indicate that there is not a significant difference between both the pre-test and post-test scores of the students graduated from Anatolian Teacher Training High Schools and the students graduated from Anatolian High Schools.

In conclusion, the results of the study show that participants did not have difficulty in recognizing conjunctive adverbs (M= 38.16) before the instruction. Considering these students will be professional English language teachers in the future, their mastery level of English language should be higher. Thus, one-hour instruction was given to them about the topic “conjunctive adverbs” and the statistical analysis showed that they did significantly better on the post-test after the remedial teaching (M= 43). The finding of the study is in line with the entrenchment hypothesis which emphasizes the importance of practicing a skill (Han, 2006). It is stated that the more a skill is practiced, the more it will become automated or entrenched. Besides, the success level of students was analyzed according to their high schools from which they graduated and it was found that there is no significant difference between the students graduated from Anatolian High Schools and Anatolian Teacher Training High Schools.

Keywords: pre-service teachers, teacher training, conjunctive adverbs

İNGİLİZ DİLİ EĞİTİMİ ÖĞRENCİLERİ İÇİN SIRALAMA BAĞLACI OLARAK BİRLEŞİK ZARFLARIN ZORLUK ANALİZİ

ÖZET

Birçok araştırmacı, bağlaçların İngilizce öğrenen öğrenciler tarafından kullanımını inceledi ve öğrencilerin bunları öğrenmekte büyük güçlük çektiğini ve bağlaçların özellikle yazı yazarken birçok sorunlara neden olduğunu keşfetti. Bu çalışmanın temel amacı, birinci sınıf İngilizce Dil Eğitimi bölümü öğrencileri için sıralama bağlacı olarak birleşik zarfların zorluk derecesini ortaya çıkarmaktır. Veriler, 2013-2014 akademik yılının ilkbahar yarıyılında Hacettepe Üniversitesindeki 30 İngilizce öğretmenliği bölümü öğrencisinden toplanmıştır. Sıralama bağlacı olarak birleşik zarfların zorluk seviyesini analiz etmek için bir 'ön

test' hazırlanmıştır. 'Ön test' sonrasında, birleşik zarflar üzerine bir saatlik bir eğitim verildi. Eğitimden bir hafta sonra düzeltici öğretimin etkililiğini araştırmak için bir 'art sınav' gerçekleştirildi. Çalışmanın sonuçları katılımcıların birleşik zarfları eğitim öncesinde tanımada güçlük çekmediklerini gösteriyor. Bu öğrencilerin gelecekte profesyonel İngilizce öğretmenleri olacağını göz önüne alırsak, İngilizce seviyleri daha yüksek olmalıdır. Böylece, "birleşik zarflar" konusuyla ilgili bir saat eğitim verildi ve istatistiksel analiz, öğrencilerin eğitimden sonra son testte daha başarılı olduklarını gösterdi. Araştırmanın bulgusu, bir becerinin pekiştirilmesinin önemini vurgulayan yerleşme hipoteziyle uyumludur. Bir beceri ne kadar çok pekiştirilirse, o kadar çok otomatikleşeceği veya yerleşeceği ifade edilmektedir.

Anahtar Kelimeler: hizmet öncesi öğretmenler, öğretmen eğitimi, birleşik zarflar

1. Introduction

Writing is a complex and challenging activity for many students (Akdemir & Eyerci, 2016; Chen, 2006), and it contributes to the development of several skills because it is intertwined with not only linguistic skills of students, but also cognitive processes (Sidekli & Uysal, 2017). Conjunctives are one of the significant grammatical concepts that should be given enough attention while teaching writing because conjunctives turn separate clauses, sentences, and paragraphs into connected prose, making the relationship between ideas clear, and also making the meaning the writer is trying to communicate obvious (Witte & Faigley, 1981; Zamel, 1983). Demirezen (1993) also indicates that they are very significant for the unity and the coherence of paragraphs and other larger pieces of writing because they indicate the meaningful relationship between the parts of English sentences. Therefore, the misuse of conjunctions causes run-on sentences and stringy sentences and also curtails the meaning and clarity of sentences If they are used correctly, logical connectors can guide the reader through the discourse (Demirezen, 1993; Witte & Faigley, 1981; Zamel, 1983).

Celce-Murcia and Larsen-Freeman (1999) state that using logical connectors properly is essential to be able to produce good writing. Coordinated sentences should be logically equal and related, and the relation between them should be the one expressed by the connecting word. If either principle is violated, the result is faulty coordination (Fawlor & Aaron, 1992).

However, it is stated that producing the correct logical connector is more difficult than it might seem at first because students should have sensitivity to register as well as the usual semantic and syntactic knowledge. Celce-Murcia and Larsen-Freeman (1999) give the difference between "in consequence" and "so" as an example to explain how different situations require different connectors. They state that students should know that *in consequence* acts as a formal connector whereas *so* is a more informal connector.

In the second language acquisition research area, many researchers examined the use of conjunctions by English language learners and found that learners have great difficulty in mastering them and conjunctions caused many problems in especially writing (Bacha & Hanania, 1980; Dubin & Olshtain, 1980). Also, it was stated that learners' problem related with conjunctions may result from a limited knowledge of conjunctions in English and the relationship associated with each other (Bach & Hanania, 1980). Zamel (1983) also claimed that conjunctives are problematic for English language learners, because the methods used to teach them have been misleading.

1.1. Conjunctives

Defined by Celce-Murcia and Larsen-Freeman (1999), they are "lexical expressions that may add little or no propositional content by themselves but they serve to specify the relationships among sentences in oral or written discourse, thereby leading the listener/reader to the feeling that the sentences hang together or make sense. Conjunctives as transitional markers are words or phrases, placed at the beginning, middle, and at the end of the sentences (Demirezen, 1993).

Conjunctions achieve coordination, correlation, and subordination among the sentences of a paragraph. So, there are mainly three types of conjunctions in English; coordinating conjunctions, correlative conjunctions and subordinating conjunctions (Demirezen, 1993; Fawlor & Aaron, 1992). This research focuses on the first type of conjunctions which is conjunctive adverbs as coordinating conjunctions.

2.1. Coordinating Conjunctions

Coordinating conjunctions are used to join two similar grammatical constructions; for example, two words, two phrases or two clauses (Can & Kilimci, 2003). The coordinating conjunctions, otherwise called connectives, also serve for the establishment of main clauses and compound sentences. Coordinating conjunctions are limited in number: *for, and, nor, but, or, yet, and so,* referred to as "FANBOYS" (Demirezen, 1993; Hacker, 2009).

Examples:

MAIN CLAUSE	**COORDINATING CONJUNCTION**	MAIN CLAUSE
She goes to library early in the morning on Saturdays	**, and**	she stays there till 5 p.m.
Rocky, my orange tomcat, loves having his head scratched	**,but**	he hates getting his claws trimmed.
I hate to waste a single drop of squid eyeball stew	**,for**	it is expensive and time-consuming to make.
Rocky terrorizes the poodles next door	**,yet**	he adores the German shepherd across the street.
Rocky ignored his serving	**,so**	I got a spoon and ate it myself.

2.2. Conjunctive Adverbs:

Conjunctive adverbs function as conjunctions to show the transition between ideas in a sentence or between sentences. When conjunctive adverb is used to join two main clauses, it acts as a coordinating conjunction (Kang, 2008). They are very similar to coordinating conjunctions (for, and, nor, but, or, yet, and so) in terms of connecting clauses that are equal and balanced in value. However, a conjunctive adverb shows a stronger relationship between the clauses (Jaderstorm & Miller, 2009). In serious explanation and argument, more formal links called conjunctive adverbs (or adverbial conjunctions) are used. Whereas coordinators stay locked in place, conjunctive adverbs are mobile; they can shift to a position later in the second clause. Demirezen (1993) also defines conjunctive adverbs as connectors that are used to connect basic sentence patterns to make compound sentences. The main goal of conjunctive adverbs is to make the meanings of the sentences clearer by joining two closely related independent clauses.

It is strongly emphasized in the research area that making classifications which reflect the similarities among different conjunctive adverbs are very necessary while teaching them to ESL/EFL

students (Celce-Murcia & Larsen-Freeman, 1999). Below, it is explained how different researchers categorize conjunctive adverbs which teachers of English may get benefit according to their needs.

Demirezen (1993) classifies conjunctive adverbs into two subcategories which are simple and complex ones. The tables below show this classification.

Simple Conjunctive Adverbs
Also, then, thus, still, meanwhile, so, however, accordingly, besides, hence, similarly, yet, otherwise, therefore, consequently, instead, indeed, next, moreover, nevertheless, furthermore, henceforth, likewise, fortunately
Complex Conjunctive Adverbs
For example, for instance, that is, on the one hand, as a matter of fact, on the other hand, on the contrary, in other words, in the mean time, of course, in addition

*Some example sentences for **Simple Conjunctive Adverbs**:*		
MAIN CLAUSE	**CONJUNCTIVE ADVERB**	MAIN CLAUSE
The weather is good in this region	; also,	we don't get much rain here.
She writes a letter to her uncle every week	; moreover,	she calls him every month.
She is a studious person	; therefore,	she has always been successful in life.
He requested to make up his mid-term exams	; accordingly,	his physics teacher gave him a special help.

*Some example sentences for **Complex Conjunctive Adverbs**:*		
MAIN CLAUSE	**CONJUNCTIVE ADVERB**	MAIN CLAUSE
The weather is very warm	; in addition,	the land is arid.
He is not a studious boy	; on the contrary,	he is very lazy.
The weather is warm here	; as a matter of fact,	we do not get much rain here.
I am totally confused about saturated and unsaturated fats and oil	; for example,	is margarine saturated or unsaturated?

On the other hand, conjunctive adverbs ease the transition between ideas in a sentence by showing contrast, sequence, cause-effect, addition and condition between ideas (Jaderstorm & Miller, 2009). So, their categorization is based on this meaning differentiation each conjunctive adverb implies. The table below shows this categorization.

Relationship	Conjunctive Adverb
Showing contrast	However, nevertheless, nonetheless, still, instead, on the contrary, in contrast, yet, on the other hand, conversely, in fact
Showing addition	In addition, moreover, furthermore, besides, similarly, likewise, also
Showing cause/result	Hence, thus, accordingly, consequently, therefore
Showing time sequence	Afterward, later, then
Showing condition	otherwise

On the other hand, Celce-Murcia and Larsen-Freeman (1999) classify conjunctive adverbs according to the function they fulfill. They divide conjunctive adverbs into four categories adopted from the Secord's hierarchy (1978) and Halliday and Hasan (1976)'s classification. It is also strongly emphasized that not all of the conjunctive adverbs in one category may be completely synonymous, but they reflect different aspects of the meaning of a category.

Celce-Murcia and Larsen-Freeman's (1999) categorization of Conjunctive Adverbs is very detailed in terms of trying to providing not only the main differences among main categories but also the differences in each main category. The categorization below presented by Celce-Murcia and Larsen-Freeman (1999) includes the conjunctive adverbs that study looks into:

1. Additive (used to signal addition, introduction, to show similarities, etc.)

Simple: in addition, moreover, furthermore, besides, also, in fact

Similarity: likewise, similarly

2. Adversative (used to signal conflict, contradiction, concession, etc.)

Concession: however, nevertheless, nonetheless, still, yet,

on the other hand, on the contrary

Conflict/ Contrast: conversely, in fact, in contrast

Replacement: instead

3. Causal (used to signal cause/effect and reason/result, etc.)

Effect/Result: therefore, consequently, thus, hence, as a result, accordingly, in consequence

Condition: otherwise

4. Sequential (used to signal a chronological or logical sequence)

Continuation: then, later

2.3. The Syntax of Conjunctive Adverbs

Conjunctive adverbs may be used at the beginning, in the middle, or at the end of a sentence (Can & Kilimci, 2003). Schematically, representation of these positions is provided below (Celce-Murcia & Larsen-Freeman, 1999):

Clause Initial

Connector	clause 1	clause 2
Besides	Atlanta boasting an ideal geographic location,	it enjoys a relatively mild climate.
Since	Mavis hasn't taken good care of herself,	she caught a cold.

Clause Medial

clause 1	part of clause 2	connector	rest of clause 2
Atlanta boasts an ideal geographic location.	It	**, also,**	enjoys a relatively mild climate.
Mavis hasn't taken good care of herself;	she,	**, therefore,**	caught a cold.

Clause Final

clause 1	clause 2	connector
Atlanta boasts an ideal geographic location.	It enjoys a relatively mild climate,	**also.**
Mavis hasn't taken good care of herself;	She caught a cold,	**as a result.**

2.4. Punctuation with Conjunctive Adverbs

In English, a conjunctive adverb is separated from the rest of a clause by comma, whereas a conjunction is generally not separated from the rest of a clause by comma. In addition, a clause with a conjunctive adverb is separated from a preceding clause by a semicolon whereas a clause beginning with a conjunction is generally not separated from a preceding clause by a semicolon (Guth, 1989). Conjunctive adverbs are not effective if the correct punctuation markers are not used with them. Lack of punctuation causes fused sentences, which affect the unity, coherence and variety in a paragraph in a bad way (Demirezen, 1993; Jaderstorm & Miller, 2009).

MAIN CLAUSE	semicolon	**Conjuctive Adverb**	colon	MAIN CLAUSE
I wanted to study	**;**	however	**,**	I was too tired.
She saved up money all year	**;**	as a result	**,**	she bought a nice car.

2.5. Previous Studies on Conjunctions

Previous studies of conjunctions in literature are generally corpus-based and some of these studies will be reviewed in this section. Milton and Tsang (1993) investigated Hong Kong students' use of conjunctive adverbs and found that an overuse pattern of conjunctive adverbs in students' writings. The most overused ones were *lastly, besides, moreover, secondly, firstly, consequently, furthermore, regarding, therefore and namely*. Besides, researchers found that students had difficulty regarding the use of connectors, *moreover and therefore.* They either used these logical connectors redundantly or misused them. So, researchers concluded that teachers of writing should try to increase learners' sensitivity of the use of connectors in compositions.

On the other hand, Altenberg and Tapper (1998) compared the 86 essays collected from advanced Swedish learners of English with 70 essays acquired from a native English corpus at the University of Surrey. At the beginning of the study, the researchers' assumption was that advanced Swedish learners of English tend to underuse conjunctives in their writings. This assumption was

also supported by the results of the comparison made between these two sets of data. Swedish learners of English used fewer conjunctives in their writing than the native students (72 vs. 95 examples per 10.000 words). As in the previous study discussed (Altenberg & Tapper, 1998), these researchers also found that some conjunctives (e.g. moreover, for instance and on the contrary) were overused and some of them (e.g. hence, thus and however) were underused.

Kang (2008) found that Korean learners of English use more sentence-initial conjunctions in their writings, while native English speakers used more interclausal conjunctions. However, when these learners write in their first language, learners used more interclausal conjunctions. Results shared by Yoon (2006) also supported the findings of Kang (2008)'s in terms of the usage of sentence-initial connectors by Korean learners.

All in all, this section presents a review of some corpus-based studies carried about the use of conjunctives in general.

2.6. Entrenchment Hypothesis

Han (2006) indicates that the entrenchment is the most intuitive account for fossilization. If a skill is practiced thousands of times, it will become automated or entrenched. Entrenchment occurs in neural networks when the input training data is presented continuously. The more a skill is practiced, the deeper the entrenchment will occur; as a result, it will become difficult to vary or block the use of the skill.

With this section, different prosperities of conjunctive adverbs are discovered. Conjunctive adverbs are important devices in terms of providing coherence in a text, so it is important to understand the different characteristics of conjunctive adverbs clearly. In the next section, methodology of the study will be presented.

3. Methodology

The main purpose of this study is to reveal the difficulty level of conjunctive adverbs as coordinate conjunctions for the first year English Language Education department students.

3.1. Research Questions:

The study aims at answering the following research questions:

1. Do the first grade English Language Education department students at Hacettepe University have difficulty with conjunctive adverbs as coordinate conjunctions?

2. Does remedial teaching make a difference in the difficulty level of conjunctive adverbs as coordinate conjunctions?

3. Is there any significant difference between the success level of the students graduated from Anatolian High School and the students from Anatolian Teacher Training High School with respect to conjunctive adverbs as coordinate conjunctions?

3.2. Setting and Participants

The sample of the study consists of 30 first year English Language Department students at Hacettepe University.

Table 1. Participants' Gender and Percentages

Gender	Male		Female	
	F	%	F	%
	26	86.6	4	13.3

The number of the subjects who have participated in this study is 30 (26 female and 4 male). Their ages range between 17 and 20. 4 of the participants are irregular students, namely they attended Prep. Class for one semester.

All of the subject take the same Phonology class in English Language Education Department at Hacettepe University during the administration of the pre-test and post-test. All of the participants were also taking a writing class which was Advanced Writing Techniques. So, the participants are expected to be familiar with the topic "conjunctive adverbs".

Table 2. Participants' High Schools and Percentages

School	F	%
Anatolian Teacher High School	14	46.6
Anatolian High School	16	53.3

As for the graduation data of the students, it can be seen that 14 of the students are graduates of Anatolian Teacher Training High Schools, 16 are graduates of Anatolian High Schools from different regions of Turkey with given frequencies and percentages as stated above.

3.3. Instruments

In this study, a 'pre-test' has been prepared to analyze the difficulty level of conjunctive adverbs as coordinate conjunctions for the students of English Language Education Department at Hacettepe University. The 'pre-test' consists of 50 multiple choice questions and it has been checked by three English instructors. The questions used in the test were collected from Demirezen's *"From Sentence to Paragraph Structure",* Guth's *"The Writer Agenda",* and Fowler and Aoran's *"The Little, Brown Book"*. The first page of the test included questions related to demographic information.

3.4. Data Collection

The study was conducted at the English Language Education Department at Hacettepe University in December, 2013. After the test was prepared and necessary changes were made, the pre-test was administered in 50 minute class session. The participants were expected to choose the correct conjunctive adverb among five options. Following the 'pre-test', the subjects have been provided with a one-hour instruction on the conjunctive adverbs and also exercises related with the topic have been distributed to the participants to be able to study outside on their own.

One week after the instruction, a 'post-test' that also includes 50 multiple choice questions has been conducted in order to investigate the effectiveness of the remedial teaching on participants' recognition level of conjunctive adverbs as coordinate conjunctions.

3.5. Data Analysis

The quantitative data were analyzed through Statistical Package of Social Sciences (SPSS 21.0). Participants' answers to test questions were analyzed using frequencies, percentages and means. In order to determine the effect of instruction on students' knowledge of conjunctive adverbs

as coordinate conjunctions, a paired-sample t-test was conducted. Moreover, to be able to indicate the difference between the students graduated from Anatolian High School and Anatolian Teacher Training High School, independent-samples T-test was used.

4. Results and Discussion

In this section, data collected from pre-test and post- test were discussed in relation to the research questions.

R.Q.1. Do the first grade English Language Education department students at Hacettepe University have difficulty with conjunctive adverbs as coordinate conjunctions?

R.Q.2. Does remedial teaching make a difference in the difficulty level of conjunctive adverbs as coordinate conjunctions?

In order to answer the first research question, mean values and percentages of the pre-test are analyzed by means of descriptive statistics shown in table 3. In order to answer the second research question, students' total pre-test and post-test scores were compared and analyzed using a paired samples t-test shown in table 4 to able to determine whether remedial teaching makes a difference in the difficulty level of conjunctive adverbs as coordinate conjunctions.

Table 3. Mean values and percentages of the pre-test and post-test

Descriptive Statistics					
	N	**Min.**	**Max.**	**Mean**	**Std. Deviation**
Pre-test	30	33.00	45.00	38.16	3.24
Post-test	30	37.00	49.00	43.00	2.94

Scores of the participants on pre-test range from 33 to 45 correct answers out of total 50 questions. The mean value is 38.16 and percentage is 76.32 which is above the passing grade "65" at Hacettepe University.

Graphic 1. Results of the pre-test and post-test

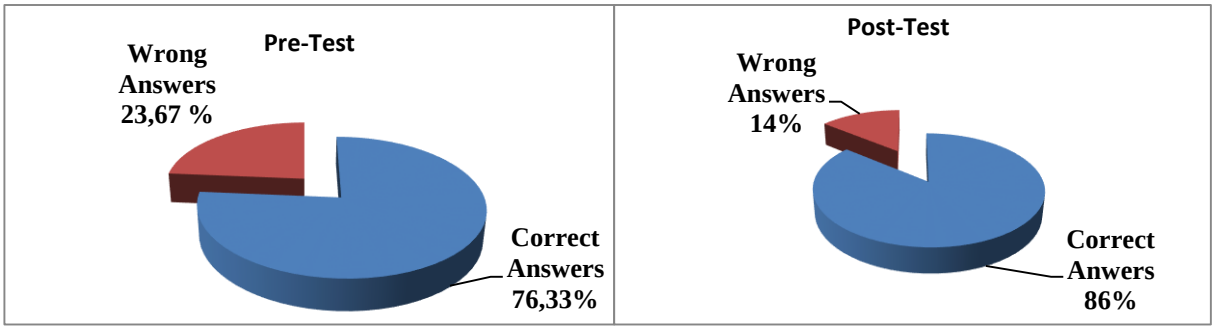
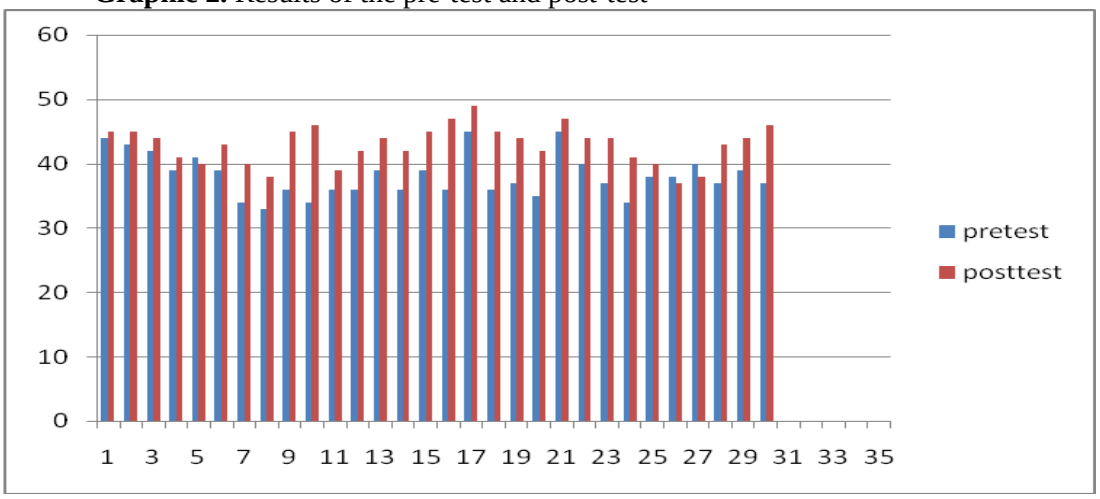


Table 4. The results of the paired-samples t-test

	Mean	**N**	**Std. Devation**	**Std. Error Mean**	**Sig (two-tailed)**
PRE-TEST	38.16	30	3.24	.59	.000 ($p < .05$)
POST-TEST	43.00	30	2.94	.53	

As can be seen from the table above, most of the students do not have difficulty in recognition of the correct conjunctive adverbs as coordinate conjunctions. However, considering the participants are the students at English Language Department at Hacettepe University and they will become professionals in English Language Teaching area, the percentage of 76.32 shows that they need instruction on the topic of conjunctive adverbs.

Graphic 2. Results of the pre-test and post-test



As shown in Table 4 and Graphic 2, participants did better after the instruction (M=43, SD=2.94) than at the beginning of the study (M=38.16, SD= 3.24). The p value of the "t-test" statistic ".000" is below 0.05 ($p < .05$) which means that the difference between the results of the pre-test and the post-test is significant. So, for the second question which asks whether the remedial teaching makes a difference in the difficulty level of conjunctive adverbs as coordinate conjunctions, it can be stated that instruction affects the difficulty level of conjunctive adverbs as coordinate conjunctions in a positive way. In sum, the results of pre-test and post-test exhibit a significant and meaningful difference which can be attributed to the success of instruction. Therefore, it has been proven that instruction is effective.

R.Q.3 Is there any significant difference between the success level of the students graduated from Anatolian High School and the students from Anatolian Teacher Training High School with respect to conjunctive adverbs as coordinate conjunctions?

In order to find out if there is any significant difference between the scores of the students graduated from Anatolian High School and Anatolian Teacher Training High School, mean scores of the both groups were calculated as shown in table 5 and graphic 3. Independent sample t-test was also conducted to determine the significancy of the difference between two groups. The results of the t-test is shown in table 6.

Table 5. Mean values of the pre-test for both the students graduated from Anatolian Teacher Training High Schools and Anatolian High Schools

Group Statistics					
	highschool	**N**	**Mean**	**Std. Deviation**	**Std. Error Mean**
Pre-test	**Anatolian Teacher Training High School**	14	37.07	3.02	.80
	Anatolian High School	16	39.12	3.22	.80
	highschool	N	Mean	Std. Deviation	Std. Error Mean
Post-test	**Anatolian Teacher Training High School**	14	42.71	3.40	.91
	Anatolian High School	16	43.25	2.56	.64

Graphic 3. Pre and Post-test Results of the students graduated from Anatolian High School and Anatolian Teacher Training High School

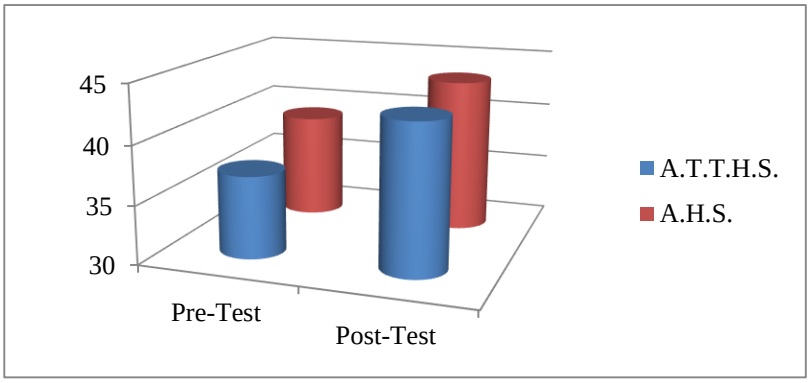


Table 6. Results of the Independent Samples T-test

Independent Samples T-test								
Levene's Test for Equality of Variances		**T-Test for Equality of Means**						
		F	**Sig.**	**t**	**df**	**Sig. (2-tailed)**	**Mean Difference**	**Std. Error Difference**
pretotal	**Equal variances assumed**	.16	.69	-1.79	28	.08	-2.05	1.14
posttotal	**Equal variances assumed**	1.12	.29	-.49	28	.62	-.53	1.09

For the pre-test, the mean scores of the students graduated from Anatolian Teacher Training High Schools is 37.07 while the mean for the students who were graduates of Anatolian High Schools

is 39.12, p= .084. For the post-test, the mean scores of the students graduated from Anatolian Teacher Training High Schools is 42.71 while the mean for the students who were graduates of Anatolian High Schools is 43.25, p= .628. So, the independent samples test results clearly indicate that there is not a significant difference between both the pre-test and post-test scores of the students graduated from Anatolian Teacher Training High Schools and the students graduated from Anatolian High Schools.

5. Conclusion

The main purpose of this study was to analyze the difficulty level of conjunctive adverbs as coordinate conjunctions for the first year students of English Language Education department at Hacettepe University. In addition, the study revealed the findings about the effect of instruction on the difficulty level of conjunctive adverbs and also the difference between the success levels of students graduated from Anatolian High Schools and Anatolian Teacher Training High School.

Statistical analysis shows that participants did not have difficulty in recognizing conjunctive adverbs (M=38.16) before the instruction. Considering these students will be professional English language teachers in the future, their mastery level of English language should be higher. Thus, one-hour instruction was given to them about the topic "conjunctive adverbs" and the statistical analysis showed that they did significantly better on the post-test after the remedial teaching (M=43). The finding of the study is in line with the entrenchment hypothesis which emphasizes the importance of practicing a skill (Han, 2006). It is stated that the more a skill is practiced, the more it will become automated or entrenched.

Besides, the success level of students was analyzed according to their high schools from which they graduated and it was found that there is no significant difference between the students graduated from Anatolian High Schools and Anatolian Teacher Training High Schools.

6. Limitations

The main limitation of the study was the number of participants. The study was conducted only with the first year students of English Language Education department at Hacettepe University; as a result, it is difficult to generalize the findings to a broader population.

In addition, the study focused on the recognition of conjunctive adverbs as coordinate conjunctions rather than production. Hence, the same results may not be obtained if the production skills were examined.

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