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On:

THE ROLE OF PARTS OF SPEECH WITH EXERCICE APPLICATION IN THE ENHANCEMENT OF CONJUNCTIVE ADVERBS

The Case of Third Year English Language Students of Sciences of the Language at Biskra University

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Dedication

I dedicate this research to my parents **Omar** and **Zohra** who sacrificed their lives to see me succeed, and were always there lightning the candles of hope and love around me.

To my lovely siblings **Ali**, **Ahmed**, **Sohaib**, and **Douaa** who gave me support and help when I was really in need of them.

To my aunt **Hayat**, **Amine Belkacem** and **Group 2 Mechanics** from Department of Sciences and Technology

To all my teachers from primary school to university

Special dedication to **Ben Aissa** family who stands by me and opens the door in time of need, to my best friend **Ben Aissa Rayene** whom I consider as a part of me.

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Abstract

This research is concerned with investigating the role of ''Parts of Speech with Exercise'' smartphone learning application in the enhancement of conjunctive adverbs. Through this study, the researcher aims to discover to which extent this application is helpful for learners in terms of enhancing their use of conjunctive adverbs and increasing their level of motivation, interaction, and interest. The present work addresses third year learners of English at Mohamed Khider University of Biskra. The population of third year learners is 372 and the sample is composed of sixty learners. Therefore, an experiement has been desinged and a questionnaire has been submitted to accomplich the work. The current study contains three chapters: chapter one provides an overview of ICT in education and focuses on ''Parts of Speech with Exercice''application as a learning tool which helps enhancing the use of conjunctive adverbs. In addition, the second chapter introduces the importance of the writing skill and the difficulties learners face when they use conjunctive adverbs. The last chapter deals with the methodological design in order to answer the research questions. It includes the data collected from the questionnaire which has been submitted to third year learners. However, the experiement has not been finished due to the Corona pandemic. The third chapter also provides suggestions and recommendations about the use of this application as a learning tool. In fact, the research findings show that using smartphone learning applications may be quite helpful and motivating, the results indicate that third year learners have found ''Parts of Speech with Exercice'' application useful; therefore, this work attempts to investigate the efficiency of this smartphone learning application and the learners' views towards involving smartphones in learning.

Key words: smartphone learning applications, conjunctive adverbs, Parts of Speech with Exercise application, motivation, the writing skill.

List of Abbreviations and Acronyms

-**CAs:** Conjunctive Adverbs

- **EFL:** English Foreign Language

- **ELL:** English Language Learners

- **ICT:** Information and Communication Technology

- IT: Information Technology

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GENERAL INTRODUCTION

General Introduction

Due to the technological progress, the world has become narrower than it has been. Nowadays, technology is involved in all life fields including education and it is making life tasks easier. Therefore, ICT introduced tools to the educational system which brought new experiences that promote language learning and interacting in the twenty first century.

- **Background of the study:**

ICT has become a priority for educational policies. El Ministerio de Educacion Nacional in Colombia (2013) defines ICT as: '' the set of resources, tools, equipment, IT programs, applications, networks, that allow the compilation, processing, storage, transmission of information as voice, information, text, video and images''(p. 8, translated). Hence, smartphones are considered as one of ICT tools which can be used for educational purposes. Smartphone-assisted language teaching and learning enhances learners' performances, motivation, and participation. Haddad and Draxler (2002) argue that: ''different ICTs have the potential to contribute to different facets of educational development and effective learning: expanding access, promoting efficiency, improving the quality of learning, enhancing the quality of teaching, and improving management systems'' (p. 9). Hence, different ICT tools such as computers and smartphones may help developing education and improve learning since they facilitate the learning tasks.

Rapid development of ICTs enabled the production of more advanced mobile devices which are increasingly used in learning. The concept of mobile learning includes the learning done on a mobile device. Smartphone technology is one of the most revolutionary tools used as a way to take advantage of a new way of electronic devices that offer ease of use.Quinn (2000) defined mobile learning as "the intersection of mobile computer and e-learning and includes anytime, anywhere resources ; strong search capabilities, rich interaction, powerful

tool for effective learning, and preformance-based assessment''. Therefore, using smartphones for educational purposes saves time, energy, money, efforts, and resources since it is easy to use and practical.

Smartphone learning has given rise to new forms of learning in different contexts. As education becomes more individualized, the educational field and learners are adopting smartphones as a modern way of learning. Mobile technologies motivate learners and encourage learning skills such as the writing skill. A smartphone is a mobile phone that preforms many tasks and functions like a personal computer. Smartphones are equipped with a powerful operating system and consist of useful and different learning applications. They area powerful hand-held tools with an easy accessibility and use. The importance and benefits of using smartphone applications in classrooms to enhance a given skill like writing is increasingly growing. Therefore, the higher educational system should adopt methods of teaching and learning through mobile technologies which will offer learners with new and better choices of learning means.

The writing skill is considered as one of the most important skills that learners should master in order to acquire the English language correctly and improve their level. The latter is the individual's ability to form meaningful and correct sentences, lines, and paragraphs which can be easily understood. Barli (1995) states that writing is producing or reproducing written message. It is an active process to organize and formulate the ideas on the paper. However, learning how to write correctly is one of the challenges that learners encounter.

Learning how to write accurately offers the ability to explain the self, improve the communication skills, and increase creativity, imagination, and knowledge. According to Pincas (1998) : '' writing is a way of communicating a message to a reader for a purpose. The purposes of writing are to express one's self, to provide information for one's reader, and to

create a literary work''. Therefore, writing helps individuals explaining their thoughts, feelings, wants, and needs.

Conjunctive adverbs are also an important part of the writing skill. Mainly, they are used to join separate clauses into one sentence and they are usually defined by a semicolon and a comma. However, they can be really confusing as they do the same job as adverbs or conjunctions. According to Rozarkis (1997),''conjunctive adverbs are used to connect other words. Therefore, conjunctive adverbs act like conjunctions eventhough they are not technically considered to be conjunctions… conjunctive adverbs are also called transitions because they link ideas''. They are a powerful reading and writing tool because they illustrates how arguments are developed and facilitates the understanding of thoughts for the readers.

The rationale behind this research is to investigate how muchhelpful ''Parts of Speech with Exercise'' smartphone learning application was for third year learners in terms of enhancing their use of conjunctive adverbs since they are expected to produce written pieces at this level. So, it has become crucial to evaluate learners' adaptation to this modern way of learning, and discover their perceptions towards using smartphone learning applications as a learning tool; besides investigating to what extent learners agree on involving smartphones in learning during class. Specifically, the aim is to investigate to what extent ''Parts of Speech with Exercise'' application helps learners to enhance their use of conjunctive adverbs and increase their level of motivation and interaction towards learning which are important for learners' production of coherent written pieces.

1. Statement of the Problem

One important part of the writing skill is the conjunctive adverbs which provide smooth transitions from an idea to another. Their job is mainly to connect. A conjunctive adverb is an

adverbial phrase or an adverb that joins two independent clauses, words, or phrases together to clarify what is said. However, majority of learners face some difficulties in using them. They either use them incorrectly; placing them in the wrong place, or do not use them at all. This research will attempt to elaborate how can the use of smartphone applications ; mainly, ''Parts of Speech with Exercise'' application improve the use of conjunctive adverbs, and how can the use of smartphones in class increase learners' motivation and engagement towards learning. To achieve the goal of this research, the attempt was to answer the following questions:

1. How helpful is ''Parts of Speech with Exercise'' application for third year learners?

2. Do using smartphone applications in the class enhance learners' motivation and engagement?

3. Do using ''Parts of Speech with Exercise'' application improved learners' use of conjunctive adverbs?

4. What are learners' perceptions towards using smartphones in the class and their views about smartphone learning applications?

2. Aims of the Study

The present study aims at investigating to what extent ''Parts of Speech with Exercise'' application is helpful for learners in terms of enhancing their use of conjunctive adverbs. The researcher aims at shedding lights on the extent to which third year learners at Mohamed Khider University of Biskra find this application useful. Moreover, the present study sets out to explore learners' perceptions about using smartphone learning applications as a learning tools, besides discovering whether or not such applications increase their level of motivation and engagement.

3. Significance of the Study

As technology is getting more involved in all life fields and becoming a necessity, learners are depending on it since it makes their learning process easier. This study is significant for all learners because it explores deeply how can smartphone applications help them improving their learning. In addition, learners are purchasing and using smartphones; thus, mobile learning becomes possible because almost all learners own such devices. Moreover, learners can install applications onto the phone which enables them to increase the speed of learning and encourage their engagement and productivity. Also, smartphones are multifunctional. In other words, having one device rather than a collection of books and copybooks make learning even easier. Using smartphone applications such as ''Parts of Speech with Exercise'' to learn conjunctive adverbs for example can be done any time and anywhere and it is easy to use.

4. Structure of the Dissertation

The dissertation is composed of three chapters, besides a general introduction and a general conclusion.The general introduction presents the background, the research questions, the aims, and purpose of the research, the significance and the dissertation outline.

In the first chapter, a brief history of ICT in education is mentioned and theoretical aspects of ICT are highlighted by examining different definitions that have been proposed by researchers and also it deals with the benefits of ICT in the learning process and its impact on education and tackles the area of digital learning. The chapter also includes a discussion of how smartphone technologies can be used and involved in learning. It is followed by pointing out smartphone use in classrooms and its benefits. Then, it provides a review about smartphone applications and the advantages of using them in classrooms and speaks about

''Parts of Speech with Exercise'' application as a learning application which helps enhancing the use of conjunctive adverbs.

Chapter two introduces the writing skill and highlights its significance. Then, it presents the difficulties learners' face when they write and the main causes of poor writing skill followed by characteristics of productive writing skill. The second chapter also provides a review about conjunctions in writing and focuses specifically on conjunctive adverbs, their significance, positions within clauses, punctuation, how to appropriately choose a conjunctive adverb, and tackles the difficulties learners face when using them.

Chapter three highlights the significance of the main findings of the research. It offers details of the results about learners' views concerning to what extent they found ''Parts of Speech with Exercise'' application useful. This chapter also contains a full discussion, interpretation and evaluation of the results. It also discusses the limitations of the research andprovides recommendations for future research.

The general conclusion reviewed the research design and the significance of the main findings and their contribution in presenting learners' perceptions towards using ''Parts of Speech with Exercise'' application as a modern learning tool and their views about involving smartphone technologies in learning.

CHAPTER ONE :

SMARTPHONE APPLICATIONS IN

LEARNING

CHAPTER ONE: SMARTPHONE APPLICATIONS IN LEARNING

Introduction

The world has experienced a technological revolution that has been involved in all life fields including education. Information and communication technology (ICT) simply refers to the technologies, equipments, and computer programs that enable humans to communicate with one another. Nowadays, learners are growing up in a modern technological world that is reflecting their learning environment; therefore, the modern technologies seem to be the solution for all needs of education and it is affecting the teaching and learning processes. Schools and universities are using ICT in different ways in classes. For example, teachers use smartboards, computers, and even smartphones to deliver the lesson and learners also are depending on technological devices to search for and complete assignments. Therefore, the use of ICTs in education is steadily increasing, impacting learners'performances, and affecting the teaching process which is developing according to learners' needs and to the involvement of technology in the educational field. Smartphones are technological devices that are used to implement different functions such as making calls and sending messages. They are practical, useful, and convenient devices which allow the individuals to make the daily activities easier as they are constantly evolving.Therefore, they are also considered as a useful learning tool which is involved in the learning process.

1.1.History of ICT in Education

Information and communication technologies (ICTs) have been involved in all aspects of life. Across the past twenty years, the use of ICT has basically changed the practices and procedures of almost all life fields including education. The use of ICT in education focuses more on student-centered learning. As the world is rapidly moving into digital media and information, the role of ICT in education is becoming more crucial. According to Daniels (2002) ICT have become within a short time, one of the basic building blocks of modern

society. Many countries nowadays consider the understanding and the mastering of the basic concepts ans skills of ICT as an essential part of the core of education.

Pelgrum and Law (2003) state that near the end of the 1980's, the term ''IT'' (information technology) replaced the term ''computers'' to indicate the shift from computing technology to the capacity to store and retrieve information. This was followed by an introduction to the term ''ICT'' around 1992, when the e-mail started to become available to public (Pelgrum, W.J., Law, N., 2003).The term information technology (IT) is used to describe the computer programs (software) and the items of equipment (hardware) that allow individuals to organize, manipulate, and present information by electronic means. However, communication technology (CT) refers to the equipment through which the information can be accessed; for example, smartphones, modems, and computers. Collectively, they combine ICT which can be defined as the set of resources, technologies (both hardware and software) that enable humans to communicate with each other.

The field of education has been affected by ICTs, which have surely affected learning, teaching, and research (Yusuf, 2005). Previous research conducted the benefits of ICT in education. ICTs have the potential to accelerate, innovate, deepen skills, and enrich, to motivate and engage learners, to help relate school experience to work practices, create economic viability for tomorrow's workers, as well as strengthening teaching and helping schools change (Davis and Tearle, 1999; Lemke and Coughlin, 1998; cited by Yusuf, 2005). The use of information and communication technologies in education has bee divided into two categories: ICT in education and ICT for education. ICT in education includes the adoption of general components of information and communication technologies in the teaching learning process; however, ICT for education is the development of information and communication technology specifically for teaching/ learning processes.

1.2. Definition of ICT

First, ICT is an acronym of information and communication technology. It refers to the set of technologies developed to manage and share information. The latter is generally understood as what is related to computer science connected to the internet. Basically, it is the computational tools that present, store, retrieve, and process information such as smartphones, laptops, and tablets… etc. In addition, ICT became a priority for educational policies ; therefore , El Ministerio de Educacion in Colombia (2013) defines ICT as : " the set of resources, tools, equipment, IT programs, applications, networks, that allow the compilation, processing, storage, transmission of information as voice, information, text, video and images'' (p. 8, translated). This means, the term ICT is generally accepted to mean all devices, networking components, systems and applications that allow people to interact in the digital world. Second, according to UNESCO (as cited in Garcia and Marin, 2013):The term ICT is plural referring to a great many technologies and it is an all-encompassing term that includes the full gamut of electronic tools by means of which we gather, record and store information, and we exchange and distribute information to others. (p.428)

Consequently, ICT introduced tools to the system which brought new experiences that promote the language learning and interacting in the twenty first century.

1.3. ICT in Education

Currently, the teaching methodologies are changing as a consequence of the intervention of technology in the educational field. The last decade has seen a great impact of ICT on the language teaching and learning since it has become easier for learners to grasp the required information and for teachers to prepare their lectures using different tools of ICT such as computers and smartphones. Mainly, ICT includes different means of technology being used to help learning and develop education; therefore, the use of the internet and technological devices and applications are essential parts of classroom teaching at higher level of education.

UNESCO (2002) described ICT tools and implementations as ''the key of fundamental, wide-ranging educational reforms''. This means, ICT has raised the interest of teachers towards their teaching and encouraged learners to achieve the required needs.

As a result of the emergence of new technologies, Haddad and Draxler (2002) argue that "different ICTs have the potential to contribute to different facets of educational development and effective learning : expanding access, promoting efficiency, improving the quality of learning, enhancing the quality of teaching, and improving management systems''(p. 9). Thus, the use of ICT tools in classrooms will enhance learners' performances, encourage their engagement in class, motivate them and help teachers make sufficient use of class time. Also, providing learners with the opportunities to interact with technological sources in order to improve their skills will make them feel that they are making progress in their learning process.

As learners get thoughtfully involved in using ICT at classrooms, the learning process gets faster and it becomes easier for teachers to develop learners' decision making and reasoning skills (Lu, Hou, and Huang ; 2010). ICT enables learners to increase the speed of learning and promote their engagement and productivity. Learners can develop the needed skills by using the latest versions of technology. According to Lowther, et al. (2008) research on ICT, the use of ICT develops the relation between the theory and its practical implementation and increases the educational level; thus, it facilitates the different issues which can be complicated to understand and grasp without ICT. Reid (2002) stated that ICT allows learners to explore their world beyond the boundaries to better understand the concepts. In addition, Kent and Facer (2004) agreed that learners use technology widely either at schools or at home. Applying ICT in the educational field helps teachers to successfully convey the lectures and attain a satisfactory level of interaction with learners.

Furthermore, Glazewskiand Hew (2008) announced that ICT is an important tool for learners to explore new topics and solve issues. Besides, Mcmahon (2009) accepted that there is an important correlation between the use of ICT and developing critical thinking skills.

Principally, the involvement of technology in the teaching of foreign languages has two major goals. First, pedagogical since ICT tries to improve students' learning. It attempts to create authentic contexts for learning rather than depending on traditional old methods of teaching and learning. Second, to achieve technological literacy learners become well prepared in a world which almost relies on new technologies.

1.4. Benefits of ICT in the Learning Process

Recently, there has been a wide interest in how the internet and the technological devices such as smartphones can improve the efficiency and effectiveness of education. ICT has many advantages in the learning and teaching processes; therefore, it became an important part not only in the educational system but also in all life fields. Using smartphone technology in classrooms has many advantages:

- Teaching Learning Process:

The use of ICT has been used notably by teachers at almost all levels of education. In higher educational institutions, teachers use technology when they present lectures on certain topics. On the other hand, learners also use it when they are asked to prepare assignments, projects or even to prepare for tests or exams. Consequently, when teachers and learners are well-aware of the correct use of technological devices, they can achieve their academic goals appropriately and improve their technical skills.

- Improve Knowledge Retention:

Technological devices and technology can encourage active participation in classrooms. Students who are engaged in the lesson are expected to have good knowledge retention.

- Improve Engagement:

Learners might be more involved and interested about what they are studying if technology is used. It can increase classroom participation by making learning more enjoyable throughout presenting the lessons in new ways.

- Encourage Collaboration:

ICT can encourage collaboration between learners in the same class, different classes or same or different universities and even around the world,for instance, working on college projects by sharing documents.

- Learning Skills:

ICT can help developing practical skills which are essential for the present century since modern teaching is about solving complex problems, collaborating with others, and develop communication skills and critical thinking. In classes, learners can develop certain skills such as the writing skill and learning to create presentations and write emails.

- Encourage Individual Learning:

Considering the existence of different styles and learning abilities, ICT provides the opportunities to make learning more effective for learners with different needs. Also, it gives the chance for struggling or disabled learners.

- Benefits for Teachers:

ICT assist teachers to discipline learners' attitudes in class. According to LeaskandPachler (2005): "in ''with-it-ness'', teachers never are busy with other things in the

class while answering a question or other activities''. This is, with-it-ness refers to teachers' awareness of what each learner is doing; they should notice several things at the same time. In addition, teachers can use different smartphone applications or reliable online sources to enhance teaching. ICT saves time and energy which can be used to focus on working with learners facing difficulties.

- Learning Motivation:

When learners are well-equipped with technology, they are able to be more motivated and devoted towards their studies. They understand that they can make use of technologies for educational purposes; thus, they acquire information and are more interested.

- Learning Environment:

Previous researches have indicated that before the involvement of technology in education, learners faced problems in making corrections which made teachers discouraged. But with the use of ICT, learners are making progress in preparing their assignments in well-organized manner. ICT is changing teaching and learning by adding elements of liveliness to the learning environments. ICT is regarded as the potentially powerful tool for offering educational opportunities (Noor-Ul-Amin, n.d.). Nowadays, when both learners and teachers are using ICTs, they can possess the viewpoints that improvements can be made in the educational system.

- Quality and Accessibility of Education:

Learners usually find smartphones easier in preparing their assignments and projects in terms of making corrections for themselves and for teachers too. Learners can acquire an efficient understanding in terms of significance of ICTs and how they can improve the quality and accessibility of education. In classroom setting, teachers usually give explanation and

notes but they have limited time in which they have to complete the whole syllabus. In some cases, learners cannot acquire the effective apprehension; therefore, they make use of technological devices such as smartphones to be able to increase their understanding.

1.5. Impact of ICT in Education

Information and communication technology (ICT) has a vital role in education since it affects teaching and learning. Namely, ICT helps improving the efficiency and effectiveness of education.In addition, ICT increases the flexibility of delivery of education through which learners can access to information anytime and anywhere.

In fact, ICT has facilitated the access to learning. With the help of ICT, learners can learn through e-books, install applications in their smartphones to help them enhancing the required skills and download lectures, pictures, and previous researches about a given topic and other sources.

Furthermore, ICT can increase learners' motivation and engagement, improve the quality of education by facilitating the acquisition of basic skills and enhance teacher training. When using ICT tools correctly such as smartphones, it can help promoting learner-centered environment. ICT has an impact on what and how learners should learn.

Education is one of the basic requirements on which nations are built ; therefore, countries are interested in the technological developments which are making active changes in societies since they are influencing all aspects of life and this influence is felt more at the educational field because ICT provides opportunities for learners and teachers to adopt the individual needs. The quality of education develops the nation in all aspects; so it is a basic need for society. Many countries consider understanding and mastering ICT basic skills and concepts as part of the core of education.

1.6. E-learning / Digital Learning

E-learning or digital learning is a learning system based on validated teaching with the help of electronic resources. The "e'' in e-learning refers to "electronic'' so the original term is "electronic learning''. Since the revolution of the latter, the education system became more solid and accurate. The digital learning helped learners to get an in-depth understanding and knowledge and teachers to spot the required teaching practices to prove learners' outcomes. Simply, digital learning is the process of using digital tools in the learning process to create a better experience for learners; consequently, an increasing number of learners are moving towards using digital devices and educational mobile applications which are continuously developed to enhance their learning.

The traditional teaching methods where the teacher is the source of knowledge has limited the learning since it can happen at the same place and time and also limited the interaction in the class ; however, technology could improve the learning experience and help learners gain the needed skills by having:

- The path:

Learning is no longer restricted to teacher's pedagogy. ICT now aids learners with easier modern ways of learning. Also, it provides teachers with the needed information to adjust instructions and meet learners' needs.

- The time:

Learning is no longer limited to school day or year. The internet has offered learners the ability to learn at any time.

- The place:

Learning is no longer limited within classroom walls. With ICT, learners can learn anywhere and everywhere.

- Pace:

Learning is no longer limited to the pace of an entire classroom of learners. Modern technologies allow learners to learn with their own pace.

1.7. Smartphone Technologies and Learning

Rapid development of ICTs enabled the production of more advanced mobile devices which are increasingly used in learning. The concept of mobile learning includes the learning done on a mobile device. Smartphone technology is one of the most revolutionary tools used as a way to take advantage of a new way of electronic devices that offer ease of use.

Smartphone learning (mobile learning) has given rise to new forms of learning in different contexts. ShrivastavaandShrivastava stated that: " while the emerging political economy of higher education suggests an increase in the diversity of educational contexts, technology assisted learning could indeed offer an important toolkit with which to increase choice and respond to the needs arising''. Quinn (2000) defined mobile learning as "the intersection of mobile computer and e-learning and includes anytime, anywhere resources ; strong search capabilities, rich interaction, powerful tool for effective learning, and performance-based assessment''. That is to say, smartphone learning saves time, money, efforts, resources and materials because it is easy to access. Additionally, the use of technologies in classrooms provides a closer relationship between the learner and the teacher, promotes their interaction and more effective learning. The constant presence of tools increase learners' interest to consolidate the acquisition of knowledge (Costello, 2010). The use of smartphones in classes strengthens the relationship between learners and teachers and increases their motivation.

Based on the definition of O'Malley et.al (2003) : " any sort of learning happens when the learner is not at a fixed, predetermined location, or learning that happens when the learner takes advantage of the learning opportunities offered by mobile technologies''. Smartphone learning technologies provide highly potential language learning opportunities regardless the environment where learners are. This is, smartphone learning is a form of learning that makes use of mobile technologies and provides learners with the ability to learn anything, anywhere, and anytime.

1.8. Smartphone Use in Classrooms

Smartphones are not just a technology to be ignored or dismissed. Mobile technologies such as smartphones motivate learners and encourage learning skills such as the writing skill. A smartphone is a mobile phone that preforms many tasks and functions like a personal computer. They are digital devices which depend on a touch screen that allow users to use and interact with them. Smartphones are equipped with a powerful operating system and consist of useful applications and high speed data communication capability which allows browsing the internet. A smartphone is a powerful hand-held tool with an easy accessibility and use.

As education become more individualized, learner-centered, and collaborative; the educational field and learners are adopting new ways of learning such as mobile learning. Using smartphones allows learners to complete assignments, communicate with their teachers and classmates, check grades and download class materials such as lessons, readings and documents, and learning applications. Previous studies suggested that Smartphones improve knowledge creation and promote individual, collaborative, and interactive reflective learning activities (Clough, Jones, McAndrew, and Scanlon, 2008; Lai, Yang, Chen, Ho, and Chan, 2007). Using smartphone to learn not only provide the opportunities for learners to learn interactively, but also provide them with tools and ways to learn with their own and teach themselves in their way.

Furthermore, smartphones' application to classroom learning may support learning outside the classroom and promote learners' involvement and interaction (Sharples, Taylor, and Vavoula, 2010). Also, learners using smartphones during class time experience exceptional opportunities to enhance the learning process. Learners believe that they are capable of multitasking, which means, they can use their smartphones and listen to the teacher simultaneously (Clayson and Haley, 2012). They can for example use their smartphones to search for a related information to the lesson, take pictures of the teacher's information written on the board or powerpoints projected on the screen, check grammar or spelling, or calculate to solve problems in math classes. This helps learners to pay attention instead of trying to take notes about the lesson and keeps them abreast with the current development in the world.

1.9. Smartphone Applications

A smartphone application is a software application designed specifically for use on small computing devices. These applications are individual software units with limited function of each application like the calculator.

At present, smartphones are not only used for texting messages or to interact on socialmedia but also it is important to emphasize the role and benefits of using smartphone applications for educational purposes. A survey conducted by Course Smart (2011) found that college students cannot go long without checking their digital devices including smartphones, laptops and more.

The teaching and learning processes support the use of smartphones to supplement learning and teaching. For instance, by a note taking application on smartphones, learners can share their notes with each other. However, the difference between smartphone learning and the traditional one is that the first is learner-centered learning which is the opposite of the

traditional learning that is teacher-centered. The advantages of using smartphone applications in classrooms can be:

- Enhancing classroom performance :

Learning by smartphone applications like " parts of speech'' to enhance the use of parts of speech such as adverbs, conjunctions and conjunctive adverbs might enhance classroom experience.

- Improving technical skills and knowledge:

Smartphone applications can help learners to develop their technical skills. The more they practice the application, the more they improve their skills. Previously, the teacher used to be the only source of knowledge; however, nowadays learners have plenty sources of knowledge including the internet.

- Entertainment:

Some smartphone applications help facilitating difficult topics and makes it more fun if it is presented in a form of a game.

- Improving time usage:

Smartphone applications can help learners using their time effectively. They can read e-books for example or listen to recorded lectures. Learners can benefit from their time when they can control when and where they learn.

- Improving effective communication:

Applications make it easier for both of learners and teachers to contact each other. For example, announcements can be delivered through applications and learnersaslo can receive feedback electronically.

- Learner-centered Learning:

Smartphone applications are usually used individually. Sometimes, the teacher cannot focus with all learners equally due to the large size of the class; however, a smartphone application has to reach one user at time.

- Providing help in essay writing:

Improving the writing skill is very challenging for learners. Certain smartphone applications help learners to write effectively and correctly and also help learning new writing techniques.

The importance and benefits of using smartphone applications in classrooms to enhance a given skill like writing is increasingly growing. Therefore, the higher educational system should adopt methods of teaching and learning through mobile technologies which will offer learners with new and better choices of learning means.

1.10. Parts of Speech with Exercise Smartphone Application

It is an application that can be easily installed on the smartphone. It is a software application designed specifically to help learners enhancing their use of the parts of speech. It was released onJanuary 23rd, 2018. The latter has been downloaded over 50.000 times all over the world. The parts of speech with exercise application includes more than 150 parts of speech topics counting nouns, pronouns, verbs, adjectives, adverbs, prepositional phrases, conjunctions, conjunctive adverbs and many others. In addition, it provides several examples and quizzes. The learner's answers of these quizzes can be corrected systematically.

Figure1: Parts of Speech with Exercise Application's Components

This figure shows the components of the Parts of Speech with Exercise Application. The latter consists of more than 150 parts of speech topics such as conjunctions and conjunctive adverbs. A summarized lesson is included under each part with several examples to ensure understanding. For instance:
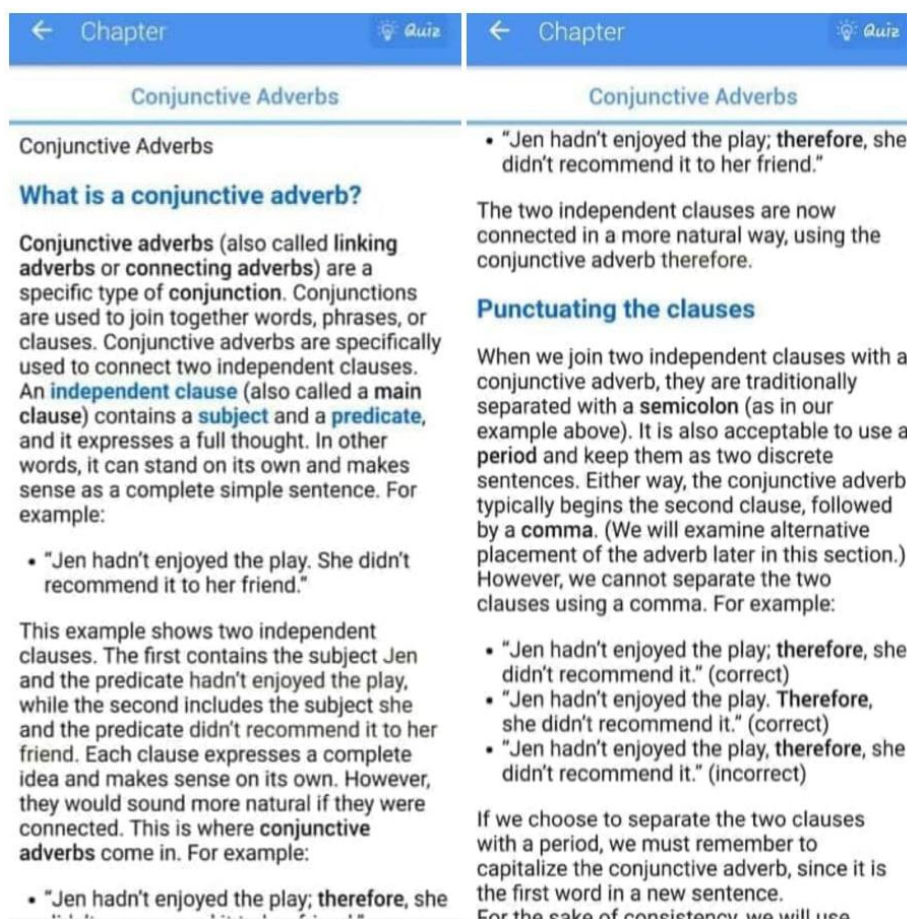
Figure 2: Parts of Speech with Exercise Application's Lesson Example

This figure illustrates a lesson example about conjunctive adverb and covers all the elements starting by a definition of conjunctive adverbs, punctuating the clauses, choosing a conjunctive adverb, and where to use a conjunctive adverb. This section is followed by another section of quizzes about conjunctive adverb lesson. The answers are out of five marks and should be solved in five minutes. The application also provide the learner with the correct answers which helps him / her to know where he have mistaken and each parts of speech lesson have an independent section of quizzes.

Conclusion

Smartphone technology offers the opportunity for learners to learn, interact and acquire knowledge regadless of place and time. It can be considered not only as a communication

tool, but also as a learning one since it provides various learning applications and it is multifunctional. In addition, it allows learners to take responsibility and control over their own learning ; thus, enhancing their skills, motivate themselves and adopt their own strategies.

Smartphone learning may create a conductive learning environment. Smartphone learning applications may be quite useful and practical for learners. They are easy to use and can be used anytime and anywhere.

CHAPTER TWO :

CONJUNCTIVE ADVERBS IN

WRITING

CHAPTER TWO: CONJUNCTIVE ADVERBS IN WRITING

Introduction

Among the four skills of English; listening, speaking, reading, and writing.The latter is the most complex one because of its different grammatical structures, vocabulary, spelling…etc. Widdowson (2001) says: "writing is the use of visual medium to manifest the graphological and grammatical system of the language''. Writing is a form of communication that enables learners to express their feeling and ideas, convey a meaning, and organize their knowledge into convincing arguments on a paper. Richards and Schmidt (2002) claim that: "writing is viewed as a result of complex processes of planning, drafting, reviewing and revising''. The writing process begins from the first simple sentences to more compound and complex ones. Organization of content, grammar, vocabulary, and spelling extend together to help learners demonstrate more advanced writing skills. However, many learners face certain difficulties when it comes to writing a coherent written piece.

2.1. Significance of the Writing Skill

Writing has been considered as a very essential skill in the teaching and learning of English as a second language (ESL). It helps to improve and reinforce thinking, grammar, vocabulary, revising and other elements. Some learners are good writers because they have a good knowledge and experience about the subject they are writing; however, others must learn to write. Nowadays, the written language has an important educationaland social function and its status has a high social prestige (Urbanova and Oakland,2002. p.31).

Chappell (2011) said that writing is crucial. It has alot of advantages. Writing is a significant skill in language production. Its significance increases when it comes to writing in English language which is extensively used for global mediation of knowledge (Mahboob, 2014, Mansoor, 2005 ;MarlinaandGiri, 2014 ; Rahman, 2002). The latter helps to:

- Foster communication ;

- Developthinkingskills ;

- Prepare for school and employment ;

- Provide and receive feedback ;

- Express one's personality ;

- Provide the opportunity to reflect the ideas and evaluate them ; and

- Make persuasive and logical arguments.

Walsh (2010) accepted that Writing is important because it's used extensively in higher education and in the workplace. If students don't know how to express themselves in writing, they won't be able to communicate well with professors, employers, peers, or just about anyone else. Much of professional communication is done in writing: proposals, memos, reports, applications, preliminary interviews, e-mails, and more are part of the daily life of a college student or successful graduate.

This means, due to the recent evolution of information technology, writing is the most demanding skill that will help the individual getting a job. Furthermore, writing will improve your communication skills by conveying the important points for others. Also, you can increase your knowledge, imagination, and creativity by writing. The latter improves the memory by using the past memories, knowledge, success and failures, pains, lessons; the present situation…everything appears in the writing which helps to sharp your creativity and imagination. In addition, an individual can debate and speak about any topic and improve his focus. It is a way that makes you focused intelligent and conscious. Writing reflects your personality and increases your self-confidence which leads to a positive motivation towards learning.

2.2. The Complex Writing Skill

The majority of English language learners (ELL) find writing very complex and difficult simply because of its complexity in phonological and morphological, semantic, and syntactic aspects. Rivers (1981) argues that: "writing in the language becomes a complicated activity because writing involves meaningful segments of language: words, sentence, grammar, and how to transfer those segments into written forms'' (p.294). Additionally, Brown (2001) asserts that: "writing is a thinking process and it can be planned and revised'' (p.336). Therefore, writing is a process which requires a high level of thinking ability to successfully express the ideas. Furthermore, for nowadays' information and communication society, writing becomes an essential skill for both learners and professionals; however, it is still difficult. The level of difficulty is significantly higher when a foreign language is involved. Differences in the language structures, the manner of expressing thoughts, writing styles and other culturally varying factors greatly affect the writing of foreign language learners (Benson andHeidish, 1995). In addition, Richards andRenandya (2002) argue that the process of writing consists of planning, drafting, revising, and editing (p.303).

In the same sense, Brown (2001) states that: "writing is a thinking process and an activity involving planning and revision'' (p.336). This means, writing is a productive process which involves planning and revision. Although it is a complicated skill, it is also a purposeful activity through which a learner can express his ideas, convey meaning, deliver a message, and influence readers; however, it needs alot of practice to master it perfectly.

2.3.Difficulties of Writing

The writing skill is very significant for language production; still, it is very difficult and learners face many challenges when they write. Writing is the most challenging area in learning a second language. It is based on appropriate and strategic use of language with structural accuracy and communicative potential (Dar & Khan, 2015; Hyland, 2003;

Mahboob, 2014). Kellog (2001) argues that writing is a cognitive process that tests thinking ability, memory, and verbal command to express the ideas successfully. Therefore, learning how to write has gained an important value since it is used as a tool of communication of ideas.

Learners face various writing challenges at different stages of their process of learning. Mainly, learners struggle with the structural components of English; because an inappropriate language structure complicates the comprehension and the content of the text which the learner analyses through the involvement of mental process (Quintero, 2008; Nik, Hamzah, &Rafidee, 2010). Likewise, teaching strategies which do not satisfy students' learning styles and cultural background causelearners' lack of confidence (Ahmad et *al*., 2013). Basically, it is asserted that poor writing skills emerge from two factors: learners facing various challenges like the lack of practice, motivation and reading and the interference of the first language (L1). On the other hand, teachers lack of ability to motivate learners to write and the unsuitable approach to teach the writing skill may cause poor writing because learners are not motivated by their teachers and the pedagogic approach do not fill their needs. To sum, writing is needed for learners' future; however, the majority of learners fail to develop their writing skills even after completing studies and this is due to:

- Inappropriate development of analytical and cognitive skills (learners need to think, analyze and understand better).

- Insufficient writing mechanics (learners should master and understand complex, compound sentences, use proper punctuation and proofread at the end).

- No feedback on learners' writings (many teachers give learners just grades for what they wrote which is not enough if one wants to teach them how to write better – they fail to provide them with comprehensive feedback).

- Weak argumentation.

- Poor grammar and syntax skills.

- Lack of vocabulary.

- Unfamiliar / hard topics (learners feel lack of knowledge about certain topics).

- Failing to structure ideas effectively.

- Learners' lack of motivation, interest, and practice of reading.

- Writing is not a teacher-centered learning. Learners must work hard to develop themselves. A student-centered learning opens the doors to work independently, interact with others as a part of the learning process and build collaboration and communication skills. At the same time, the teacher is there as a facilitator.

2.4. Causes of Poor Writing Skill

Proper writing skill enables learners to communicate their message with clarity and ease. The written work allows the teacher to see how his learners understand the subject, develop ideas, and in what way they express their own thoughts. Even so, a considerable number of learners avoid writing. Basically, there are some basic reasons for that such as:

- Learners face problems getting started and feel familiar with the task.

- Poor ideation: they struggle to express and develop their ideas fluently.

- They struggle to organize and use correctly the mechanisms of writing.

- Poor motivation and accusation of laziness.

- They do not proofread (they get bored easily).

- Lack of understanding for the topic and the purpose of writing. It is necessary not only to know about the subject but also to understand it in order to have a good written piece. Also, the learner sometimes do not understand why s / he needs to spend so much time on writing although it might be for checking knowledge, understanding and developing fields, improvements, and so on.

- Lack of self-esteem causes poor results of writing. Being confused or having an unclear and incomprehensible idea about the subject leads to poor outcomes. If the learner cannot understand fully what is asked form him, he cannot write properly even if he masters the grammar.

Nowadays' learners seem to avoid and dislike the writing process. The majority of them feel that writing is a waste of time. For some, it is because they have certain difficulties such as grammar rules and vocabulary. For others, writing is a heavy task because there are many components which need to be arranged together. Nunan (1989) agreed that writing is an extremely difficult cognitive activity which requires the learner to have control over various factors. These factors vary from academic background and personal interest of the writer to various psychological, linguistic, and cognitive phenomena.

2.5. Characteristics of Productive Writing Skill

ELLs need to follow certain components involved under the complicated process of the writing skill in order to prove themselves as good writers. First, learners should focus on enriching their vocabulary and enhance their grammar. Once they know and master the basic grammatical rules and have a good collection of vocabulary, they will surely get encouraged to start writing. In the same hand, teachers should provide their learners with writing samples to ensure their understanding and avoid ambiguity then train them how to write full, clear and correct sentences and organize them to make good paragraphs.Teachers should also encourage learners to write starting by simple and familiar topics and / or topics of learners' own interest. In addition, teachers must introduce the characteristics of effective writing for learners when they start writing at early stages; otherwise; learners written pieces will not be improved.These characteristics are displayed in the figure below:

Figure 3: Characteristics of Effective Writing

Parupalli (2017) agree that teachers first should pay attention to the assigned topics to the learners. They have to take learners' interests and needs into consideration and suggest more familiar themes. Then, learners should be taught how to write in English using certain vocabulary; however, they also must enrich their sources through reading and use the appropriate vocabulary that suits the subject. The accurate use of vocabulary is very crucial in writing. It should be rich, catchy, and appropriate to the context. On the other hand, since there is a variety of grammatical structures in the English language, learners should concentrate on using different structures. Therefore, it is the teacher's role to teach different

grammar rules and train learners to grasp and master them through practicing. Another important character of effective writing is the correct usage of punctuation marks. The incorrect use of punctuation not only leads the readers to misunderstand the meaning of the sentence but also confuses them to realize its right meaning according to the writer's point of view. The teacher should teach the accurate use of punctuation marks since there is alot of change in meaning when they are misplaced.

Additionally, a coherent link of ideas is a crucial character of effective writing; hence, learners must devote more time on practicing writing since the latter requires alot of reading and alot of practice in order to learn how to link the ideas logically. Furthermore, when writing, learners should be aware of how to present their ideas in a continuous and flow motion without any gaps in expressing the ideas or interference of other topics. Good written pieces must be readable and understood. To conclude, using an easy simple language attracts the readers and encourages them to keep reading. An acceptable and fluent written piece engages the readers in the subject and raises their interest and attention about it. These characteristics are very crucial for learners in order to prove their writing skill and enhance their level in writing (p. 80-82).

2.6. Conjunctions in Writing

There are many factors affecting the writing quality. This includesthe grammar and the basic mechanics of writing which need a particular attention because they are the starting point of an effective writing. Grammar is important for writing because it includes tenses, types of sentences, and parts of speech. Some parts of speech such as adverbs, conjunctions, adjectives, and prepositions are crucial for writing accuracy and they are used to indicate the function of words within a sentence. According to Frank (1972):

The words from the central core of the sentence-around which all other words ''cluster'' are the parts of speech known as noun, pronoun, and verbs; the word that modify the central core words are the parts of speech called adjectives and adverbs ; the words that show particular kind of connecting relationship between these five parts of speech are called preposition and conjunction. (p. 1).

Hence, each unit of a sentence has its own significant role to form a faultless piece of writing. Sargean (2007) says: ''conjunctions are words used to link words, phrases, or clauses''. However, EFL learners mostly struggle to improve their writing since it is a complex process which is composed of different components and each component should be improved separately. One of these components is the conjunctive adverbs (CAs) which come under the name of conjunctions.

Learners should be aware of their grammatical and mechanical knowledge of conjunctions to be able to place them correctly between sentences with the accurate punctuation. Martinez (2016) argues that conjunctions;through connecting sentences, help readers make sense of the text since they are used to join words, phrases, or clauses together.

In English grammar, there are many types of conjunctions such as coordinating, correlative, and subordinating which require a specific punctuation and can be placed in different positions in the sentence. First, a coordinating conjunction is the first clue that comes to learners' minds when they hear the word ''conjunction''.Hopper and Craig (1986) agree that they are used to connect two equal words, phrases, or clauses and they are known by the acronym ''FANBOYS''.

- **For –** explains a purpose or a reason.
- **And -** adds one thing to another.
- **Nor -** presents an alternative negative idea to an already stated negative idea.

- **But -** shows contrast.

- **Or -** presents a choice or an alternative.

- **Yet -** introduces a contrasting idea which follows logically the preceding one.

- **So -** indicates an effect, a consequence, ora result.

Second, a correlative conjunction is a two-part conjunction. It contains two words or phrases which are used to connect parts of a sentence of an equal value like two subjects, two independent clauses, or two prepositional phrases. Mainly, they join two equal grammatical terms of a sentence. Common pairs include:

- both/and

- whether/or

- either/or

- neither/nor

- not/but

- not only/but also.

Third, a subordinating conjunction introduces a subordinate clause (dependent clause) and relates it to an independent one. A dependent clause cannot stand by itself and must be related to an independent one to form a complete complex sentence. A subordinating conjunction can appear at the beginning of the sentence because of the relationship between the dependent and independent clause unlike the coordinating conjunction. According to Sahebkeir and Aidinlou (2014), subordinating conjunctions are also know as transitional conjunctions. Theyinclude :

Table1 : List of SubordinatingConjunctions

When	Although	So that
Whenever	Eventhough	As though
Where	After	Because
Whereas	As	Even if
Whether	Before	Within
While	If	Without
Besides	Once	If only
Until	Ratherthan	In orderthat
Unless	Since	As if

Conjunctions are crucial because of their role in in-sentense or between-sentences contribution for a neat and readable writing. Conjunctive adverbs are a type of conjunctions which are used to connect two independent clauses. An independent clause (the main clause) consists of a subject and a predicate and expresses a full meaning. Conjunctive adverbs enable learners to connect sentences and paragraphs coherently. However, the lack of knowledge about the English grammatical structures may lead to inaccurate usage of CAs (Yoon and Yoo, 2011).

2.7. Conjunctive Adverbs

Improving grammar facilitates the writing task. It makes it easier to write a full, correct sentence with a complete meaning. Usually, adverbs ends with (-ly) and they are used to describe an adjective, other adverbs, and verbs. Crystal (1995, p.206) asserts that an adverb is used to qualify any part of speech, except noun or pronoun. Likewise,king (2000) states that adverbs are also used to add information and more layers of meaning to a sentence. A conjunctive adverb is an adverb that connects sentence to sentence and paragraph to

paragraph. Conjunctive adverbs are a specific type of conjunctions which are also called conjunctive adverbials or transitional signals. According to Oshimaand Hogue (1999):

> Transitional signals are the expression such as first, finally, and however, or phrase such as in conclusion, on the other hand, and as a result. Other kind of word such as subordinators (when, although), coordinators (and, but), adjectives (another, additional), and prepositions (because of, in spite of) can serve as trantional signals (p. 25).

Furthermore, conjunctive adverbs are needed in writing to perform the function of sentence connectors. Kolln (1982) says: ''as their name suggests, conjunctive adverbs join sentences to form coordinate structures as other conjunctions do. But they do so with an adverbial emphasis''. The difference between conjunctive adverbs and conjunctions is that CAsare stronger and more formal. They show more specific relationship between clauses. CAs emphasize, combine, compare, contrast, illustrate, summarize, and show sequence. They enable the learner to express his thoughts with a grammatical efficiency.

2.7.1.Significance of Conjunctive Adverbs

Conjunctive adverbs usually represent a formal and academic emphasis. They are a powerful reading and writing tool because they illustrate how arguments are developed. CAs show how the writer's ideas are developing and facilitates the understanding of thoughts for the readers. So, effective use of CAs provide organization for the text for both reader and writer, and also provide an overall coherence. Chiang (2003) declare that conjunctive adverbs are important for the cohesion which can be considered as a crucial marking criterion to judge the quality of L2 writing. CAs are considered as a type of cohesive devices and their absence create vagueness and ambiguity because the reader might miss the connection between ideas. However, for most learners, shifting from one idea to another is a challenge itself; therefore, CAs seem to be the absolute solution.

Because CAs are conjunctions, they connect thoughts; and because they are also adverbs, they suggest the reason of the connection. However, the over use of them does not necessary mean that the written piece is well qualified. Settle the balance is definitely crucial for text cohesion because the exagguration of use of these conjunctions may interrupt the reading flow (Oshima and Houge, 1991). In addition, CAs provide an important transition between ideas which helps to create a legible, readable, and flow work. Learners who implement CAs in their writings would have more cohesive texts which are regarded as a quality sign by writing experts (Chanyoo, 2018). The accurate use of CAs may help learners to sound more native in their writing.For instance:

- He found that it was helpful to practice conversation with native speakers. He learnt alot about the customs of the country by talking with them.

The reader cannot illustrate how these clauses are connected although they are grammatically correct ; therefore, a CA can determine the kind of relationship between them.

- He found that it was helpful to practice conversation with native speakers {also / besides / moreover / indeed / furthermore} he learnt alot about the customs of the country by talking with them. (Lado and Fries, 1964, p.264).

This example indicates the fact that CAs help both readers and writers to move smoothly from one point to another. They also connect ideas and show a new direction of thoughts.

2.7.2.Position of Conjunctive Adverbs within Clauses

CAs can occur in different positions in the clause: initial, medial, and final. These positions are introduced byChalker (1989, p.89):

a. Initial position: in this position, a CA precede any clause element in the sentence (before the subject).

b. Medial position: CA here is placed between the subject and the main verb or between the subject and the doer.

c. Final position: here, the final element of the sentence may be an obligatory adverbial or an object.

2.7.3. Punctuation of Conjunctive Adverbs

Conjunctive adverbs are used to join independent clauses and show the connection between them. Therefore, these independent clauses are separated with a specific punctuation. According to Kolln, Martha and Funk (2011):

1) When connecting two independent clauses with a CA, place a semicolon before the CA and a comma after it :

    Independent clause; conjunctive adverb, independent clause.

2) When a new sentence begins with a CA, place a comma after the CA :

    Independent clause.Conjunctive adverb, independent clause.

3) When a CA appears at the end of a sentence, a comma should be placed before it :

    Independent clause ; independent clause, conjunctiveadverb.

4) When a CA interrupts or appears within an independent clause, commas both precede and follow it :

    Independent clause; independent, conjunctive adverb, clause.

2.7.4.Choise the Appropriate Conjunctive Adverb

There are many CAs. To choose the appropriate one for the sentence, one needs to take into consideration the relationship between the first and the second clause. CAs can perform many functions. The table 2shows some of the most common CAs and their function:

Table2: List of Conjunctive Adverbs and their Functions

Time sequence	Addition / order of importance	Similarity	Example	Contrast
First, second,…	First, second…	Similarly	Indeed	However
In the first place	In the first place	Like wise	For instance	Instead
First of all	Finally	Equally	For example	On the one hand
Eventually	Last	Also	That is	On the other hand
Subsequently	Most of all	In the same way	In fact	Meanwhile
Then	More important		In short	Still
Next	Most important		In other words	Nevertheless
Now	Above all		Specifically	Besides
Until now	Most significant			At the same time
Presently	More significant			In contrast
Earlier	Furthurmore			Otherwise
At that time	Moreover			Conversely
After a while	Also			Alternatively
Meanwhile	Next in addition			
After that				
Also		Summary / conclusion	Emphasis	Cause / effectReason
Today		In short	Indeed	Therefore
Again		In summary	Ofcourse	As a result
In that era		Finally	Certainly	Thus
In the past		In conclusion	In fact	Hence
Last of all		For these reasons		Consequently
Last		In other words		For this reason
Finally				

2.7.5. Difficulties of UsingConjunctiveAdverbs

As mentioned above, a CA is an adverb that functions as a conjunction and connects two parts of a sentence as a complete thought by providing smooth transitions. However, learners may face certain difficulties when it comes to applying CAs in their writing. According to Kolln, Martha and Funk (2006), CAs may be confusing:

a. Because they are adverbs, CAs can perform as a simple adverb. In this case, they modify an adjective, a verb, or another adverb. Also, they do not need a special punctuation when they behave this way because they are simply acting as adverbs. For example:

- She was accordingly quite interested in grammar. (the CA ''accordingly'' here is a simple adverbs and all it does is modifying the verb ''interested'').

b. CAs sometimes act as they are full conjunction which links two independent clauses together ; however, it is the semicolon that really joins the two independent clauses and a comma should always follow the CA in such situations. For instance :

- The conjunctive adverbs pretend they are conjunctions; however, the semicolon is what really connects the two clauses together.

- The tyrannosaurs were migrating south**;** meanwhile**,** the Apatosaurus breathed a sigh of relief.

CAs are not full conjunctions because they are not as strong as conjunctions and they require extra punctuation when they are used to connect two independent clauses. Also, they are optional. A CA can be removed without affecting the correctness of the grammar in a sentence.

c. As KollnandFunk (2006) state that CAs can appear at the beginning of a sentence to indicate result, addition, contrast, summary, time, reinforcement, opposition, or concession. When they behave this way, they are separated with a comma from the rest of the sentence. A CA needsa comma after it in a phrase appearing before an independent clause. For example:

  - Therefore**,** I will eat eggs! (result).

- Likewise**,** all students should embrace the sad little conjunctive adverbs. (addition).

- However**,** we should not mock conjunctive adverbs. (contrast).

- Thus**,** the conjunctive adverbs will bow before their masters, the cruel semicolons. (summary).

- Meanwhile**,** the conjunctive adverbs sat pouting in the corner. (time).

- Above all**,** we must realize conjunctive adverbs are an important part of the grammatical ecosystem. (reinforcement).

- In other words**,** grammar is a useful skill. (opposition).

- Still**,** it sounds like a good idea. (concession).

Conjunctive adverbs requires specific punctuation in order to indicate a specific function. Theirrelationship is positive because their punctuation changes according to their position and function in the clause.

Conclusion

Referring to the importance of using conjunctive adverbs in writing, learners must pay attention to them and take them into consideration when writing. Usually, learners face difficulties with basic grammar rules like how to correctly apply the CAs. Therefore, they should be encouraged to try writing sentences by using CAs based on the function. It can help them writing coherently. Learners are already familiar with the conjunctive adverbs. By contrast, they do not know what the category of that word is, and they still do not know how to use it in making sentence.

CHAPTER THREE:

FIELD WORK

CHAPTER THREE : FIELD WORK

Introduction

Education is crucial since it is the tool which forms the future generations. It is also the starting point of today's development and revolution of technologies in all life fields. Therefore, improving the teaching and learning processes is a main concern which must be constantly updated and developed according to the technological developments in the educational field. Smartphone technologies are highly used and included in the learning process. Most learners nowadays own a smartphone device and depend on it as a learning tool by which they can learn anytime, anywhere and find its applications quite helpful.

This chapter aims to discuss the research design used in the present work. It provides a description of the participants and an instrument used for data collection, and attempts to analyze the participants' answers.

3.1.Research Design

Research design aims to provide accurate and valid answers to the research questions. For Durrhein (2004: 29) a research design is a strategic framework for action that serves as a bridge between research questions and the execution, or implementation of the research strategy. Research design describes the procedures for conducting the study, including when, from whom and under what conditions data were collected. Therefore, the selection of a suitable research design is crucial in order to avoid ambiguous conclusions.

The research problem determines the choice for the researcher on the type of design to use. As this present research aims to investigate the role of smartphone applications ; mainly ''Parts of Speech with Exercise'' application in the enhancement of conjunctive adverbs, a mixed-method design is employed to find out if this application and its examples and exercises are useful for learners and helps them mastering the different punctuations,

positions, and functions of conjunctive adverbs which will consequently help them improving their writing skill by writing a cohesive written piece.

Recently, mixed methods research has been accepted among research designs as the third main stream beside the purely qualitative and purely quantitative research methods. Mixed methods research is an approach to inquiry that combines or associates both qualitative and quantitative forms(Creswell, 2009). Exploratory sequential mixed method is an approach to combining qualitative and quantitative data collection and analysis in a sequence of phases (Creswell and Plano Clark, 2018). However, due to the nature of the research problem, the main instruments for collecting data are; an experiment of 3 sessions about using ''Parts of Speech with Exercises'' application conducted during class time, and a questionnaire designed for learners. Thus, a combination of quantitative and qualitative approaches is selected to yield data that can expand the understanding of the research problem and ensure the validity of the findings.

3.2. Population and Sample

The present work addresses third (3rd) year learners of English at Mohamed Khider University of Biskra. The population of third year learners is 372 learners. The sample is composed of sixty (60) learners ((30) learners in a control group and (30) in an experimental group). The experiment is about testing the ''Parts of Speech with Exercise'' application during the written expression sessions followed by a practice for each session. ''Parts of Speech with Exercise'' smartphone application has been chosen because it is available in the ''App Store'' and can be installed easily. Also, it contains over 150 parts of speech topics including conjunctive adverbs. The latter provides a short lesson about conjunctive adverbs with examples for more explanation. Furthermore, it contains quizzes section to test the comprehension with a scale of five marks and provides the learner with the correct answers. The tests done at the end of the lesson are designed according to what learners have learnt

from the application lesson. However, due to some unexpected events (corona pandemic), the experiement has not been finished and only the questionnaire has been submitted. The choice of third year learners was deliberate because learners at this level are supposed to produce pieces of writing in this academic year and they are more aware of the importance of conjunctive adverbs for their writing.

3.3. Students' Questionnaire

3.3.1. Description of Students' Questionnaire

The questionnaire as a quantitative instrument was adapted from the post positivist perspective in that it seeks answers to theory driven questions (Cresswell and Tashakkori, 2007: 306). The main concern of this data collection tool is to discover if the smartphone application ''Parts of Speech with Exercise'' can help learners improving their use of conjunctive adverbs and if smartphones can be considered as an effective learning tool. Also, investigating why third year learners face difficulties using conjunctive adverbs when it comes to writing.

The layout of this questionnaire consists of twenty nine questions divided into three sections. Most questions are close-ended ones with a set of options which lead to specific results; however, some other questions opens the space for learners to share their ideas, add comments, or justify their answers. The first section of this questionnaire includes eleven (11) questions which address learners' views about using smartphones during class time and their opinions towards smartphone applications as a modern learning tool. Section two involves ten (10) questions which aim to discover the difficulties learners face when using conjunctive adverbs when it comes to writing. The last section includes eight (8) questions which investigate learners' views about ''Parts of Speech with Exercise'' application as a learning tool which helps to improve learning; mainly, their use of conjunctive adverbs.

3.3.2. Administrastion of Students' Questionnaire

The questionnaire was administered to participants via internet, Facebook group created only for third year English students, Mohamed Khieder University, Biskra. Basically, an online-questionnaire is created as web forms with database to store the answers. It is designed from the survey software Google Forms. The platform provides many question types. This questionnaire used checkboxes, multiple choice, multiple choice grid, open-ended questions and linear scale to collect data. The questionnaire has been submitted for third year learners and only 42 students out of 60 students answered.

3.4. Data Analysis

Section One: Learners' views about using smartphones and their applications in classroom

In this section, learners are asked to answer some questions in order to discover their views and opinions concerning the use of smartphones and their applications in the classroom.

Question 1: What type of mobile device do you own?

Table 3.1 : Learners' Types of Mobile Devices

Option	Number	Percentage
Ordinary phone	3	7 %
Smartphone	37	88%
Others	2	5%
Total	42	100%

Nowadays, almost every individual own a smartphone device since the latter became one of life necessities. The aim behind this question is to reveal if learners really own a smartphone which will help them in their learning process by making tasks easier.

The answer to this question indicates that the overwhelming majority of learners (88%) have a smartphone device of their own. However, only 7% of them have an ordinary phone and 5% have other devices. Thus, the results show that mobile learning can be possible because almost own these devices.

Question 2: How often do you use your smartphone during class time?

Table 3.2 : Learners Use of Smartphone in Class

Option	Number	Percentage
Always	18	43%
Sometimes	19	45%
Rarely	3	7%
Never	2	5%
Total	42	100%

The aim behind this question is to have an idea about how often learners use their smartphones during class time. The results show that 43% affirm that they do use their smartphones when they are studying in class, while 45% reply with sometimes, 7% with rarely, and just 5% of them said that they never use a smartphone in the class. Therefore, since the majority of learners declare that they use their phones in the class, learning applications can be effectively used for learning.

Question 3: According to you, how much important is using learning smartphones' applications?

Table 3.3 : Learners'Views towards the Importance of Smartphone Learning Application

Option	Number	Percentage
Improtant	22	52%
Very important	18	43%
Not important	2	5%
Not important at all	0	0%
Total	42	100%

Based on the results illustrated in the table 3.3, it is noticed that learners views towards smartphones' learning applications are positive. 52% of them affirm that these applications are important and 43% said they are very important. The answers to this question show that learners consider smartphones' learning applications motivating, easy to use, can be used anytime, anywhere, useful, and help improving the skills. However, only 5% said that these applications are not important because they think learning with smartphones can be distracting and no one of them answered with ''not important at all''.

Smartphones are constantly developing. They are made to make life tasks easier including learning. There are thousands of learning applications which may help learners improving their learning. These applications can be really usefulby helping learners making progress. The objective of this question is to discover the importance of learning smartphones' applications according to learners.

Question 4: Do you agree that using smartphones during class time may motivate you and increase your level of attention?

Table 3.4: Learners' Views about Using Smartphones in Classes

Option	Number	Percentage
Agree	26	62%
Stronglyagree	12	29%
Disagree	3	7%
Stronglydisagree	1	2%
Total	42	100%

The responses to this question indicate that 62% of learners agree and 29% strongly agree that using smartphones in classes motivates them and increases their interest, whereas the rest of them (9%) think the opposite.Motivation is one of the main factors that affect the learning process. It helps learners being independent and maintaining their curiosity in learning. In this question, learners are asked if using smartphones in classes helps them to be more motivated for learning.

Question 5: What is your primary concern of using smartphones during class time?

Table 3.5: Learners ' Reasons of Using Smartphone in Class

Option	Frequency	Percentage
Checkingdictionnaryorgrammar	17	32%
Downloading and using learning apps	12	23%
Downloading and reading pdfs or lessons	13	25%
Social networking	11	20%
Total	53	100%

As far as this question is concerned, 32% of third year learners declare that they use their smartphones in class to check for dictionary or grammar (which are also smartphone learning applications), 23% download and use different learning applications, 25% download lessons and PDFs, and only 20% of them use smartphones in class for social networking. This means, smartphones are beneficial and can be used for different functions which make the learning task easier.

Question 6: Do you like exploring various applications and employing technology in your educational advancement?

Table 3.6: Learners' Views about Exploring Various Learning Applications

Options	Number	Percentage
Yes	35	83%
No	7	17%
Total	42	100%

The results show that 83% of learners would like to discover and use modern learning applications and involve modern technologies in their learning, whereas 17% of them prefer to not involve or use applications or technologies.The learning process should stay in parallel with the technological development. Nowadays, technology is getting more involved in the educational field. Therefore, learners should keep up with this modern ways of learning. The purpose behind this question is to discover whether or not learners like to explore various learning applications and use them in their learning.

Question 7: Do you support using smartphone applications in classes?

Table 3.7: Learners' Views about Using Smartphone Applications in Class

Option	Number	Percentage
Yes	36	86%
No	6	14%
Total	42	100%

Some smartphone applications contain lessons, examples, and quizzes. They can be really helpful for learners because they are summarized and easy to use. This question aims to investigate if learners support using such applications in classes.

The obtained results reveal that the majority of learners (86%) support using smartphone applications in the class. In contrast, only 14% refuse the idea. This overwhelming majority believe that using these applications in classes can be:

- Motivating, helpful, exciting, easy to use, increase the attention, and time consuming.

- Smartphones can help students in checking words' meaning, search for incomprehensible information, and help in answering questions.

- Smartphones helps in creating an effective learning environment where learners are fully engaged with the content.

- Smartphones can replace heavy and hard materials such as dictionaries and handouts.

- Smartphones give access to different tools which can help during the lesson like recording the lecture.

Question 8: Do you think that smartphone applications attract and engage you as a student more than verbal explanation from the teacher?

Table 3.8: Learners' Views about their Engagement and Interaction Using Smartphone Applications

Options	Number	Percentage
Yes	33	79%
No	9	21%
Total	42	100%

The purpose of this question is to have a clue about whether learners are engaged in the class with the use of smartphone applicationsas engagement and involvement are very crucial in the learning process. The table3.8 indicates that 79% of learners assert that they can be more engaged and involved with the lesson when they use their smartphone applications. They consider it as a new experience of learning, exciting, interesting, and affirm that they can focus more when they use their devices; however, 21% of them declare that using smartphones in the lesson may cause distraction and interruption.

Question 9: How much do you agree that smartphones can be considered as a motivating factor for learning?

Table 3.9: Learners' Views about considering Smartphones as a Motivating Factor for Learning

Options	Number	Percentage
Agree	22	52%
Stronglyagree	16	38%
Disagree	4	10%
Stronglydisagree	0	0%
Total	42	100%

Through this question, learners are asked whether or not smartphones can be considered as a motivating factor for learning. Motivation is very crucial and helps learners to be independent and interested.The results in the table3.9 show that 52% of learners agree and 38% strongly agree that smartphones are highly considered as a motivating factor which helps getting progress, whereas 10% disagreed and no one answered with ''strongly disagree''.

Question 10: Do you have applications in your smartphone which you use to enhance your skills?

Table 3.10 : Learners' Using Differenr Smartphone Learning Applications

Options	Number	Percentage
Yes	36	86%
No	6	14%
Total	42	100%

The answers to this question indicates that 86% of learners have different learning applications such as English-English dictionary, English-Arabic dictionary, Duo lingo Oxford Dictionary, Word up, Spell It Right, Spell checker, Parts of Speech English Grammar, English Grammar Test, English Conversation, Parts of Speech with Exercise, and many others. However, 14% of learners said that they do not use such applications.Thus**,** there are thousands of smartphones' learning applications of grammar, vocabulary, pronunciation, translation, dictionaries…etc which are used by learners.

Question 11: Name any application you are using.

This question tends to discover if learners are using any other learning application to help them. 83% of learners (35 participants answered this question) named different learning applications such as : dictionaries (English- English / English- Arabic / English- French), Duolingo, Hellotalk, Learn to Speak English, Improve English : Vocabulary and Grammar, Increase your English Vocabulary, Lynda, Note taking, Scanner of Lessons, Spell It, Urban Dictionary, Word bit, and Drops. This means, more than half of the participants (83%) use various learning applications to increase their level and be more independent, motivated, and interested.

Section 2: Learners' View towards Using Smartphone Applications to Enhance their Writing Level and their Use of Conjunctive Adverbs

Through this section, learners are required to answer questions in order to investigate their views about the use of smartphones' learning applications to enhance and develop their writing level and use of conjunctive adverbs.

Question 12: What skill is the hardest for you?

Table 3.12: Learners' Most DifficultSkill

Option	Number	Percentage
Listening	7	17%
Reading	3	7%
Speaking	7	17%
Writing	25	59%
Total	42	100%

Based on the results illustrated in the table 3.12, it is noticed that the writing skill is the most difficult skill for learners (59%), while speaking and listening seem to have the same difficulty level (17%) and the reading skill takes the lowest level of difficulty (7%). Learning a foreign language requires mastering the four skills. Listening, reading, speaking, and writing are very crucial for every learner for an effective communication. However, learners may face certain difficulties in their learning process.

Question 13: Difficulties you face when you write?

Table 3.13: WritingDifficulties for Learners

Option	Number	Percentage
Grammar	20	48%
Vocabulary	13	31%
Content and ideas	3	7%
Spelling	3	7%
Others	3	7%
Total	42	100%

As the results show, grammar is considered to be the common difficulty that most learners face (48%), vocabulary is also difficult for learners (31%), while content and ideas, spelling and other difficulties have the same percentage (7%).The writing skill is considered to be the most difficult and complicated skill which requires alot of practice. When learners start writing, they face certain complexities that they must overcome.

Question 14: How often do you use conjunctive adverbs when you write?

Table 3.14: Learners' Usage of Conjunctive Adverbs

Option	Number	Percentage
Always	17	40%
Sometimes	24	58%
Rarely	1	2%
Never	0	0%
Total	42	100%

The answers to this question report that 24 learners (58%) said that they ''sometimes'' use CAs when they write. 17 learners (40%) affirm that they ''always'' use them, whereas 2% of them declare that they ''rarely'' use them.Conjunctive adverbs are very important to produce a cohesive piece of writing. They play a vital role in connecting thoughts and ideas.

Question 15: According to you, how much conjunctive adverbs are important for writing?

Table 3.15: Conjunctive Adverbs's Importance according to Learners

Option	Number	Percentage
Important	23	55%
Very important	17	40%
Not important	2	5%
Not important at all	0	0%
Total	42	100%

The answers show that 55% of learners agree that CAsare important and 40% of them affirm that the latter are very important. By contrast, 5% of learners believe that CAsare not important. Conjunctive adverbs convey a formal and an academic tone; however, shifting from one idea to another is a challenge for many learners. Conjunctive adverbs are very crucial for smooth transition between ideas.

Question 16: Do you face difficulties when using conjunctive adverbs?

Table 3.16: Difficulties of Using Conjunctive Adverbs

Option	Number	Percentage
Yes	29	69%
No	13	31%
Total	42	100%

Sometimes, conjunctive adverbs can be confusing for learners. They are a kind of double-duty word that serves the role of both a conjunction and an adverb. Conjunctions connect word and ideas; adverbs modify verbs or other modifiers. CAsdo them both. The answers to this question report that 69% of learners do face certain difficulties when they use conjunctive

adverbs in their writing. However, 31% declare that they do not have any problems when using them. Learners justified the reason of their struggle by mentioning that conjunctive adverbs are confusing because they act as conjunctions, their different positions in the clause, they have many functions, and if they misplace them the meaning will change.

Question 17: While writing, do you think of the correct use of conjunctive adverbs?

Table3.17: The Correct Use of Conjunctive Adverbs

Option	Number	Percentage
Yes	34	81%
No	8	19%
Total	42	100%

Conjunctive adverbs join two independent clauses. They provide important transitions between ideas and are commonly used to help create a flowing work. Question 17 tends to explore learners' views about the correct use of conjunctive adverbs. The table 3.17 shows that 81% of learners think carefully about the accurate use of conjunctive adverbs when they write,by contrast, 19% of them said no.

The participants justified their answers saying that they have to use conjunctive adverbs correctly because they may change the meaning if they are misused or misplaced. Learners are afraid of forming wrong sentences since CAsprovide smooth transitions of ideas and they precise the meaning.

Question18:Conjunctive adverbs are confusing because:

Table 3.18: Reasons of Conjunctive Adverbs being Confusing

Options	Number	Percentage
They have specificpunctuation	15	36%
Their position in the clause	12	28%
They can preform the function of a conjunction	7	17%
They have many functions (comparison, emphasis, contrast…)	8	19%
Total	42	100%

As the results in the table above show, 36% of learners affirm that they find CAs confusing because they have specific punctuation. Generally, CAsare separated by a semicolon; however, they can also be separated by a comma according to their place in the clause. Besides, 28% declare that CAs' different positions in the clause aresomehow complicated since they can be placed at the beginning, in the middle, and at the end of the clause. 19% confirm that the different functions of CAs are also confusing because one needs to consider the kind of relationship between the clauses, for instance, result, comparison, contrast, condition….etc.The last 17% of learners face confusion when they use CAs because they can perform the function of a conjunction. Because they are conjunctions, they connect ideas, and because they are also adverbs, they suggest the reason for the connection.

Question 19: Learning grammatical concepts would be easier if:

Table 3.19: Suggestions of Learning Grammatical Concepts

Options	Number	Total
Smartphone applications like ''Parts of Speech with Exercice'' app are used in classrooms to explain a given concept followed by activities	24	57%
Explaining the rules by the teacher followed by activities (traditional learning)	5	12%
Learning grammar is done independently by you(student) through your smartphone and the teacher is only a facilitator	7	17%
Learning grammar is based on the teacher's explanation during class time	6	14%
Total	42	100%

The results of thetable 3.19 indicates that 57% affirm that smartphone applications such as ''Parts of Speech with Exercise'' application are used in classrooms to explain a given concept followed by activities would make learning easier since involving technology in the class motivates them and increasestheir attention level. 17% of learners believe that they can learn grammar independently through their smartphones by downloading and installing applications which contain summarized lessons and activities and the teacher is only a facilitator. However, 14% think that learning grammar rules should be based on the teacher's explanation during classtime and the last 12% of learners prefer the traditional way of teaching and learning when the teacher explains the lesson then do the activities.

Learning grammatical concepts requires alot of practice and attention. Generally, grammar is very difficult for learners. However, modern problems of learning requiresmodern

solutions; therefore, smartphone learning applications may help learners adopt new learning ways and facilitates the learning task.

Question 20: Involving smartphone applications in EFL classrooms is essential for effective learning process :

Table 3.20:Learners' Views towards Involving Smartphone Applications in EFL Classrooms

Option	Number	Percentage
Agree	26	62%
Stronglyagree	13	31%
Disagree	3	7%
Stronglydisagree	0	0%
Total	42	100%

To promote effective learning, the educational field should be updated according to the changes and developments of technology involved in learning. Nowadays, learning is effective when it matches the current updates and involvement of technology; thus, new learning ways. This question tends to find out learners' views about involving smartphone applications in classrooms as a modern and effective tool of learning. The answers to this question report that 39 out of 42 learners answered with ''agree'' and ''strongly agree'' about involving smartphone applications in classes, whereas 7% of them tick in the case of ''disagree''.

Question 21: How often you depend on smartphone applications to improve your grammar and writing?

Table 3.21: Learners' Use of Smartphone Applications to Enhance Grammar and Writing

Option	Number	Percentage
Always	14	33%
Sometimes	25	60%
Rarely	3	7%
Never	0	0%
Total	42	100%

The table 3.21 shows that 60% of learners replied with ''sometimes'', 33% with ''always'', and only 7% with ''rarely'', whereas no one replied with ''never''. This means, the majority of learners do depend on smartphone applications to improve their grammar and develop their writing skill.

Section Three: Learners' Views to the Use of ''Parts of Speech with Exercise'' Application

Through this section, the participants have questions concerning their own views about ''Parts of Speech with Exercise'' smartphone applications and its efficiency as a leaning tool.

Question 22: How often you use ''Parts of Speech with Exercise'' application?

Table 3.22: Learners' Use of Parts of Speech with ExerciceApplicartion

Option	Number	Percentage
Always	18	43%
Sometimes	20	47%
Rarely	2	5%
Never	2	5%
Total	42	100%

Table 3.22 shows that 43% of learners answered with ''always'', 47% with ''sometimes'', 2% for both cases 'rarely' and 'never'.This means that the overwhelming majority of learners use ''Parts of Speech with Exercise'' application.

Question 23: ''Parts of Speech with Exercise'' application helps developing your writing skill and improves your use of conjunctive adverbs :

Table 3.23: Learners' Views about Parts of Speech with Exercise Application

Option	Number	Percentage
Agree	29	69%
Stronglyagree	10	24%
Disagree	3	7%
Stronglydisagree	0	0%
Total	42	100%

The table 3.23 shows that 69% of learners strongly agree and 24% agree that this application is helpful to improve the use of conjunctive adverbs; thus improves writing.

However, 7% disagreed with the idea.According these results, ''Parts of Speech with Exercise'' application is useful and can be considered as a learning tool.

Question 24: Using ''Parts of Speech with Exercise'' application during classtime is effective in terms of motivation and saving time:

Table 3.24: Effectiveness of Parts of Speech with Exercise Application

Option	Number	Percentage
Agree	26	62%
Stronglyagree	14	33%
Disagree	2	5%
Stronglydisagree	0	0%
Total	42	100%

The outcomes of the table 3.24 show that only 5% of learners disagree with the effectiveness of this application. However, 62% agree, and 33% strongly agree with the idea. This mean, this application is effective, motivating. Motivation is very crucial for making progress in the learning process and increasing the level of attention and interest. Timeconsuming is also important for learners in order to benefit and learn alot.

Question 25: The section of ''quizzes'' in this application is effective or not effective:

Table 3.25: Learners Views about the Effectiveness of the Quizzes Section

Option	Number	Percentage
Effective	27	64%
Very effective	13	31%
Not effective	2	5%
Not effective at all	0	0%
Total	42	100%

The results show that the majority of learners say that the quizzes section is useful. 64% say it is effective, 31% say it is very effective, whereas 5% say it is not effective and no one say it is not effective at all. The quizzes section contains activities about the lesson; for example conjunctive adverbs and they should be solved in a limited time. The section also provides the learner with the correct answers so that s / he can learn from the mistakes s / he made.

Question 26: Have you faced any difficulties when you used ''Parts of Speech with Exercise'' application?

Table 3.26: Difficulties of Using Parts of Speech with Exercice Application

Option	Number	Total
Yes	8	19%
No	34	81%
Total	42	100%

The results in the table 3.26 shows that the overwhelming majority of learners did not have any problems or faced any kind of difficulty when they used the application, only 19%

say they had some problems with it. The application is easy to use and can be easily installed in the smartphone.

Question 27: Rate "Parts of Speech with Exercise" application based on how much helpful it was for you: (from 1 to 10)

Table 3.27 : Learners' Rating ''Parts of Speech with Exercise'' application

Option	Number	Percentage
1	0	0%
2	0	0%
3	1	2%
4	0	0%
5	2	5%
6	2	5%
7	2	5%
8	13	31%
9	20	47%
10	2	5%
Total	42	100%

The results in the table 3.27 indicate that most learners rate this application from 8 to 10 (31% / 47% / 5%) whereas others rate it between 5 and 7 (5%), only 2% rate by 3 and no one rate with 1, 2 and 4. Therefore, these results show that learners find ''Parts of Speech with Exercice'' useful.

Question 28: After you used this application, would you recommend it for other learners?

Table 3.28: Learners' Recommendation of Parts of Speech with Exercise Application

Option	Number	Percentage
Recommended	27	64%
Highly recommended	14	34%
Not recommended	1	2%
Not recommended at all	0	0%
Total	42	100%

The results in the table 3.28 indicate that 64% of learners recommend this application and 34% highly recommend it, whereas only 2% did not approve it. The majority of learners think it might be helpful and encourage other learners to use it.

Question29: Due to the technological development, do you think that smartphone learning may replace traditional learning?

Table 3.29: Learners' Views about Smartphone Learning

Option	Number	Percentage
Agree	27	64%
Strongly agree	13	31%
Disagree	2	5%
Strongly disagree	0	0%
Total	42	100%

Table 3.29 shows that 64% of learners agree and 31% strongly agree that modern ways of learning such as smartphone learning may replace traditional learning,whereas only 5% of them disagree with the idea. Technology is constantly developing and getting more involved and used in the educational field and it makes the learning process much easier that learners are depending on technological devices and resources in their studies.

Question 30: Please do not hesitate to add any suggestion(s) you see relevant to the aim of this questionnaire:

This question aims to open the space for learners to share their opinions and add any suggestions about the questionnaire and only 16 learners added some comments. 9 of them declare that ''Parts of Speech with Exercise'' application was really helpful for them, it consists of not only conjunctive adverbs lesson but also many other parts of speech lessons such as prepositional phrases, adverbial nouns, compound nouns…etc, and can be used anytime and anywhere.However, the rest recommended other applications like Dictionaries, Scanner of Lessons (helps to scan the lesson easily instead of re-writing it), Spell It (helps to correctly pronounce and write the words), Word Up (helps learning English words and improving vocabulary with video exapmles and games..), and Duolingo (helps learning more than one language like French, English, and German…etc.).

3.5.Discussions and Findings

In the present study, this questionnaire is addressed to third year students of English at Mohamed Khieder University of Biskra. The main objective of such questionnaire is to investigate learners' views concerning the use of ''Parts of Speech with Exercise'' smartphone learning application during classtime. After collecting data from learners' questionnaire, their responses are carefully analyzed through tablesandgraphs and now they

will be discussed and analyzed in order to discover learners' views about using this application in the class.

Based on the results of the data analysis, it is noticed that there is a positive attitude about using smartphone applications during classtime. The data collected from this questionnaire reveal that learners are ready to use such applications in the class and involve technology when they learn which may increase their level, motivation, and interest about their learning.

This study showed that learners are sufficiently motivated by using ''Parts of Speech with Exercise'' application at class. When learners are motivated, they will learn better, thus produce better. Using smartphone learning applications such as ''Parts of Speech with Exercise'' increases the motivation which makes learning more enjoyable for learners. In addition, it helps them become more independent. This application allows learners to learn anytime and anywhere. The can learn any part of speech lesson they want such as conjunctive adverbs, adverbials, collective nouns, compound nouns, regular and irregular adverbs, and many others whenever they want. By learning using smartphone applications, learners do not have to devote much time or energy for their advancement in learning.

In fact, as the overwhelming majority of learners declare that they have a smartphone device of their own, they affirm that using smartphone makes learning easier. The latter can replace the heavy hard materials and saves energy and time; thus, learners affirm that most of them use their smartphone during class time. For example, instead for re-writing the whole lesson, one can simply scan it by ''Scanner of Lesson'' application or take pictures of it. Also, dictionaries are very necessary for EFL learners butcarrying them all the time is exhausting; however, learners can avoid this by having a dictionary application in their smartphones. Most learners declare that they support exploring various smartphone learning applications since they are easy to use and save much energy and time.

Moreover, learners' discussion and interaction in the class are very important for creating an effective learning environment where learners are fully engaged with the content. Smartphone applications help learners checking words' meaning, search for incomprehensible information, and helps in answering questions; thus, encourage learners to accept responsibility for their own learning. Furthermore, smartphone applications may increase the level of attention, confidence, and assurance of learners to present their ideas and thoughts and get involved in the lesson which can certainly increase the learning quality.

Additionally, EFL learners face certain complexities in their process of learning among them the difficulties they encounter when they write. According to the results of this questionnaire, the most difficult skill for learners is the writing skill. When writing, learners generally struggle with the content, the ideas, spelling, and mainly with grammar and vocabulary. Basically, learners face problems of how to move from one idea to another and how to smoothly relate ideas to each other in order to have a cohesive written piece ; therefore, conjunctive adverbs seem to be the solution for such a problem.

The obtained results show that a considerable number of learners face difficulties when using conjunctive adverbs. Through the questionnaire, learners are asked about the reasons behind this difficulty. In their responses, most of them declare that they find conjunctive adverbs confusing when it comes to their punctuation, position in the clause, different functions, and they can perform the function of a conjunction. Hence, most of them misuse or misplace them and others avoid using them at all although they are aware of their importance in writing.

In the same context, learners are asked if learning grammatical concepts like conjunctive adverbs would be easier if smartphone applications such as ''Parts of Speech with Exercise'' application are used in classroom to explain the lesson followed by activities. A considerable

number of them agreed; however, other learners preferred the traditional way of learning where learning grammar is based on teacher's explanation followed by activities, whereas a minority of them preferred to learn independently through their smartphones where the teacher is only a facilitator. Consequently, the learners' responses are firmly related to their previously mentioned views and perceptions about using smartphone applications in the classroom to learn grammatical concepts like conjunctive adverbs.

At the end of the questionnaire, learners are asked about their own views about ''Parts of Speech with Exercise'' as a smartphone learning application. Many of them cite that they find the application quite helpful in developing their writing and enhancing their use of conjunctive adverbs in particular. They find it easy to use, contains many other lessons with examples, and also tests the comprehension. Also, learners affirm that the application is useful in terms of increasing the motivation and involvement and saving time in the class. Additionally, many learners find the quizzes section effective and recommend it for other learners. A considerable number of them believe that smartphone learning may replace traditional learning since it is constantly developing and filling the learners' needs.

As a result, technology is getting more involved in the educational field, learners are thoroughly depending on their smartphones in their learning because they find it easy to use, beneficial, helpful, time and energy saving, and match the current development of education in the world. ''Parts of Speech with Exercise'' application is a smartphone learning application which learners find helpful because it provides lessons, examples, and also quizzes. Hence, it can be considered as a good learning tool which aims to foster and develop learners' knowledge about parts of speech such as conjunctive adverbs.

3.6.Limitations of the Study

In the present study, the data has been collected by using a questionnaire devoted for learners, and an experimentof three (3) sessions about using ''Parts of Speech with Exercise'' smartphone application conducted with third year learners during class time at the written expression session followed by a test of each session. However, because of some unexpected events (corona pandemic), the experiment has not been finished and only the questionnaire has been submitted. Nevertheless, the results obtained from the questionnaire can provide some useful insights about the use of ''Parts of Speech with Exercise'' application in the classroom.

3.7.Recommendations and Suggestions

The present study addresses the subject of the enhancement of conjunctive adverbs using ''Parts of Speech with Exercise'' smartphone application. The study collected data that allowed the description of third year EFL learners' views and perceptions about using this application and its usefulness according to them. Further studies can be conducted to examine the efficiency of this application in the enhancement of other parts of speech. Moreover, as smartphone learning is increasingly used by learners, a similar study can be conducted on the effectiveness of smartphone applications at the enhancement of other skills to shed the light on the importance of smartphone learning applications in the learning process.

Conclusion

The collected data and its analysis and discussions are important factors that help the researcher obtain the needed information about the subject of the study. The findings of this chapter depend on the learners' views and perceptions about the use of ''Parts of Speech with Exercise'' smartphone learning application in the enhancement of conjunctive adverbs which allow us to confirm the hypothesis made in the introduction of this research.

The learners' positive perceptions towards the use of this application in the classroom and its efficiency in enhancing the use of conjunctive adverbs for learners show that the application was quite helpful for them. Third year EFL learners' motivation, involvement and interest have been increased when using this application in the class; thus, their writing production has been improved. Consequently, 'Parts of Speech with Exercise' application can be considered as a good example of modern learning style that is done by smartphones and proved its efficiency in terms of motivating learners, enhancing their use of conjunctive adverbs, and increasing their level of interest and attention.

GENERAL CONCLUCSION

General Conclusion

Due to the rapid development of technology, the world is getting narrower than it has been as technology changed all the facets of life and becomes a necessity. Technology has made life easier, and it is changing the way the individuals interact, communicate, behave, teach, learn, and solve problems.

As the latter is constantly developing, there are thousands of machines, devices, and tools which are used by the individuals to facilitate the daily tasks such as smartphones. These hand-held devices are not just tools for communication, they can also be considered as a learning tool which is increasingly involved in the educational field.

Nowadays, the modern technologies seem to be the solution for all needs of education. The educational field is growing in parallel with the modern developments in order to fill the learners' needs. The use of smartphones for educational purposes is getting a high interest; thus, previous studies tackled the impact of the use of technologies on learners' performances.

Smartphones can be effectively used for learning purposes. They can replace hard materials such as heavy books and handouts, save time and energy, and increase the level of motivation towards learning. They also consist of learning applications which can be really useful for learners such as ''Parts of Speech with Exercise'' application.

Indeed, learners face various difficulties in their process of learning; among these difficulties is improving writing. The analysis of data shows that most learners struggle with writing coherently. They have problems with linking ideas in a coherent way and this refers to their lack of mastering the use of conjunctive adverbs.

Conjunctive adverbs are very crucial for writing. The play a vital role in linking the ideas coherently in order to produce a comprehensible written piece; however, learners may find them confusing because they have different functions, punctuations, and positions.

The present study investigated the role of Parts of Speech with Exercice application in the enhancement of conjunctive adverbs. It also explored learners' perceptions about involving smartphone in learning. Accordingly, the researcher employed mixed method approach to investigate the research problem. The questionnaire was administered to third year learners in order to discover the effectiveness of this application in terms of enhancing their use of conjunctive adverbs and increasing their level of motivation and their views towards involving smartphone in learning.

The analysis of data revealed that the overwhelming majority of learners find the Parts of Speech with Exercice application helpful. They reported that this application helped them improving their use of conjunctive adverbs which consequently improved their writing, and the use of such applications in the class increased the level of their motivation and attention. Additionally, the results indicate that learners expressed positive responses towards using smartphones in the class as a new learning tool and that smartphone learning applications can be really useful.

Parts of Speech with Exercise is a smartphone application that can be used to enhance learners' use of different parts of speech such as conjunctive adverbs. The analysis of data revealed that the overwhelming majority of third year students of English declare that they found this application useful and helped them enhancing their use of conjunctive adverbs, and learning using their own smartphone devices made them motivated, more interested, and more responsible for their learning. In this sense, learners should be aware to the fact that smartphone learning application can be really useful. This modern way of learning has many advantages as it can be done anytime and anywhere.

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List of Appendices

Appendix (A): Students' Questionnaire

Dear Students,

This questionnaire attempts to collect data for the accomplishment of the master dissertation on "The Role of "Parts of Speech with Exercise" Application in the Enhancement of Conjunctive adverbs". Therefore, you are kindly requested to choose the appropriate answer(s) and write full statements when necessary. Be sure that your answers will be anonymous and it is used for research purposes only.

About the application "parts of speech with exercise": this smartphone application is a software application designed specifiaclly to help learners enhancing their use of parts of speech. It is easy to use and helps you as a learner to enhance your level. you will be able to check different types of parts of speech with a summarized lesson about each part. This application includes more then 150 parts of speech topics counting nouns, pronouns, verbs, adjectives, adverbs, prepositional phrases, conjunctions, conjunctive adverbs, and many others. The lesson section will provide you with a summary about the part of speech you want with examples for more explanation. The quizzes part provides you with activities and you can also check out for the write answer or test you comprehension by a scale out of five marks and your answers are corrected systematically. Parts of speech with exercise in the suitable application to develop your writing level anytime, anywhere.

Section One: Students' Perception about Using Smartphones in Class:

Q1. What type of mobile device do you own?

    a) Smartphone ☐   b) Ordinary phone ☐   c) Others☐

Q2. How often do you use your smartphone during classtime?

a)always☐   b) sometimes ☐   c) rarely ☐   d) never ☐

Q3. According to you, how much important is using smartphone learning applications? Please, specify why?

a)important ☐   b) very important ☐   c) not important ☐   d) not important at all ☐

Q4. Do you agree that using smartphone during class time may motivate you and increase you level of attention?

a)agree☐   b) strongly agree ☐   c) disagree ☐   d) strongly disagree ☐

Q5. What is your primary concern of using smartphone during class time?

☐checkingdictionnary for grammar or synonyms

☐downloading learning apps

☐downloading PDFs or lessons

☐social networking

Q6. Do you like exploring various applications and employing technology in your educational advancement?

a)yes☐   b) no☐

Q7. Do you support using smartphone apps in classes? Why?

a)yes☐   b) no☐

Q8. Do you think that smartphone applications attract and engage you as a student more then verbal explanation from the teacher? Why?

a)yes☐   b) no☐

Q9. How much do you agree that smartphones can be considered as a motivationg factor for learning?

a)agree☐   b) strongly agree ☐   c) disagree ☐   d) strongly disagree ☐

Q10. Do you have applications in you smartphone which you use to enhance your skills? If yes, name them:

a)yes☐   b) no☐

Q11. Name any other application that you are using:

Section 2: Learners' Attitude towards Using Smartphones Apps to Enhance their Witing Level and their Use of Conjunctive Adverbs

Q12. What skill is the hardest for you?

a)listening ☐   b) speaking ☐   c) reading ☐   d) writing ☐

Q13. Difficulties you face when you write:

a)grammar ☐   b) vocabulary ☐   c) content and ideas ☐   d) spelling ☐   e) others ☐

Q14. Howoftendoyou use conjunctive adverbs when you write?

a)always☐   b) sometimes ☐   c) rarely ☐   d) never ☐

Q15. According to you, how much conjunctive adverbs are important?

a)important ☐   b) very important ☐   c) not important ☐   d) not important at all ☐

Q16. Do you face difficulties when you use conjunctive adverbs? If yes, why?

a)yes☐   b) no☐

Q17. According to you, conjunctive adverbs are confusing because:

☐they have specific punctuation

☐their position in the clause

☐they can preform the function of a conjunction

☐they have many functions (like comparison, emphasis, contrast, condition....)

Q18. Whilewriting**,** do you think of the correct use of conjunctive adverbs? Why?

a)yes☐   b) no☐

Q19. Learning grammatical concepts would be easier if:

☐smartphone apps like Parts of Speech with Exercice app are used in classrooms to explain a given concept followed by activities

☐explaining the rules by the teacher followed by activites (traditional teaching)

☐learning grammar is done independently by you(student) through your smartphone and the teacher is a facilitator

☐learning grammar is based on the teacher's explanation

Q20. Involving smartphone apps in EFLclassrooms is essential for effective learning process

a)agree☐   b) strongly agree ☐   c) disagree ☐   d) strongly disagree ☐

Q21. How often do you depend on you smartphone apps to improve your grammar and writing?

a)always☐   b) sometimes ☐   c) rarely ☐   d) never ☐

Section 3: Learners' Perception to the Use of the ''Parts of Speech with Exercise ''App

Q22. How often do you use Parts of Speech with Exercice application?

a)always☐   b) sometimes ☐   c) rarely ☐   d) never ☐

Q23.   Parts of Speech App helps devoloping your writing skill and improves your use of conjunctive adverbs. Please justify:

a)agree☐   b) strongly agree ☐   c) disagree ☐   d) strongly disagree ☐

Q24.   Using Parts of Speech App during classtime is effective in terms of motivation and saving time:

a)agree☐   b) strongly agree ☐   c) disagree ☐   d) strongly disagree ☐

Q25. The section of quizzes in Parts of Speech App is:

a)effective ☐   b) very effective ☐   c) not effective☐   d) not effective at all ☐

Q26. Have you faced any difficulties when you used ''parts of speech with exercise'' application:

a)yes☐   b) no☐

Q27. Rate ''parts of speech with exercise'' application based on how much helpful it was for you :

1 ☐   2 ☐   3☐   4☐   5☐   6 ☐   7☐   8 ☐   9 ☐   10 ☐

Q28. After you used this app, would you recommend it for other learners:

a)recommended☐   b) highly recommended ☐   c) not recommended☐   d) not recommendedat all ☐

Q29. Due to the technological development, do you think that smartphone learning may replace traditional learning :
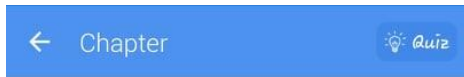
a)agree☐   b) strongly agree ☐   c) disagree ☐   d) strongly disagree ☐

Q30.please do not hesitate to add any suggestion(s) you see relevant to the aim of this questionaire.

Thank you for collaboration!

Appendix (B) :Conjunctive Adverbs Lesson and Quizzes in Parts of Speech with

Exercice Application

Conjunctive Adverbs

Conjunctive Adverbs

What is a conjunctive adverb?

Conjunctive adverbs (also called **linking adverbs** or **connecting adverbs**) are a specific type of **conjunction**. Conjunctions are used to join together words, phrases, or clauses. Conjunctive adverbs are specifically used to connect two independent clauses. An **independent clause** (also called a **main clause**) contains a **subject** and a **predicate**, and it expresses a full thought. In other words, it can stand on its own and makes sense as a complete simple sentence. For example:

- "Jen hadn't enjoyed the play. She didn't recommend it to her friend."

This example shows two independent clauses. The first contains the subject Jen and the predicate hadn't enjoyed the play, while the second includes the subject she and the predicate didn't recommend it to her friend. Each clause expresses a complete idea and makes sense on its own. However, they would sound more natural if they were connected. This is where **conjunctive adverbs** come in. For example:
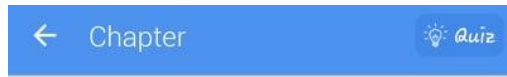
Conjunctive Adverbs

- "Jen hadn't enjoyed the play; **therefore**, she didn't recommend it to her friend."

The two independent clauses are now connected in a more natural way, using the conjunctive adverb therefore.

Punctuating the clauses

When we join two independent clauses with a conjunctive adverb, they are traditionally separated with a **semicolon** (as in our example above). It is also acceptable to use a **period** and keep them as two discrete sentences. Either way, the conjunctive adverb typically begins the second clause, followed by a **comma**. (We will examine alternative placement of the adverb later in this section.) However, we cannot separate the two clauses using a comma. For example:

- "Jen hadn't enjoyed the play; **therefore**, she didn't recommend it." (correct)
- "Jen hadn't enjoyed the play. **Therefore**, she didn't recommend it." (correct)
- "Jen hadn't enjoyed the play, **therefore**, she didn't recommend it." (incorrect)

Conjunctive Adverbs

the first word in a new sentence.
For the sake of consistency, we will use semicolons in all of the examples below.

Choosing a conjunctive adverb

There are many conjunctive adverbs. To choose the right one, we must consider the relationship between the first and second clause. Let's look at the example again:

- "Jen hadn't enjoyed the play; **therefore**, she didn't recommend it to her friend."

The second clause is a result of the first clause. Jen hadn't enjoyed the play, and that is the reason that she didn't recommend it to her friend. So, when we connect the two clauses, we choose a conjunctive adverb (therefore) that makes this cause-and-effect relationship clear. Think about how the relationship between these two clauses is different from the previous example:

- "Jen hadn't enjoyed the play. She recommended it to her friend."

We still have two independent clauses, but now the relationship between them is different. Jen hadn't enjoyed the play, but recommended it to her friend anyway. We can

Conjunctive Adverbs

no longer use the conjunctive adverb therefore, because we are no longer dealing with cause and effect. Instead, we need to choose a conjunctive adverb like nevertheless, which is used to express unexpected results:

- "Jen hadn't enjoyed the play; **nevertheless,** she recommended it to her friend."

These are some the most common conjunctive adverbs and their functions:

Result	Comparison	Contrast	Addin info
accordingly	comparatively	contrarily	also
as a result	equally	conversely	besid
consequently	likewise	however	in additi
hence	similarly	in comparison	
therefore		in contrast	
thus		instead	
		on the other hand	
		rather	

Result

Conjunctive Adverbs

ing
:o

less,

Adding info	Adding stronger info	Unexpected Results	Emphasis	Co
also	further	nevertheless	indeed	oth
besides	furthermore	nonetheless	in fact	
in addition	moreover	surprisingly		
		still		

g	Adding stronger info	Unexpected Results	Emphasis	Condition
	further	nevertheless	indeed	otherwise
s	furthermore	nonetheless	in fact	
n	moreover	surprisingly		
		still		

Result

When the second clause is a result of something that happened in the first clause, we have a few options. One is therefore, which we looked at already.
We can also use accordingly, as a result, consequently, hence, and thus interchangeably with therefore; the meaning of the sentence remains the same. For example:

- "Jen hadn't enjoyed the play; **hence**, she didn't recommend it."
- "Jen hadn't enjoyed the play; **as a result**, she didn't recommend it."
- "Jen hadn't enjoyed the play; **consequently**, she didn't recommend it."

Comparison

When we state that two things are alike, we can use the conjunctive adverbs comparatively and similarly. For example:

- "Jen grew up in New York City; **similarly**, her boyfriend grew up in inner-city Chicago."
- "Sam always wanted to be a famous movie star; **comparatively**, his brother

wanted to be a famous rock star."

When we state that two things are not just similar, but equal, we can draw a comparison using conjunctive adverbs like equally and likewise.

- "Jen grew up in New York; **likewise**, her boyfriend was raised in the city."
- "Sam always wanted to be a movie star; **equally**, his brother dreamed of starring in films."

Contrast

There are two types of contrast that we can illustrate using conjunctive adverbs. The first, known as **complete contrast**, is when the two opposing things are total opposites. For this type of contrast, we can use any of the contrasting conjunctive adverbs in the table. For example:

- "Tom has a black backpack; **in contrast**, his brother has a white one."
- "I absolutely love singing; **on the other hand**, my sister hates it."
- "Jen is terrible at math; **however**, her friend is amazing at it, so she helps her."

The other type of contrast is **weak contrast**.

Conjunctive Adverbs

This is when the two clauses are opposing but are not complete opposites. For this type of contrast, we are limited to using only the weaker of the contrasting conjunctive adverbs, and not the strong ones like on the other hand and in contrast. For example:

- "Jen is terrible at math; **however**, she still likes it." (correct)
- "Jen is terrible at math; **on the other hand**, she still likes it." (incorrect)

- "I would have liked to stay in bed all day; **instead**, I got up and went to the park." (correct)
- "I would have liked to stay in bed all day; **in contrast**, I got up and went to the park." (incorrect)

Adding information

Sometimes we want to add information of equal value to the information in the first clause. In this case, we can use also or in addition. For example:

- "When you make the dinner, remember that he doesn't like chicken; **in addition**, he can't eat shellfish."
- "Her favorite animals are dogs; **also**, she

Conjunctive Adverbs

likes cats."

When we want to add information that further explains something, we use besides. For example:

- "I heard this movie is terrible; **besides**, I hate horror films."
- "Jen passed her test because she's good at English; **besides**, she studies hard."

Adding stronger information

When the information that we want to add has more value (is stronger) than the information in the first clause, we can use the conjunctive adverbs further, furthermore, or moreover. For example:

- "He was fired because he was often late; **furthermore**, the quality of his work was poor."
- "Being a doctor is an exhausting job; **moreover**, you don't earn good money until you've been practicing for many years."

Unexpected result

When the second clause is an unexpected result of the first clause, we can use the

conjunctive adverbs nevertheless, nonetheless, surprisingly or still. For example:

- "I am terrible at math; **nonetheless**, I passed my exam!"
- "That car cost far too much money; **nevertheless**, Tom bought it."
- "She has never been to France; **surprisingly**, she speaks French fluently."

Emphasis

When we want to place special emphasis on the second clause, we can use the conjunctive adverbs indeed or in fact. For example:

- "I didn't study as much as I should have; **indeed**, I hardly opened a book!"
- "He doesn't like swimming very much; **in fact**, he hates all sports!"

Condition

The conjunctive adverb otherwise is used to place conditions on whether something will occur or not. It most closely means "if not." For example:

- "You have to come with me; **otherwise**, I'm

example:

- "I didn't study as much as I should have; **indeed**, I hardly opened a book!"
- "He doesn't like swimming very much; **in fact**, he hates all sports!"

Condition

The conjunctive adverb otherwise is used to place conditions on whether something will occur or not. It most closely means "if not." For example:

- "You have to come with me; **otherwise**, I'm not going."
- "Maybe she didn't study very hard; **otherwise**, she would have passed the test."

Where to use conjunctive adverbs

Conjunctive adverbs must appear in the second of the two clauses that are connected. For the sake of consistency, we have shown all of them at the beginning of the second clause in the examples, but they can actually be moved around within it. Depending on where we place the conjunctive adverb in the sentence, there are

Conjunctive Adverbs

certain rules regarding commas that we must be aware of.

At the beginning of the second clause

Conjunctive adverbs are often placed at the beginning of the second clause, which is how we have shown them in all of our examples up to now. Note that when they are placed in this position, they are usually followed by a comma. The comma is sometimes optional with the conjunctive adverb thus, but this is a stylistic preference. For example:

- "Jen hadn't enjoyed the play; **thus**, she didn't recommend it."
- "Jen hadn't enjoyed the play; **thus** she didn't recommend it."

In the middle of the second clause

We can also place the conjunctive adverb in the middle of the second clause. It should come after the subject or introductory phrase. When the introductory phrase is short (i.e., one to two syllables), it may not be necessary to place a comma after the conjunctive adverb. For example:

- "Jen hadn't enjoyed the play; she **therefore**

Conjunctive Adverbs

- "Jen hadn't enjoyed the play; she **therefore** didn't recommend it."

If the introductory phrase is any longer, it is generally necessary to enclose the conjunctive adverb between two commas. For example:

- "Jen hadn't enjoyed the play; she decided, **therefore**, not to recommend it."
- "Jen hadn't enjoyed the play; she did not, **as a result**, recommend it."

At the end of the second clause

Finally, a conjunctive adverb can also appear at the end of the second clause. When placing the conjunctive adverb in this position, it is usually preceded by a comma; however, this depends on the flow of the sentence and it can be omitted if it seems unnatural. For example:

- "Jen hadn't enjoyed the play; she did not recommend it, **consequently**."
- "Tom had never been good at basketball; he had always loved it, **nonetheless**."
- "I wanted to stay in bed; I went to the park **instead**.

Time 5 min   Marks 5

Time Remaining 04:58

Q1. Conjunctive adverbs are used to connect two __.
○ phrases
○ words
○ dependent clauses
○ independent clauses

Q2. We must separate the two clauses with __.
○ a comma
○ a period
○ a semicolon
○ Either A or B
○ Either B or C

Q3. Which sentence is correct?
○ "I love cake; however, I'm not a fan of pie."
○ "I love cake. however, I'm not a fan

Time Remaining 04:50

○ "I love cake, However, I'm not a fan of pie."
○ "I love cake, however, I'm not a fan of pie."

Q4. Complete the following sentence with the correct conjunctive adverb:"I really wish I were better at soccer; __, I'm quite good at basketball."
○ in addition
○ however
○ in fact
○ furthermore

Q5. Complete the following sentence with the correct conjunctive adverb:"He didn't get the job because he was late to the interview. __, he had absolutely no experience."
○ On the other hand
○ Furthermore
○ However
○ Thus

Appendix (C) : Practice one

Activitiyone : fill in the gaps the correct conjunctive adverb and use the correct punctuation (in addition, consequently, as a result, but, however, besides, therefore, thus, on the other hand, finally).

1. I have finished my homework……………………….. i can go out.
2. The party was quiet………………………we had a good time.
3. We left late for the movie……………………………we missed the beginning.
4. On the one hand he is a very successful businessmen………………………………his temper is very hard.
5. I went to a scary movie……………………….. i did not feel scared.
6. The country is going through a difficult period………………of the economic crisis.
7. Your dog run into my yard………………………. He dug up my roses.
8. Jen had not enjoyed the game…………………...she did not recommend it.
9. The red car was the best…………………….it was the least expensive.
10. He did not work hard……………………….. he was fired.

Activity two : join these pairs using conjunctive adverbs.

1. She went into the store / she did not buy anything.

   ………………………………………………………………………………...............

2. This is a very useful tool / quiet cheap.

   …………………………………………………………………………………………….

3. I knew she did not feel well / i tried to make her happy.

   …………………………………………………………………………………………….

4. We will go to the movie / we will have dinner.

   …………………………………………………………………………………………….

5. He often gets to work late / the quality of his work is poor.

   …………………………………………………………………………………………….

6. We knew it was Jack's birthday / we prepared a surprise for him.

   …………………………………………………………………………………………..

7. The flight was delayed / the airlines strike

   …………………………………………………………………………………………

8. We took the blenkets for the picnic / Anna brought food.

   …………………………………………………………………………………………..

Appendix (D): Practice Two

I.   Choose the right answer :

1. Conjunctive adverbs are used to connect two :

-Phrases   - words   -dependent clauses   - independent clauses.

2. We must separate the two clauses with :

-A comma   - a preiod   - a semicolon   - either A or B   - either B or C .

3. Which of the sentences is correct ?
a)   " i love cake ; however, i am not a fan of pie.''
b)   " i love cake. However, i am not a fan a pie.''
c)   " i love cake, however, i am not a fan of pie.''
4. What role do conjunctive adverbs fulfill ?
   a)   They introduce connecting words in sentences.
   b)   They establish a relationship between phrases and clauses in sentences.
   c)   They provide smooth transitions from one idea to another in sentences.
   d)   All of the answers are correct.
5. When the conjunctive adverb is used after a semicolon or as an introductory word in a new sentence, you must use :
   -   Period   - colon   - hyphen   - comma.
6. How are conjunctive adverbs used ?
      a)   To show action and modify and describe.
      b)   To indicate direction and to show action.
      c)   To name and show action.
      d)   To connect and modify or describe.
7. Which of the following words is not a conjunctive adverbs :
   -   And   - accordingly   - however   - still   - therefore   - likewise.
8. What kind of conjunctive adverbs is this : "My friend went to the dance ; however, i did not.''
   -   Introducing   - connecting   - concluding   - interrupting.
II.   Formulate sentences using conjunctive adverbs :

    ....

Appendix (E) : Practice Three

Activity one :fillthe gaps with the conjunctive adverb and its punctuation you find suitable :

The writing skill is important for communication .Good writing skills allow you to communicate your message with clarity and ease to a far larger audience than through face-to-face or telephone conversations. ………… reaching a good level of writing requires alot of practice. ………….correct grammar, punctuation, and spelling are key in written communications ………….they should be used carefully for correctly delivering the message……………. how you write, the style, cohesion, tone, attitude say a lot about you as a person. Presentation, clarity, and professionalism in a foreign language can help distinguish you from the rest………….good English writing can open doors in almost any field you might choose in the future…………….Writing is is the most important skill in language teaching. It is one of the major literary skills which has to be taught to the students even though it is developed by individuals.

Activitiy two :write a paragraph about any topic you want and use conjunctive adverbs to smoothly move between ideas.

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Apprndix (F):Conjunctive Adverbs Handout

1.   What is a conjunctive adverb?

Conjunctive adverbs are a specific type of conjunctions. Conjunctions are used to join together words, phrases, or clauses. Conjunctive adverbs are specifically used to connect two independent clauses. An independent clause (the main clause) contians a subject and a predicate, and expresses a full thought. In other words, it can stand on its own and make a sense as a complete sentence. For example:

- Jen had not enjoyed the play. She did not recommend it to her friends.

Each clause in this example express a complete idea and make a sense of its own. However, they would sound more natural if they were connected. This is where conjunctive adverbs come in. For example:

- Jen had not enjoyed the play; therfore, She did not recommend it to her friends.

2.   Punctuating the clauses:

When we join two independent clauses with a conjunctive adverb, they are traditionally separated with a semicolon. It is also acceptable to use a period and keep them as two discrete sentences. Either way, the conjunctive adverb typically begins the second clause, followed by a comma. Examples:

- Jen had not enjoyed the play ; therefore, she did not recommend it. (correct)
- Jen had not enjoyed the play. Therefore, she did not recommend it. (correct)
- Jen had not enjoyed the play, therfore, She did not recommend it. (incorrect)

3.   Choosing a conjunctive adverb:

There are many conjunctive adverbs. To choose the right one, we must consider the relationship between the first and second clause. These are some of common conjunctive adverbs and their functions:

Result	Comparison	Contrast	Addingi nfo	Addingstronger info	Unexpectedre sult	Empha sis	conditi on
According ly	comprativ ely	Contraril y	Also	furthur	nevertheless	Indeed	otherwi se
As a result	Equally	However	Besides	Furthur-more	nonetheless	In fact	
Consequen tly	Likewise	In comparis on	In addition		surprisingly	Of cours	
Hence	Similarly	In contrast	Again		still	certainl y	
Therefore		Instead					
Thus		Rather					

Examples:

- Sam always wanted to be a movie star; equally, his brother dreamed of starring in films. (comparison).

- Her favorite animals are dogs; also, she likes cats. (adding information)

- I am terrible at math; nonetheless, i passed the exam. (unexpected result)

- He was fired because he was often late; furthurmore, the quality of his work was poor. (adding stronger information)

- You have to come with me; otherwise, i am not going. (condition)

- I did not study as much as i should have; indeed, i hardly opened a book. (emphasis)

4. Where to use a conjunctive adverb:

a) At the begining of the second clause:

Conjunctive adverbs are often placed at the beginning of the second clause and they are usaully followed by comma.

- This tool is very useful ; in addition, quite cheap.

    b) In the middle of the second clause:

 The conjunctive adverb here should come after the subject or introductory phrase.

- Jen had not enjoyed the play ; she decided, therefore, not to recommend it.

    c) At the end of the second clause:

When placing the conjunctive adverb in this position, it is usually preceded by a comma; however, this depend on the flow of the sentence and it can be omitted if it seems unnatural.

- Tom had never been good at basketball; he had always loved it, nonetheless.

الملخص

يهتم هذا البحث بالتحقيق في دور تطبيق التعلم على الهاتف الذكي "أجزاء الكلام مع التمرين" في تعزيز استخدام الاحوال الموصولة. من خلال هذه الدراسة ، يهدف الباحث إلى اكتشاف مدى فاعلية هذا التطبيق للمتعلمين من حيث تعزيز استخدامهم للأحوال الموصولة وزيادة مستوى التحفيز والتفاعل. لذلك ، تم تصميم تجربة للتحقيق في آراء المتعلمين وتصوراتهم تجاه استخدام تطبيق "أجزاء من الكلام مع التمرين" في تحسين استخدامهم للأحوال الموصولة. تحتوي الدراسة الحالية على ثلاثة فصول: يقدم الفصل الأول لمحة عامة عن تكنولوجيا المعلومات والاتصالات في التعليم ، وفوائد تكنولوجيا المعلومات والاتصالات في عملية التعلم ، وتأثيرها على التعليم بالاضافة الى استخدام الهواتف الذكية في الفصول الدراسية ، ومزاياها ، والتركيز على تطبيق "أجزاء من الكلام مع التمرين" كأداة تعليمية تساعد على تحسين استخدام للأحوال الموصولة. بالإضافة إلى ذلك ، يقدم الفصل الثاني أهمية مهارة الكتابة والصعوبات التي يواجهها المتعلمون عند الكتابة. يتناول هذا الفصل أيضًا أهمية الأحوال الموصولة في الكتابة ، وموقعها ، وعلامات الترقيم ، وكيفية اختيار ظروف الربط المناسبة وصعوبات استخدامها. يتناول الفصل الأخير التصميم المنهجي للإجابة على أسئلة البحث. وهي تشمل البيانات التي تم جمعها من الاستبيان الذي تم تقديمه لطلاب السنة الثالثة. لكن التجربة لم تنته بسبب جائحة كورونا. يقدم الفصل الثالث أيضًا اقتراحات وتوصيات حول استخدام هذا التطبيق كأداة تعليمية. في الواقع ، تظهر نتائج البحث أن استخدام تطبيقات التعلم على الهواتف الذكية قد يكون مفيدًا للغاية ؛ لذلك ، يحاول هذا العمل التحقيق في فعالية تطبيق التعلم على الهاتف الذكي هذا وآراء المتعلمين تجاه إشراك الهواتف الذكية في التعلم.

الكلمات الأساسية: تطبيقات التعلم للهواتف الذكية ، الاحوال الموصولة ، أجزاء الكلام مع تطبيق التمرين ، التحفيز ، مهارة الكتابة.