

THE USE OF CONJUNCTIONS AMONG L1 LUGANDA SPEAKERS OF ENGLISH

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Abstract: The study looks at the use of conjunctions among L1 Luganda speakers of English as a second language (L2) in Uganda. Using a corpus compiled from oral and written discourse, the study found that the conjunction mostly used among L1 Luganda speakers of English was “and”, followed by “but”, both of which were marginally used as sentence openers, with the written data showing no single incidence of using “and” in this respect. It was also established that a number of English conjunctions were either totally absent or only used sporadically in both types of discourse. For example, correlatives such as “scarcely... when, no sooner...than” were completely absent from our corpus. Substrate influence from Luganda has been seen to have a role, not least in the co-extensive use of “although/ though” with “but” in subordination, although analogy appears to work synergistically with substrate influence here (see Andersen, 1983). Innovations involving the rejection of constructions with the conjunction “if” were observed with regard to what appear to be mixed tenses (e.g. If you did not study chemistry at lower levels, you will not understand this concept), although in L1 English such constructions are legitimate since they do not encode the semantic relation of condition (Swan, 2005). Given that L1 Luganda speakers of English are Ugandans, this aspect of the findings in the study lends itself to observations made in earlier studies (e.g. Ssempuuma, Isingoma & Meierkord, 2016; Isingoma, 2021) on the structural nativization of English in Uganda as well as trends towards endonormativity in the sense of Schneider (2007).

Keywords: substrate influence, analogy, conjunctions, Luganda, English

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Introduction

This study examines the use of English conjunctions by native speakers of Luganda, a Bantu language with the highest number of native speakers in Uganda (cf. Uganda Bureau of Statistics, 2016). Abraham and Sadiya (2016) define a conjunction as a part of speech that links other word classes. Conjunctions are used to connect two words, phrases, clauses or sentences together, in both written and spoken discourse. They are linguistic devices that create cohesion (Halliday & Hasan, 1976), as they create logical attention and make manifest the logical relationship between propositions (McClure & Steffenson, 1980). Different scholars have studied conjunctions under various labels; they are treated as discourse markers, pragmatic markers, discourse connectors, etc. (see, e.g. Blakemore, 2004; Mohammed, 2015). Two broad categories of conjunctions exist: coordinating conjunctions (e.g. *and*) and subordinating conjunctions (e.g. *if*). Coordinating conjunctions link ideas and entities by showing how they relate and indicate that the elements are of equal importance, while subordinating conjunctions indicate that one idea depends on another (Quirk, Greenbaum, Leech & Svartvik, 1985). The most common coordinating conjunctions are *and*, *but* and *or*, while the most common subordinating conjunctions are *as*, *since*, *if*, *whereas*, *while*, *when*, *after*, *before*, *because*, *that*, *until* (Carter & McCarthy, 2006). There are also correlative conjunctions such as *either...or*, *neither...nor*, *scarcely...when*, etc. Conjunctions encode a range of semantic functions, the major ones being additive, adversative, conditional, causal and temporal (Halliday & Hasan, 1976).

In Uganda, English is spoken as an L2 and plays different roles. It has been an official language right from the time Uganda attained its independence. It is used in public, political and social discourses as well as in educational institutions as a medium of instruction and evaluation (Nakayiza, 2016). As a result, it is a language of prestige and high social status (Isingoma & Meierkord, 2016). Uganda is a multilingual country, where there are up to 65 indigenous ethnic groups and 41 living languages, with Luganda having the largest number of native and non-native speakers (Namyalo, Isingoma & Meierkord, 2016). Consequently, these languages affect, in one way or the other, the way English is used in the country. Isingoma (2014), for instance, observes that the variety of English spoken in Uganda results from analogy and influence from local languages.

While there are similarities in the way conjunctions are used by native and non-native speakers of English, there are usually differences as well (cf., e.g. Hinkel, 2001). In Uganda, research shows that L1 speakers of Luganda (and other indigenous languages) display divergent linguistic behaviors from L1 speakers of English in the use of grammatical categories such as the progressive aspect and futurity (Ssempuuma et al., 2016; Meierkord & Isingoma, *in print*).

This study lends itself to this dimension of research in a bid to establish whether usage divergences involving L1 Luganda speakers of English are also extrapolable to function words such as conjunctions. Using both naturally occurring data and an elicitation exercise, the present study aims at investigating how L1 Luganda speakers of English use both coordinating and subordinating English conjunctions. Specifically, the study focuses on the frequency of usage of conjunctions, the position of *and* and *but* in a sentence, the co-occurrence of *although/though* and *but*, and the use of the conjunction *if* in non-conditional sentences focusing on tense configurations.

The use of (selected) conjunctions among L1 speakers of English

Halliday and Hasan (1976), Quirk et al. (1985) and Blakemore and Carston (2003) identify four main functions of the coordinating conjunction *and* in L1 English, which is said to be the most common coordinating conjunction (Carter & McCarthy, 2006). These functions are additive (1a), adversative (1b), temporal (1c) and causal (1d):

- (1) (a) The British will speak English and the French will speak French.
- (b) He is a medical doctor and he can't treat a wound.
- (c) The man arrived at four o'clock and greeted us.
- (d) The player scored and the team won.

As Blakemore and Carston (2003) put it, (1d) also has the temporal function because there is usually an entailment relation between causality and temporality, i.e. the scoring by the player preceded the winning by the team. On the other hand, the conjunction *but* is said to have two main functions and one peripheral one, i.e. the adversative and additive functions as well as the function encoding the meaning *except*, as in the following examples (2), respectively:

- (2) (a) He is a medical doctor but he can't treat a wound.
- (b) I not only need money, but food too.
- (c) I had no option but to accept the offer.

There have been prescriptions in L1 English that both *and* and *but* should not be used as sentence openers (McMillan & Weyers, 2010, p.242). However, Hasselgård et al. (2012, p.385) observe that “conjunctions like *and*, *but*, *or*, although frowned upon as sentence openers by some prescriptivists, do occur in initial position”, while Zinsser (2001, p.74) categorically states that “many of us were taught that no sentence should begin with *but*. If that is what you learned, unlearn it.” Crucially, the general trend today is that indeed these conjunctions are used as sentence openers in both oral and written discourse (cf. Hasselgård et al., 2012).

The conjunctions *although/though* and *if* are used as subordinating conjunctions, which means they introduce subordinate clauses, i.e. clauses that cannot stand on their own. The conjunctions *although* and *though* mean the same thing, i.e. they are used to encode adversative (specifically concessive) relations (Quirk et al., 1985). However, they differ in the sense that *though* is used more in spoken discourse (Oxford Advanced Learner's Dictionary). As for the subordinating conjunction *if*, it is used mainly to introduce conditional sentences usually with prescribed tenses in the protasis (the subordinate clause, i.e. the condition) and the apodosis (the matrix clause, i.e. the consequent clause), as shown in the following table:

Table 1.

Main tense configurations for conditional sentences

	protasis	apodosis
Conditional 1	Present simple	<i>will</i> + bare infinitive
Conditional 2	Past simple	<i>would</i> + bare infinitive
Conditional 3	Past perfect	<i>would</i> + <i>have</i> + past participle

However, there are instances where L1 English grammar allows the use of tenses without following the above prescription. For example, the conjunction *if* can be used with a past perfect verb (in the protasis) and *would* + bare infinitive in the matrix clause (apodosis) to show that things that did or did not happen in the past have consequences that are still important now, as in: *If we had invited her, she would mess up everything* (English Grammar Today – Cambridge Dictionary). Moreover, *if*-clauses are also used to encode relations other than condition (e.g. *If you did not study chemistry at lower levels, you will not understand this concept*). In this case, mixed tenses are used as well. As can be seen, the first clause has past tense while the second has the modal *will* plus the lexical verb, because the sentence encodes reason (and not condition), i.e. it means *Since you did not study chemistry at lower levels, you will not understand this concept* (cf. Swan, 2005).

The use of (selected) conjunctions among L2 speakers of English

Norwegian speakers of English have been found to use *but* as one of the most common conjunctions in their discourses (Carlsen, 2010), while Estonian L2 speakers of English have been found to overuse *but*, at the expense of other adversative conjunctions such as *though*, as opposed to L1 speakers of English, who use a variety of adversative conjunctions (Merilaine, 2015). Similarly, Mohamed-Sayidina (2010) found out that Arabic-speaking students use more additive words than the English native speakers do. A further study was

conducted by Hinkel (2001) with results showing that Japanese and Koreans apply the same coordinating conjunctions in English as native speakers usually do. Conversely, according to Darweesh and Kadhim (2016), essays of Arab speakers of L2 English contained more coordinators than what is usually in the writings of L1 speakers of English.

Further still, Hussein and Mudhi (2014) explore the use of conjunctions by Kuwaiti L2 speakers of English. Their findings show that Kuwaiti speakers of L2 English overuse additives and causals, while L1 speakers of English use adversatives frequently. In addition, Kuwaiti L2 speakers of English do not use the various types of conjunctions as L1 speakers of English do. Particularly, the Kuwaitis overuse certain conjunctions such as *in addition*, *for*, *and*, *but* and underuse *however*, *though* and *also*. Hussein and Mudhi (2014) argue that L2 speakers of English, and in particular EFL learners, face some challenges in the use of conjunctions.

There have also been reports on the use of the conjunctions *although/ though* concurrently with *but* to join two clauses in the same sentence in L2 varieties of English such as Black South African English (Mesthrie, 2004, p.969), Nigerian English (Jowitt, 1991, p.123) and Indian English (Mesthrie & Bhatt, 2008, p.74), as shown in the following examples (3), respectively:

- (3) (a) *Although* I'm not that shy, *but* it's hard for me to make friends.
 (b) *Although* he is rich, *but* he is stingy.
 (c) *Though* the farmer works hard, *but* he cannot produce enough.

Although Mesthrie (2004, p.969) states that, in Black South African English, “such constructions are especially prevalent in lower sociolects and/or unplanned extended discourse”, Jowitt (1991) and Mesthrie & Bhatt (2008) do not specify among which sections of Nigerian and Indian L2 speakers of English or in which discourse situations such constructions are attested. In contrast, Swan (2005, p.511) stresses the fact that as far as the collocation *although/though...but* is concerned in L1 English, “one conjunction is enough to join two clauses – we do not normally use two”, meaning that the sentences in (3) above are usually regarded as illicit in L1 English.

An overview of the use of (selected) conjunctions in Luganda

Luganda expresses the additive function using conjunctions such as *ne* ‘and’, *ate* ‘and/in addition’, *era* ‘and/in addition’, while the adversative function is encoded using conjunctions such as *naye* ‘but’, *kyokka* ‘but’, *newakubadde* ‘although/whereas’, *ssonga* ‘whereas’ (cf. Sternefeld & Sseguya, 2017). Conditionals are expressed using *bwe* ‘if’, the affix *-andi-* ‘if’ and *ssinga* ‘if’ (cf. Sternefeld & Sseguya, 2017; Kawalya, de Schryver & Bostoën, 2018). Some sentential

examples adapted from Sternefeld & Sseguya (2017, pp.48-50.) are provided below (4):

- (4) (a) N-fumba emmere ate n-teeka-mu kamulali.
 I cook food and I put there pepper
 ‘I cook food and add some chili.’
- (b) Newakubadde sa-koze bingi n-kooye.
 Although not. I work a lot I-tired
 ‘Although I have not worked a lot, I am tired.’

Contrary to the norms in L1 English (see Section 2), Luganda allows the equivalent of *although/though* to be used co-extensively with the equivalent of *but* for emphasis purposes, as shown in (5):

- (5) Newakubadde sa-koze bingi naye n-kooye.
 Although not. I work a lot but I-tired
 Lit. ‘Although I have not worked a lot, but I am tired.’
 ‘Although I have not worked a lot, I am tired.’

Scenarios such as those in (5) above may be transferred to L2 English for speakers with such a configuration in their L1, as Mesthrie (2017) underscores the role of substrate influence among L2 speakers of English.

Methods

All the participants in the study were acrolectal (proficient) speakers of English, that is, having completed at least 13 years of English education in keeping with the International Corpus of English (ICE) requirements (Greenbaum & Nelson, 1996). We had two categories of participants, namely teachers and university students. However, our aim was to document features that cut across these speaker groups. In total, 60 respondents participated in the study: 30 respondents took part in essay writing and an elicitation test, while the other 30 participated in recorded semi-structured interviews obtained from the ICE-Uganda. All the participants were L1 speakers of Luganda.

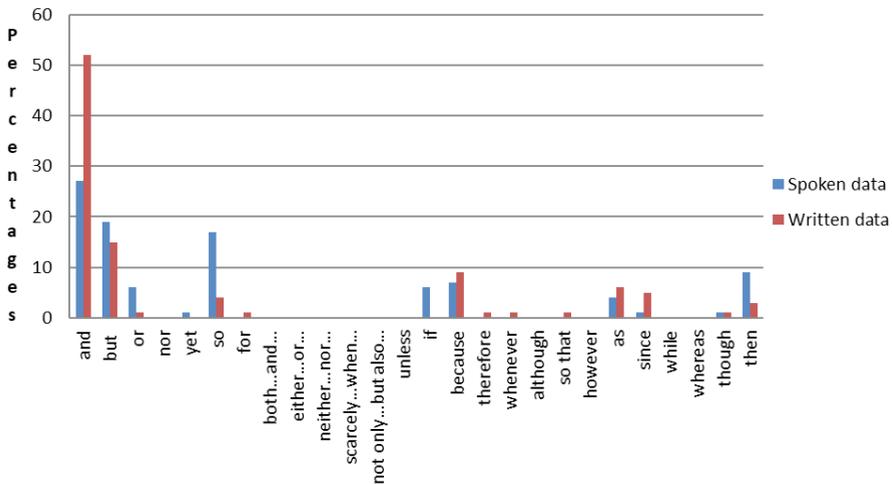
As already pointed out above, we used three tools to collect our data: (i) semi-structured interviews obtained from the ICE-Uganda (involving exclusively L1 Luganda speakers), which gave us a corpus of 28,816 words of spoken data. We later searched the ICE-Uganda corpus for conjunctions using the concordancing software “AntConc” (Anthony, 2014). The software is used for analyzing electronic texts in order to find patterns in language. (ii) An essay writing exercise, where each participant wrote a composition of between 300

and 500 words. This gave us written data of 12,000 words (i.e. an average of 400 words per participant times 30 participants). Hence, in total we had a corpus of 40,816 words. The recordings had already been transcribed (by the ICE-Uganda compilation team and we were part of it), while the passages were typed. Both were saved as text files so that we could use “AntConc” to search for conjunctions. (iii) A grammaticality judgment test, comprising four sentences, of which sentence 4 was distractor (see Appendix 1¹): the test had the following instructions: “Read the sentences below and state whether they are grammatically correct or not.” As is evident, the test uses the binary scale for responses. Despite its possible shortcomings, it has been found to be as informative as other judgment scales (Weskott & Fanselow, 2009). The test and essay writing were administered in a face-to-face environment and were open-ended in terms of time. They were supervised so that the participants could write naturally without making any consultations. As for the elicitation test, the participants were assigned one score for each correct answer. We edited all the data from the three tools into frequency counts, frequency tables, and bar graphs. In some instances, a statistical significance test was conducted.

Results and Discussion

The results from both the spoken data and those from the written data (essay) are presented below. First and foremost, we look at the frequency of usage of English conjunctions by L1 Luganda speakers of English. The figure below shows the patterns of usage by our respondents:

Figure 1.
Frequency of usage

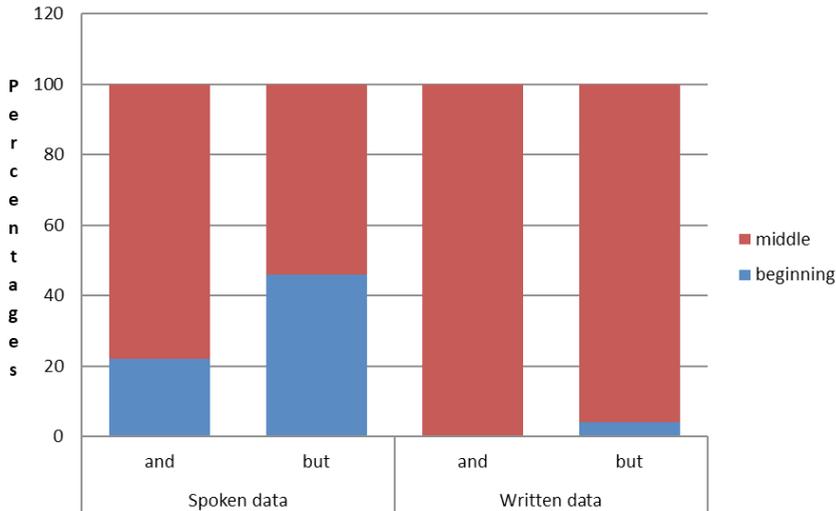


1. Note that the results for the distractor are not provided nor discussed in the paper.

L1 Luganda speakers of English used *and* most often in both the spoken data and written data. Other relatively frequent conjunctions were *but*, *because*, *as*, *since* and *so*. *Yet* and *if* were used only in the spoken data, while *for*, *therefore*, *whenever* and *so that* were only used in the written data. The conjunctions *nor*, *both...and*, *either...or*, *neither...nor*, *scarcely...when*, *not only...but also*, *unless*, *however*, *while* and *whereas* were hardly found in either dataset. In terms of differences between the spoken and written data, the independent samples *t* test conducted to assess the statistical significance between frequencies of conjunctions from the two data types showed no significant statistical difference between the stated variables ($t(50) = (-0.657)$), $p = 0.514$. The mean for the spoken data counts was ($M = 11.12$, $SD = 20.410$) while that of the written data was ($M = 17.92$, $SD = 48.725$), with a magnitude of -6.808 in the mean difference and a 95% *CI* of -27.617 to 14.002 . This means that the predominant tendency of using *and* followed by *but* and other conjunctions holds for both types of discourse. At the same time, the rare or no occurrence of conjunctions such as *so that*, *whereas*, *while*, etc. is also observable in both sets of the data.

The prevalence of *and* in the two datasets is expected, as Carter & McCarthy (2006) place it among the most common conjunctions even among native speakers of English. On the other hand, Fahkiri (1994) argues that Arabs tend to overuse *and* in their discourse. Similarly, research has shown that many L2 speakers of English have a tendency of not using many of the English conjunctions, as opposed to L1 speakers of English, who usually use a variety of conjunctions (see, e.g. Hussein & Mudhi, 2014; Merilaine, 2015). We should also note that while some of the English conjunctions (e.g. *and*, *but*, *although/though*) have equivalents in Luganda, others do not have exact structural equivalents. Crucially, the English correlative conjunctions are, for instance, realized in Luganda with single words. For example, the equivalent of *scarcely...when* is realized with the equivalent of *as*. Thus, it might not be surprising to see that the Luganda respondents did not use such correlatives in their discourse, including in the written data, where more formal language was expected.

The study also sought to find out the occurrence of *and* and *but* at the beginning of sentences in the discourse of L1 Luganda speakers of English. The results can be visualized in the following figure (see raw frequencies in Table 3, Appendix 2):

Figure 2.*Position of and and but*

The results show that there is a marked preference of using both conjunctions in the middle of a sentence, with the written discourse showing total rejection of using *and* at the beginning of a sentence. Specifically, in the oral data, there were 22% of occurrences of *and* as a sentence opener and 46% for *but*, while in the written data there was 0% occurrence of *and* and 4% for *but*. As regards the middle position, *and* took 78% and *but* took 54 % in the spoken data, while in the written data *and* took 100% and *but* 96%. The relatively higher proportion of the occurrence of the two conjunctions as sentence openers in the oral data could be attributed to the fact that oral discourse (which in our case involved semi-structured interviews) usually has added constituent structures in context by an interlocutor in a dialogue (cf. Bowie & Aarts, 2016), i.e. in terms of afterthoughts, answers or when laying emphasis on something (Swan, 2005).

We cannot attribute the tendency of rejecting *and* and *but* as sentence openers in our study to substrate influence, since Luganda allows the use of the equivalent of *and* and *but* at the beginning of a sentence. Instead, we can state that this practice stems from what we can term here as controversial prescriptions in what we can call old-fashioned grammar books prohibiting the use of *and* and *but* as sentence openers. We should know that English in Uganda is mainly acquired at school (Isingoma & Meierkord, 2019). While some grammar books and usage manuals prescribe that *and*, *but* and *or* cannot be used at the beginning of a sentence (e.g. McMillan & Weyers, 2010, p.242), many linguists (e.g. Quirk et al., 1985; Zinsser, 2001; Peck & Coyle, 2005, Hasselgård et al., 2012) do not agree and have not only provided justifications for starting a sentence with those conjunctions, but also they have used such conjunctions at the beginning

of sentences in their authoritative writings. Below are some examples (6) of cases where authoritative linguists have used *but* and *and* at the beginning of sentences:

- (6) (a) [...] converting samples to examples. **But** they clearly cannot do this on the basis of only a sample or two in a dictionary entry. (Widdowson, 2006, p.viii)
- (b) [...], then the whole sentence is true. **But** as with *and*, there is a pragmatic requirement... (Quirk et al., 1985, p.920)
- (c) [...] problems of receptive understanding. **And** there are words which may not show up as being of very common occurrence overall...(Widdowson, 2006, p.vii)
- (d) [...] polite conversations with strangers. **And** some words and structures are mostly used in informal situations... (Swan, 2005, p.293)

Evidently, the above are simply the tip of the iceberg, as, for example, Postal (2010), a renowned American syntactician, has over 100 occurrences of *but* at the beginning of sentences in his 2010 book. And for those who are familiar with English linguistics, the works cited in the examples above are well known. For example, Quirk et al. (1985) is one of the most authoritative books on English grammar, while the examples in Widdowson (2006) are used by Widdowson himself in the preface of the Oxford Advanced Learner's Dictionary, as its editor. At the same time, Michael Swan is a well-known pedagogical English grammarian and his 2005 work referred to above is one of the most respected works on modern English grammar. Thus, familiarity with current advances in English grammar is essential to unlearn what could be termed as outdated prescriptivist tendencies. It seems that L1 Luganda speakers of English in the study either are not aware of the current trends in the grammar of English or they are simply exposed to conservative rules, which are still taught by conservative or unsuspecting teachers of English. For linguists who use (or advocated the use of) *and* and *but* as sentence openers, the justification they provide is that the use of the conjunctions at the beginning of a sentence directs the addressee to a contextual computation in light of the structure in front of them (cf. Zinsser, 2001, p.74; Blakemore, 2004). Moreover, the Oxford Advanced Learner's Dictionary defines a conjunction as "a word that joins words, phrases or sentences, for example, *and*, *but*, *or*." Evidently, if such words are to join sentences, then they must occur at the beginning of sentences as well. Examples of such usage under entries of the conjunctions in question in the Oxford Advanced Learner's Dictionary are as follows (7):

- (7) (a) He might agree. **But** then again he might have a completely different opinion.
- (b) 'We talked for two hours.' **And** what did you decide?'

It is thus clear that many modern linguists have moved away from the prescription, but L1 Luganda users of English have largely not moved away from it.

Let us now look at some subordinating conjunctions, specifically *although/though* and *if*. *Although/though* encodes adversativity, while *if* encodes mainly condition but also reason and other semantic relations. We should note that *although/though* occurred two times in our data, with our respondents exclusively using the form *though* only. If we compute the normalized frequency (per 1 million words) of the occurrence of *though* in our corpus (with both our spoken and written data consisting of 40,818 words), we will get the following results²:

Table 2.

*Attestation of the conjunction **though** in the entire corpus data*

Conjunction	Attestation/Normalized Frequency (1 million words)
Though	02 (48.99)

This means that for a corpus of one million words, there would be an incidence of 48.99 tokens of the conjunction *though* in the discourse of L1 Luganda speakers of English. Remarkably, we should note that both occurrences of *though* involved its co-occurrence with *but*. This is 100% of the use of *though* co-extensively with *but* in our data, which also means that in a corpus of one million words, L1 Luganda speakers would use *though* co-extensively with *but* 48.99 times.³ This depicts a linguistic habit that is entrenched in this speech community. While it might be the case that not everybody in the L1 Luganda speech community uses this form (see below in relation to the results of the grammaticality judgment test), its existence among acrolectal speakers of English in the speech community with a highly probable rate is revealing. Although English in Uganda is acquired at school (as mentioned before), where grammar rules are derived from British English norms (Isingoma & Meierkord, 2019), the role of substrate influence can be seen here, because Luganda allows the co-occurrence of the equivalent of *although/though* with the equivalent of *but*, for emphasis purposes (see Section 4). In fact, in the grammaticality judgment test (see Appendix 1), up to 53% of the respondents stated that the sentence where *although* and *but* are used co-extensively was correct (see Appendix 2, Table 4).⁴ Noticeably, we are aware that L1 English

2. We have used the formula: $F_N = F_o (10^6)/C$, where F_N is the normalized frequency; F_o is the observed frequency and C is the corpus size (see *Comparing Frequencies for Corpora of Different Sizes* at https://www.lancaster.ac.uk/fss/courses/ling/corpus/blue/105_3.htm).

3. While we did not have *although* in our data (save in the grammaticality judgment test), its patterns of usage would be similar to those of *though* in this respect, as partly revealed by the results of the grammaticality judgment test (see below).

4. The discrepancy between the results in the grammaticality test and the naturally oc-

allows *although/though* to co-occur with other adversative conjunctions in a sentence as correlatives, especially *yet, still, however, nevertheless*, etc. (Quirk et al., 1985, p.644). As Andersen (1983) and Mesthrie and Bhatt (2008) have put it, substrate transfer is usually facilitated by superstrate languages themselves (in our case L1 English). This means that the transfer from Luganda succeeds because superstrate English has forms that facilitate it. Thus, since L1 English allows the collocation of *although/though* with a number of other adversatives, L1 Luganda speakers of English may end up overgeneralizing that, thereby leading them to include adversative *but* in the collocation, not least since a similar collocation is allowable in Luganda. Overall, the co-occurrence of *although/though* with *but* in our data augments discourse on L2 English varieties where such a configuration has been reported, e.g. Nigerian English (see Section 3).

As stated in Section 2, the conjunction *if* in L1 English is typically used to encode conditionality, usually with fixed tense configurations. However, there are instances where the tenses are mixed and the sentences remain grammatical (see Section 2), including when the *if*-constructions encode other semantic relations such as reason. Since English in Uganda is acquired mainly at school, where grammar books only concentrate on the three tense configurations shown in Section 2, we felt we could find out whether our respondents were familiar with cases of mixed tenses in *if*-constructions. Sentence 1 of the elicitation test (repeated here as (8)) deals with this issue.

(8) If Simon didn't come to work yesterday, he was probably sick.

In L1 English, the above sentence is grammatical (Swan, 2005, p.256). However, only 27% of the respondents (see Appendix 2, Table 4) stated that the sentence was correct, as opposed to sentence 3 (see Appendix 1), which was overwhelmingly judged correct by 93% of the respondents (see Appendix 2, Table 4). The high proportion of rejection of (8) is triggered by the fact that the tense configuration does not match what is presented in Table 1 in Section 2, i.e. since the subordinate clause has the past tense, the matrix clause should have *would* + bare infinitive form of the main verb. But as can be seen, the verb form in the matrix clause in (8) is also in the past. Thus, to many of our respondents, that makes the sentence grammatically incorrect. However, in L1 English, such a configuration is allowed, as the sentence in (8) does not encode condition; rather, it encodes reason. In fact, Swan (2005, p.256) recognizes the fact that some users of English usually do not pay attention to tense configurations such as those in (8) above. Most of our L1 Luganda speakers of English in the study have confirmed Swan's (2005) statement, by rejecting the felicity of the sentence

curing data could be attributed to the fact that in the former, the respondents had time to invoke the rules acquired at school, while in the latter, such an opportunity was unavailable (see also Isingoma, 2021).

in (8) due to what they perceived to be a wrong tense configuration. Isingoma (2021, p.16) states that “*if*-clauses that do not encode condition [...] are not emphasized in Uganda” and this leads to the rejection of sentences containing non-conditional *if*-clauses (due to their varied tense configurations), even if they are grammatical in L1 English.

Conclusion

The study looked at the use of conjunctions by native speakers of Luganda in their L2 English. Substrate influence from Luganda could be said to be responsible for the limited number of conjunctions in the discourse of L1 Luganda speakers of English since Luganda lacks the equivalents of some English conjunctions, especially correlative conjunctions. Luganda is also responsible for the collocation of *although/though* with *but*, as its grammar permits an equivalent configuration. However, this seems to work synergistically with overgeneralization triggered by the fact that superstrate English allows *although/though* to co-occur with other adversative conjunctions (albeit not *but*). As propounded by Andersen (1983) and espoused by Mesthrie and Bhatt (2008), transfer from substrate L1 into L2 is usually facilitated by superstrate languages, which in our case is L1 English.

The rejection by our respondents of an L1 licit form in an *if*-construction as being grammatically incorrect confirms earlier observations made by Isingoma (2014; 2016; 2021) regarding similar rejections of L1 English forms by Ugandan L2 speakers of English. Specifically, the above studies indicate that Ugandans regard the L1 English phrasal verb *break up* ‘stop classes and start holiday’ as an incorrect expression and use *break off* instead (Isingoma, 2014). Again, Ugandans treat a benefactive construction such as *I’ll pour you some tea* as grammatically incorrect and they use instead *I’ll pour for you some tea* (Isingoma, 2016). Similarly, to Ugandans, the L1 English formula for making polite requests such as *If you will/would accept my suggestion, I will be able to move forward* is illicit because it does not respect the tense configuration of canonical *if*-clauses, i.e. since the second clause has *will* + bare infinitive, that requires the first clause to have the present simple tense, yet here it has *will/would* + bare infinitive (Isingoma, 2021). In fact, this last example is similar to what we have observed in the present study as regards the use of *if*-clauses that do not encode condition, where what appear to be mixed tense configurations are permitted in L1 English, but these are regarded as ungrammatical by L1 Luganda speakers of English. Since L1 Luganda speakers of English are Ugandans, it only remains to be seen whether the same practice holds for other Ugandans, as is the case for the other L1 English forms that have been rejected by Ugandans. Thus, in keeping with Schneider’s (2007) model of the evolution of World Englishes, the above linguistic behavior could be looked at as a behavior

that tends towards endonormative stabilization, where local norms are accepted at the expense of exonormative norms. Kachru (1985) would look at this as a manifestation of what he calls ‘norm developing’, i.e. an L2 variety of English developing its own norms, which ultimately get conventionalized.

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Appendix 1.

Read the sentences below and state whether they are grammatically correct or not.

1. If John didn't come to work yesterday, he was probably ill.

.....

2. Although John is an intelligent boy, but he is very stubborn.

.....

3. If John didn't eat lunch, he would be hungry now.

.....

4. Although John but an intelligent boy, he is very stubborn.

.....

Appendix 2.

Table 3. *Position of and and but for Luganda speakers*

Spoken data					
	beginning	%	middle	%	Total
and	17	22	62	78	79
but	25	46	29	54	54

Written data					
	beginning	%	middle	%	Total
and	0	0	242	100	242
but	3	4	66	96	69

Table 4. *Grammaticality judgment test*

Sentence	correct	correct %	incorrect	incorrect %	not provided	not provided %
Sentence 1 (<i>if</i>)	8	27	17	57	5	17
Sentence 2 (<i>although...but</i>)	16	53	11	37	3	10
Sentence 3 (<i>if</i>)	28	93	00	00	2	7