

LANGUAGE IN INDIA

Strength for Today and Bright Hope for Tomorrow

Volume 8 : 4 April 2008

Managing Editor: M. S. Thirumalai, Ph.D.

Editors: B. Mallikarjun, Ph.D.

Sam Mohanlal, Ph.D.

B. A. Sharada, Ph.D.

A. R. Fatihi, Ph.D.

Lakhan Gusain, Ph.D.

K. Karunakaran, Ph.D.

Jennifer Marie Bayer, Ph.D.

Transfer of Conjunctions in ESL Writing

Kausar Husain, Ph.D.

Rizwana Wahid, Ph.D. Candidate

Transfer of Conjunctions in ESL Writing

Kausar Husain, Ph.D.
Rizwana Wahid, Ph.D. Candidate

Abstract

The present study has sought to examine the transfer of conjunctions from L1 to L2 in the writing of ESL students. The study was conducted on fifteen Hindi/Urdu speaking students of class X1th and X11th of Aligarh Muslim University, who were given to write three types of compositions: descriptive, narrative and expository first in their L1, and then were required to translate them into English. The results of the study showed that of all the conjunctions used by the students in their L2 scripts, 86.46% were the result of transfer. Of all the transferred conjunctions on the other hand, the percentage of positively transferred conjunctions was 99.29%. This suggests that learners learn heavily in the process of transfer in their use of conjunctions in L2 writing, since connecting sentences logically together in a coherent whole is an inherent cognitive ability shared by all humans. It also implies then that providing the students with L2 equivalents of L1 conjunctions should be adequate for their successful transfer to L2 production; and precious time spent in the teaching of the use of conjunctions in the current ESL pedagogy can be devoted to other more important areas.

Introduction

Interlingual transfer is universally acknowledged as an important process of SLA. In the 60's and early 70's, transfer was seen as an offshoot of behaviourism, which proposed that all learning is the process of habit –formation and second language learners come to the learning task with their first language habits which help or hinder the learning process. If L1 habits are in accordance with L2 rules, because of similarities between the two languages, they will have a facilitative role. On the other hand if the L1 habits are discordant with L2 rules, because of differences between the two languages, they will pose problems for the learner, and result in negative transfer or interference. The notion of transfer and interference fell into disfavour after the rejection of the behaviourist theory of learning and its replacement

by cognitivism and creative construction theory. However, researchers soon began to see afterwards the importance of transfer within the cognitive framework of SLA as a strategy of learning, especially under the influence of research in psychology. Researchers in psychology have always acknowledged the significant role of previous learning in all subsequent learning. The schema theory is only one of the fallouts of the notion which postulates that all new learning is built upon previous learning which exists in our minds in the form of mental configurations, maps or schemas pertaining to different areas of knowledge (Ausubel 1968, Carrell 1987). Thus a new interest is evident in L1 and transfer in the process of second /foreign language acquisition and it has become an important area of research in SLA since the early 80's. Many researchers and linguists have again claimed that knowledge of one language makes the study of a closely related language easier (Ringbom 1987, Bailey 1994, Flashner 1989, Giacalone et al 1990, Odlin 1989, Kellerman 1995, Shirai and Kurono 1998, Oliver 2000, Revesz 2004).

Positive Transfer reduces the time in second language learning when the vocabulary, word-order, reading or writing systems of the first language and the second language are similar. For example, an Urdu speaking person learning Arabic as a second language will be facilitated by his previous knowledge of his/her L1 because of the similarities between the vocabularies and the writing systems of the two languages. As Ausubel states "... past experience... has positive effects on new meaningful learning and retention by virtue of its impact on relevant properties of cognitive structure. This is true, all meaningful learning necessarily involves transfer" (1968:165).

However, in spite of the corroboration of the old idea of the significant role of L1 knowledge in L2 acquisition by contemporary research, language pedagogy has not been able to accommodate this and adapt itself to the new findings about the fruitful role of L1 transfer in its practice. By turning our attention towards the differences and similarities between the first and the second language and exploiting them in our pedagogy, not only we could save precious time and energy spent in learning and teaching, but could also make L2 learning a less intimidating task. The present study is a humble attempt in attracting readers' attention towards one area of English grammar, that is, conjunctions, which form a part of 'linking devices', now considered a very important area of ESL pedagogy. Linking devices have been one of

the major focuses of ELT since the advent of communicative language teaching which bases itself on the notion of communicative competence.

Discourse competence, the ability to join sentences in a coherent whole with the help of these linking devices is seen as one important and essential component of the construct of communicative competence. The researchers are of the view that joining sentences logically in larger texts is a cognitive ability which all human beings share together, and it need not to be taught afresh if learners have the right L2 equivalents of these cohesive ties, the functions and meanings of which they understand in their L1 competence.

Halliday and Hasan (1976) have categorized linking devices into two main categories: grammatical and lexical. While lexical linking devices are items such as synonyms, hyponyms, repetition and collocation; grammatical linking devices are divided into four subcategories: reference, ellipsis, substitution and conjunctions. Conjunctions constitute a closed system of form words in English used to join words, phrases, clauses and sentences. The following are some examples of how conjunctions function at different levels:

Words: Bread and butter.

Phrases: Going in or coming out.

Clauses: Sameen participated in the game though her sister refused to do so.

Sentences: The owl is considered to be a symbol of wisdom in the western cultures. On the contrary, in India it stands for stupidity.

Halliday and Hasan have given a comprehensive list of conjunctions in their book *Cohesion in English* (1976). They categorize conjunctions on the basis of their functions into four broad types:

1. Additive: and, or, nor, furthermore, in other words, thus.
2. Adversative: but, though, however, even so, in fact, actually, on the other hand, on the contrary, anyhow.
3. Causal: so, then, therefore, consequently, in consequence, for, because, on account of this, it follows.
4. Temporal: then, next, before that, in the end, at first, now, finally, at once, soon.

The Study

A study was conducted to examine the transferability of discourse competence, specifically, the role of transfer of conjunctions from Hindi/Urdu as L1 for the tertiary level students of AMU. The questions framed to be answered by the study were the following:

1. Are conjunctions transferred successfully from L1 to L2?
2. If they are transferred successfully, what should be their status in ESL pedagogy?

Subjects

The subjects were 15 students of class XIth and XIIth studying at Aligarh Muslim University. They came from different educational backgrounds, thus forming the heterogeneous environment of the classroom. Their linguistic background was however, Hindi or Urdu, considered in this study as two dialects from a single language, sometimes named Hindustani. Their lexical items are different to some extent (especially in the formal style), but the basic syntactic structure is more or less the same. Of all the fifteen students, only one chose to write in the Urdu script, all others wrote in Hindi/Devnagri script even when their L1 was Urdu.

Instruments

To investigate the effect of L1 transfer of conjunctions to L2 writing composition, the researcher assigned three tasks of three different types to each student: descriptive, narrative and expository. The participants were required to attempt a task in each category both in their L1 and L2. The tasks were the following:

Descriptive task: (word limit: 100 words)

In the first task, the students were required to describe any one of the following:

1. Making tea
2. Looking up the meaning of a word in a dictionary
3. Getting a boon issued from the library

Narrative task: (word limit: 150 words)

In the second task, the students were asked to attempt any one of the following:

1. An accident
2. A ghost story
3. An interesting incident of your life

Expository task: (word limit: 200 words)

In the third task, they were asked to compose an argumentative text on one of the following topics:

1. Hypocrisy is a virtue
2. Relations are a nuisance
3. Exploring the past is a purposeless activity

Procedure

A hundred students of four classes (approximately 25 students from each class) were engaged for data collection. For each class three periods were engaged, since one period was devoted to the completion of each task. In all, twelve periods were engaged for the study.

Before they began the writing tasks, the students were motivated to take them up willingly by being told that these writing tasks were useful in giving them practice and developing their writing skills. They were also helpful for their examination, since composition writing happens to be on their syllabus. Then the general instructions for the tasks were read aloud from the text and explained to the students. First, the students had to write their compositions in their L1 (Hindi/Urdu) and then translate the text into L2. The participants were also provided dictionaries (Hindi/Urdu to English) for looking up difficult words or those words which were not known in English.

A large number of students did not complete all the three tasks because of their absence in one or the other class. Besides, many scripts were not considered suitable because of too many errors in them. Ultimately thus, only 15 students who had completed all the three tasks were selected for the study.

Results

Initially, calculations were made for the individual student's general use and transfer of linking devices. This was followed by calculations of positively and negatively transferred conjunctions. For individual student's calculations three to six sentences were taken from the L1 script with the corresponding sentences taken from the L2 script. The linking devices used in L1 and L2 in these sentences were listed and counted separately. In the next stage, those linking devices were listed separately which seemed to be the result of transfer. These linking devices were subsequently divided into positively transferred and negatively transferred linking devices. Sometimes some conjunctions were found in the L1 script, the equivalent forms of

which were not found in the L2 script. In the same way, sometimes a few conjunctions appeared in the L2 script which were absent in the L1 script. These additional conjunctions were not included in the study.

On the whole, calculations were made for forty-five individual scripts, in the three categories: descriptive, narrative and expository. The three types of composition in L1 and L2 by three different students have been reproduced below for exemplification the errors of the original scripts have been retained followed by the corresponding tables. This is subsequently followed by the analysis of the results documented in the tables.

Task 1 (Descriptive)

Name of the Student: Naeem Ahmad

L1 Script: चाय बनाने की विधि

सबसे पहले एक भगोना लें और उसमें एक कप पानी डालें। फिर गैस जलाएं और भगोना आग पर रख दें। जब पानी उबलने लगे तो उसमें चाय पत्ती डालें और गैस पर धीरे से रखें। जब चाय पत्ती अपना रंग छोड़ दे और पानी का रंग काला हो जाए तो उसमें 1/3 (भाग) दुग्ध डाल दें और एक चम्मच शक्कर डालें। जब मिश्रण में उबाल आए तो गैस बन्द कर के भगोना उतार लें। आपकी चाय तैयार है।

L2 Script: Making tea

First of all, take a pan and add a cup of water into it. Then light the gas and put the pan on the burner. When the water gets boiled then add some tea-leaves and stir it gently on the gas. When it gives colour, add 1@3 cup of milk to it and add also a full spoon of sugar. Finally when it gets boiled, switch off the gas and put off the pan from the gas. Your tea is ready.

Analysis of transfer of L1 linking devices to L2 writing

Name of the student: Naeem Ahmad

Class: X11th

Mother tongue: Hindi

Descriptive Writing Task: Making tea.

L1 Script

L2 Script

Sentence in L1 script	Linking devices	Additional linking devices	No of linking devices	Corresponding sentence in L2 script	Linking devices	Transferred linking devices	Additional linking devices	No of linking devices	Positively transferred linking devices	Negatively transferred linking devices
1.सबसे पहले... डाले।	सबसे पहले, और	—	2	1. Take a pan...in it.	First of all, and	First of all , and	—	2	First of all, and	—
2. फिर गैस... रख दें।	फिर, और	—	2	2. Then light...burner.	Then, and	Then, and	—	2	Then, and	—
3. जब पानी.....डालें	जब, तो, और	—	3	3. When the water.....gas.	When, then, and	When, then, and	—	3	When, and	Then
4. जब चाय... पक्कर डालें	जब, और, तो	तो	3	4. When it...sugar.	When, and, also	When, and	Also	3	When, and	—
5. जब भिगण... तैयार है।	जब, तो	तो	2	5. Finally...gas.	Finally, when, and	When	Finally, and	3	When	—

1. Total number of analyzed sentences: **5 (L1) + 5 (L2) = 10**

2. Total number of linking devices in L1: **12**

3. Additional linking devices in L1: **2**

4. Total number of linking devices in L2: **13**

5. Additional linking devices in L2: **3**

6. Total number of transferred linking devices in L2: **10**

7. Total number of positively transferred linking devices in L2: **9**

8. Total number of negatively transferred linking devices in L2: **1**

Table 1

Task 2 (Narrative)

Name of the Student: Nabeel Mushtaq Ahmed

L1 Script: एक दुर्घटना

जब मैं कल अपने विद्यालय से घर लौट रहा था तो मैंने देखा कि रेलवे क्रॉसिंग के पास लोगों की भीड़ एकत्रित थी। बात चीत करने पर पता चला कि यहां एक रेलगाड़ी से साइकिल सवार व्यक्ति की मृत्यु हो गयी है। पूछताछ से मालूम हुआ कि वह व्यक्ति क्रॉसिंग को पार कर रहा था और दाये से ट्रेन आ रही थी, पर भी वह चल रहा था अतः चलती ट्रेन ने उसे रौंद दिया। मैं देखता हूं कि पत्रकार आ गये और जांच कर रहे हैं। प्रशासन भी पहुंच गया था। मृत व्यक्ति को पोस्टमार्टम के लिये भेज दिया गया। यह एक दर्दनाक हादसा था।

L2 Script: An accident

Yesterday when I was returning my home from the school, I saw that a crowd of people gathered near the railway crossing. After discussing with some people, I found that there, a dangerous accident was happened of a cycle man with a train. After talking I had to know that the man was crossing the railway line and the train was coming from the left side but he went continuously without fear hence that train crushed him. I saw that news-reporters had come and police force also came. The dead body of that man was sent for the postmortem. It was a terrible accident.

Analysis of transfer of L1 linking devices to L2 writing

Name of the student: Nabeel Mustaque Ahmed

Class: X1th

Mother tongue: Hindi

Narrative Writing Task: An accident

L1 Script

L2 Script

Sentence in L1 script	Linking devices	Additional linking devices	No of linking devices	Corresponding sentence in L2 script	Linking devices	Transferred linking devices	Additional linking devices	No of linking devices	Positively transferred linking devices	Negatively transferred linking devices
1. जब में...एकत्रित थी।	जब, तो, कि	तो	3	1. When yesterday.... the railway.	When, that	When, that	-	2	When, that	-
2. बातचीत करने... हो गयी है।	पर, कि,	-	2	2. After...a train.	After, that	After, that	-	2	After, that	-
3. पूछताछ से ... रौंद दिया।	कि, पर, और, भी, अतः	-	5	3. After taking...him.	After, that, but, and, hence, also	That, but, and, also, hence	After	6	That, but, and, also, hence	-
4. मैं देखता ... रहे हैं।	कि, और	-	2	4. I saw.... come.	That, and	That, and	-	2	That, and	-

1. Total number of analyzed sentences: **4(L1) + 4(L2) = 8**

2. Total number of linking devices in L1: **12**

3. Additional linking devices in L1: **1**

4. Total number of linking devices in L2: **12**

5. Additional linking devices in L2: **1**

6. Total number of transferred linking devices in L2: **11**

7. Total number of positively transferred linking devices: **11**

8. Total number of negatively transferred linking devices: **0**

Table 2

Task 3 (Expository)

Name of the Student: Kuldeep

L1 Script: सम्बन्ध मूर्खता है।

श्रीमान, कौन कहता है कि सम्बन्ध मूर्खता है? भूतकाल की तरह वर्तमान काल में भी सम्बन्ध पूजनीय होते हैं। क्या हमारी भारतीय सभ्यता के अनुसार आज भी हम प्रातः काल में उठकर अपने माता-पिता के चरण स्पर्श नहीं करते? क्या जो माता हमें अपनी कोख से जन्म देती है, हम मरते दम तक उसका आदर-सत्कार नहीं करते? क्या उसको भगवान का ही एक रूप नहीं मानते? यही सम्बन्ध है जो हमें संसार में कुछ कर दिखाने के लिए प्रेरित करते हैं। हमारे मन में चाहे जो भी हो परन्तु अनायास ही हृदय के एक कोने से एक आवाज़ सुनाई देती है प्रेम का स्वर उसी को एक आदेश मानकर हम अपने रिश्तेदारों की आज्ञा का पालन नहीं करते। यह एक स्नेह, सहानुभूतिमय व्यवहार होता है जो कि हम सबको एक सूत्र में बांधता है। हमारी एक-एक उपलब्धता से हमारे माता-पिता का सिर गौरवान्वित होता है। परन्तु हमारी ही एक छोटी सी त्रुटि से हमारे संस्कार धरे रह जाते हैं और कुल की नाक कट जाती है और नेत्र झुक जाते हैं।

पं० जवाहरलाल नेहरू जब जेल में थे तब भी वह अपनी पुत्री को नहीं भूले और उन्हें पत्र लिखते रहे। यह रिश्तेदारों की जुदाई, स्वर्गवास हो जाने का ही आक्रोष था जिसने भारतवासियों को अंग्रेजों के विरोध में क्रांति करने के लिए प्रोत्साहित किया। इससे यह सिद्ध होता है कि रिश्ते में आज भी शक्ति है।

L2 Script: Relations are a nuisance.

Sir, who says that relations are a nuisance? Is there anyone who does not follow the relations? In the present, relations are respectable like the past time. According to our Indian culture, do we touch the feet of our parents in the morning? Do we not give respect to our mother till our death, who gives us birth from her womb? These are the relations which inspire us to do something in the world. Then what may be in our hearts but we respect our relatives to hear the voice of our love. It is our lovely and sympathetic behaviour which ties us in a knot. Our parents feel proud of our achievements. But when we do any mistake, our parents feel ashamed and the nose of our family is cut and our parents' eyes feel ashamed.

When Pandit Jawaharlal Nehru was in jail, he did not forget his daughter in that condition and he also wrote letters to his dearest daughter. It was the anger of the death of their relatives that inspired Indians for revolt against the British. This proves that relation is not nuisance. It is a gift of God.

Analysis of transfer of L1 linking devices to L2 writing

Name of the student: Kuldeep

Class: X11th

Mother tongue: Hindi

Expository Writing Task: Relations are a nuisance.

L1 Script

L2 Script

Sentence in L1 script	Linking devices	Additional linking devices	No of linking devices	Corresponding sentence in L2 script	Linking devices	Transferred linking devices	Additional linking devices	No of linking devices	Positively transferred linking devices	Negatively transferred linking devices
1. श्रीमान... हैं	कि	-	1	1. Sir...nuisance.	That	That	-	1	That	-
2. यही सम्बन्ध... करते हैं।	जो	-	1	2. These are.... world.	Which	Which	-	1	Which	-
3. हमारे मन... कहते।	परन्तु	-	1	3. Then what...love.	Then, but	But	Then	2	But	-
4. परन्तु हमारी...जाते हैं।	परन्तु, और, और	-	3	4. But when we.....ashamed.	But, when, and, and	But, and, and	When	4	But, and, and	-
5. पं० जवाहरलाल नेहरू... रहे।	जब, तब, भी, और	तब,	4	5. Pandit Nehru....daughter.	When, and, also	when, and, also	-	3	When, and, also	-
6. इससे यह ... शक्ति है।	कि	-	1	6. This proves...nuisance.	That	That	-	1	That	-

1. Total number of analyzed sentences: **6(L1) + 6 (L2) = 12**

2. Total number of linking devices in L1: **11**

3. Additional linking devices in L1: **1**

4. Total number of linking devices in L2: **12**

5. Additional linking devices in L2: **2**

6. Total number of transferred linking devices in L2: **10**

7. Total number of positively transferred linking devices: **10**

8. Total number of negatively transferred linking devices: **0**

Table 3

In the descriptive task, 12 conjunctions appeared in five sentences in the L1 script of Naeem Ahmed describing the process of making tea. The conjunctions/linking devices सबसे पहले, जब, तो और were transferred respectively into 'first of all', 'when', 'then', and 'and'. The total number of transferred linking devices was 10 out of which 9 were transferred positively. Only 1 was transferred inappropriately and could be considered an example of negative transfer:

जब पानी उबलने लगे तो उसमें चाय पत्ती डालें और गैस पर धीरे से रखें।

The above sentence was transferred into:

When the water gets boiled *then* add some tea leaves *and* stir it gently on the gas stove.

It is to be noted that according to native speaker's usage, 'when' in a clause is not usually followed by 'then' in the subsequent clause in describing a process.

In the narrative task performed by Nabeel Mushtaq Ahmed, 12 conjunctions were employed in the L1 script, out of which 11 were translated into the L2 script such as कि to *that*' पर to *but*, और to *and*, अतः to *hence*, भी to *also* and so on.. The remaining 1 conjunction was extra in the L1 script.

In the expository task performed by Kuldeep, 11 conjunctions in L1, and 12 in L2 were employed out of which 10 were transferred positively. There were 2 additional linking devices in the L2 script and 1 additional linking device was in the L1 script. Kuldeep employed various types of linking devices such as कि to *that*, जो to *which*, परन्तु to *but*, और to *and* and so on.

At the second stage in the analysis of the results, the total number of conjunctions in the whole corpus in both L1 and L2 scripts were calculated. Thus in 218 sentences of L1 scripts the total number of conjunctions, and the positively and negatively transferred conjunctions were counted. The total number of linking devices used in the L1 scripts was 495; while of those in the L2 scripts was 561. There were 67 additional conjunctions present in the L1 corpus which were not translated into the L2 scripts and 134 additional conjunctions were found in L2 corpus which did not have their equivalent forms in the L1 scripts. In the total corpus, 425 conjunctions out of the 495 conjunctions used in the L1 scripts, were found to have been transferred positively to L2 scripts.

The total number of conjunctions in the different types of tasks was also calculated. In the descriptive task, there were 138 conjunctions in the 68 sentences of

the L1 scripts, out of which 127 linkers were transferred positively. Only 3 of them were erroneous and were listed as negatively transferred linkers. The remaining 8 were not transferred to the corresponding sentences of the L2 scripts. In the narrative task, 167 linkers were found in the L1 scripts out of which 134 linkers were transferred positively to the L2 scripts, the rest 33 were not present in the L2 corpus. In the expository task, the learners used 190 linking devices in the L1 scripts out of which 164 were transferred positively to the L2 scripts, the remaining 26 were additionally used linkers in the L1 scripts, that is, their L2 equivalent were not used in the corresponding L2 sentences. The total number of negatively transferred linking devices was only 3 in the whole corpus.

Transfer of L1 linking devices from L1 to L2 writing in the total corpus

Title	Descriptive task	Narrative task	Expository task	Total
Total no. of analyzed sentences in L1 & L2	136(68+68)	136(68+68)	164(82+82)	436 (218+218)
Total no. of linking devices in L1	138	167	190	495
Total no. of additional linking devices in L1	8	33	26	67
Total no. linking devices in L2	168	162	232	561
Total no. of additional linking devices in L2	38	28	68	134
Total no. of transferred linking devices in L2	130	134	164	428
Total no. of positively transferred linking devices in L2	127	134	164	425
Total no. of negatively transferred linking devices in L2	3	0	0	3

Table 4

The percentage of transfer in the total corpus in the three different tasks as well as the percentage of positively and negatively transferred conjunctions was also calculated (see Table 5).

Percentage of transfer of linking devices from L1 to L2 writing in the total corpus

Title	Descriptive Task	Narrative task	Expository Task	Total
Percentage of transferred linking devices	94.20%	80.23%	86.31%	86.46%
Percentage of additional linking devices	22.62%	17.28%	29.31%	23.88%
Percentage of positively transferred linking devices	97.69%	100%	100%	99.29%
Percentage of negatively transferred linking devices	02.31%	0%	0%	00.70%

Table 5

The percentage of transferred conjunctions was found to be 94.20% in the descriptive task, 80.23% in the narrative task, 86.31% in the expository task. The percentage of positively transferred conjunctions in the three tasks was 97.69% in the descriptive task and 100% in both the narrative and expository tasks. The overall percentage of transferred conjunctions in all the three types of compositions was 86.46%. In the total corpus, the percentage of positively transferred conjunctions was 99.29%. On the

other hand, negatively transferred conjunctions constituted a mere 02.30% in the descriptive task, and only 0.70% in the total corpus.

Discussion

The study had begun with the following questions:

1. Are conjunctions successfully transferred from L1 to L2?
2. If they are transferred successfully, what should be their status in ESL pedagogy?

As the results of the study show, the answer of the first question is in the affirmative. It was found that out of the total linking devices used in the L2 scripts, 86.46% were the result of transfer. Only 3 conjunctions in the total corpus were used negatively, which amounts to 0.70% in the whole corpus. The percentage of positively transferred conjunctions in the whole corpus, on the other hand, was 99.29. Thus, L2 learners seem to lean heavily on the process of transfer from L1 in their use of conjunctions to L2 writing. Since conjunctions comprise a closed system of a limited number of lexical items, their L2 equivalents can be learned easily. As far as their use in constructing coherent texts is concerned, this ability seems to be transferred from the learners' general cognitive ability which is the same for any language, since building a coherent stretch of text depends on logicity.

In the light of the above, unnecessary emphasis given to linking devices in teaching, especially to conjunctions seems to be unwarranted. Under the influence of communicative language teaching paradigm, learning materials have necessarily started including a number of exercises of all kinds of linking devices, resulting in a waste of time and energy. This then brings us to the answer to the second question posed at the beginning about the status of conjunctions in ESL pedagogy.

It was found in the analysis that some linking devices were found to be extra in the L1 scripts, that is, they were not transferred to the L2 scripts. In the same manner, some linking devices were additional in the L2 scripts and did not figure in the L1 scripts. Many of them must have been learnt through the process of transfer such as common conjunctions 'and', 'or', 'so', 'but', 'and' and so on, and some of them might have not been the result of transfer. The conjunctions which were additional in L1 and L2 scripts were excluded from the investigation.

The study suggests that the use of linking devices, especially conjunctions is not a difficult task for L2 learners if they are only taught the L2 equivalents of corresponding L1 conjunctions. Some of the examples of how learners successfully

transferred the conjunctions of various types (causal, temporal, conditional and adversative) in order to achieve cohesion without distorting the original meaning are the following:

L1: श्रीमान, कौन कहता है कि सम्बन्ध मूर्खता है?

L2: Sir, who says *that* relations are a nuisance?

L1: एक लाइब्रेरी जहां लाखों की संख्या में किताबें हों वहां किसी एक किताब को खोजना बहुत मुश्किल है।

L2: It is very difficult to get a particular book from a library *where* books are in lakhs

L1: बीता हुआ कल बदला नहीं जा सकता इसलिए उसे लेकर रोना बेवकूफी है।

L2: Past can not be changed *so* it is purposeless to think about it.

L1: जब मैं कल अपने विद्यालय से घर लौट रहा था तो मैंने देखा कि रेलवे क्रॉसिंग के पास लोगों की भीड़ एकत्रित थी।

L2: Yesterday *when* I was returning my home from the school, I saw *that* a crowd of people gathered near the railway crossing.

Conclusion and Pedagogical Implications

To sum up, the results of the study show that most second language learners transfer most of the conjunctions used by them in their L2 writing from their L1 repertoire. In order to write cohesive texts, the learners only need to know the L2 equivalents of L1 conjunctions. The ability and skill to apply them to connect sentences and sentence parts in a logical manner is a general cognitive ability shared by all humans across all languages. The pedagogical implication of the study is that what the learners need is just the correct L2 equivalents of those linking devices, and not the strategies to connect sentences, to predict and to guess; which seem to be now the staple diet given to ESL students in materials for reading, writing and grammar.

On certain occasions at the advanced level there might arise issues of appropriateness, subtlety and refinement of expression in the use of conjunctions, which may require explicit instruction of the items in question. One such example occurred in the data collected in the present study: the use of 'then' after 'when' as the following example:

जब मिश्रण उबलने लगता है तब उसमें एक कप दूध और चीनी डाल देते हैं।

When the mixture gets boiled *then* we put one cup of milk and sugar into it.

On the whole, the results of the study suggest the teaching of linking devices in general and conjunctions in particular should be de-emphasized in ESL pedagogy and

valuable time spent on these items be shifted to the other more important areas of vocabulary and syntax.

References

- Ausubel, D. (1968). *Educational Psychology: A Cognitive View*. New York: Holt, Reinhart and Winston.
- Bayley, R. (1994). Interlanguage variation and the quantitative paradigm: Past tense marking in Chinese-English. In E. Tarone, S. Gass and A. Cohen (Eds.), *Research Methodology in Second Language Acquisition*. Hillsdale, NJ: Lawrence Erlbaum.
- Carrell, P.L. (1987). Content and formal schemata in ESL reading. *TESOL Quarterly*, 21: 461-481.
- Flashner, V. (1989). Transfer of aspect in the English oral narratives of native Russian speakers. In H. Dechert and M. Raupach (Eds.), *Transfer in Language Production*. Noewood, NJ: Ablex.
- Giacalone, R. A. and Bangli, E. (1990). The acquisition of temporality: A second language perspective. *Folia Linguistica*, 24: 405-428.
- Kellerman, E. (1995). Cross-linguistic Influence: Transfer to nowhere? *Annual Review of Applied Linguistics*, 15: 125-150.
- Odlin, T. (1989). *Language Transfer: cross-linguistic influence in language learning*. Cambridge: Cambridge University Press.
- Oliver, R. (2000). Age differences in negotiation and feedback in classroom and pair work. *Language Learning*, 50: 119-151.
- Revesz, A. (2004). The effects of task content familiarity and recasts on L2 output. *Eurosla Papers*. <http://www.vc.ehu.es/eurosla2004/html>
- Ringbom, H. (1987). *The Role of First Language in Foreign Language Learning*. Clevedon, UK: Multilingual Matters.
- Selinker, L. (1972). Interlanguage. In J. C. Richards (Ed.), *Error Analysis*. London: Longman Group Limited, 1974 reprinted from IRAL X III, 1972.
- Shirai, Y. and Kurono, A. (1998). The acquisition of tense–aspect marking in Japanese as a second language. *Language Learning*, 48: 245-279.
- Stockwell, R., Bowen, J. D. and Martin, J. W. (1965). *The Grammatical Structures of English and Spanish*. Chicago: University of Chicago Press.

Taylor, B. (1975). The use of overgeneralization and transfer learning strategies by elementary and intermediate students of ESL. *Language Learning*, 25: 73-107.

Kausar Husain, Ph.D.
Department of English
Aligarh Muslim University
Aligarh-202002
India
Email: kausar05husain@yahoo.co.in

Rizwana Wahid, Ph.D. Candidate
Department of English
Aligarh Muslim University
Aligarh-202002
India
Email: rizu82amu@yahoo.co.in