

CHAPTER THREE

A CONTRASTIVE ANALYSIS OF ENGLISH AND CHINESE CONJUNCTIONS

Researchers in the field of ESL teaching can find many instances of language interference from learners' first language. The interference of Chinese to English can be observed from many perspectives, such as grammar and pronunciation. In this section, English and Chinese conjunctions will be discussed respectively. The attempt to predict and explain the difficult areas for Taiwan ESL learners in using conjunctions will be presented.

3.1 Contrastive Analysis

During the last three decades, there have been various studies dealing with errors made by second language learners. These studies which focus on students' errors can be classified into two main schools: Contrastive Analysis (CA) and Error Analysis (EA).

Contrastive Analysis, based on the behaviorism, is widely applied in predicting learner's errors by comparing the learner's first language and second language. It is believed that the difference between L1 and L2 can cause some degrees of difficulties for learners in learning. As a result, second language learners may rely on their own L1 in producing some structures, that is, interference. Brown (2000, p. 160-163) summarizes that contrastive analysis can be divided into three versions: the strong version, the weak version, and the moderate version. The strong version asserts that it

is possible to generate predictions for ESL learners' errors by comparing the two languages. The weak version only admits the explanatory power of contrastive analysis on ESL learners' errors. The moderate version of contrastive analysis asserts that the source of learning difficulties may result from the similarities of the two languages.

CA can be used to help teachers distinguish the structure of L1 from L2, thus overcoming these possible errors caused by learners in advance. However, CA can not predict all the possible errors caused by L2 learners. Not all errors made by L2 learners can be traced back to their L1 interference. Still, CA can be applied to explain the errors by comparing learners' L1 and L2.

Error Analysis (EA), first proposed by Corder in 1967, is regarded as a reaction to CA. EA does not aim to predict learner errors. It focuses on the observation of learners' language production, find out learner errors, and then try to describe and classify these errors.

However, as Brown (1994) points out, "EA fails to account for the strategy of avoidance. The absence of certain errors does not necessarily reflect that learners do not have difficulty with the errors, but shows that learner may avoid the use of certain L2 structures that are difficult for them" (p. 207).

In fact, both CA and EA have merits. CA can be thought of as one way to help locate difficult areas of target language, while EA can show learners' actual errors in a systematic way. Both CA and EA should be viewed as components of analyzing learner errors. Thus, the author adapts the merits of CA and EA in this study to conduct the research.

3.2 Additives and Adversatives

As mentioned in Chapter Two, Celce-Murcia and Larsen-Freeman (1999) have found that the Additive and Adversatives conjunctions are particularly difficult for students to handle because both categories have ambiguous conjunctions. The author would first discuss the ambiguity of two Additives: the use of “and,” and “on the other hand.” According to the repertoire of English conjunctions in Appendix I, the conjunction “and” can be classified as Additives and Adversatives as well. Under the category as an Additive, the conjunction “and” is defined as an Additive, which shows the simple additive relations, such as example (3.1).

- (3.1) Commuter airlines fly to out-of-the-way places. **And** business travelers are the ones who go to those locations.
 [John, S. et al. English dictionary. p.57.]

In this example cited from the dictionary, the use of “and” try to introduce something else that one wants to add to what has just been said.

Another definition of “and” serves as the role as an Adversative which express the contrastive relations. Just as the example (3.2) given by Celce-Murcia and Larsen-Freeman in The grammar book (1999), the conjunctions “and” can be illustrated as showing the contrastive relations and can be replaced by “but.”

- (3.2) I gave them everything they wanted, **and** they still didn’t thank me
 [Larsen-Freeman, D. & Celce-Murcia M. The grammar book. p. 474.]

Besides the use of showing additive and adversative relations between sentences, Celce-Murcia and Larsen-Freeman (1999) point out another use of “and.” That is, “and” contains the idea of “as a result.” As Blakemore (1992) illustrates, “where ‘use’ means that the context or utterance determines exactly how the word will be interpreted.” That is, when using the conjunction “and,” “the speaker attempts to have the listener to draw an inferential casual connection, one that is not stated but implied” (Blakemore, 1992) The example given by Celce-Murcia and

Larsen-Freeman (1999, p. 474) is, “*John fell down and hurt his knee.*” The use of “and” invites readers to find out certain relevant relation between *John fell down* and *John hurt his knee*. Therefore, readers tend to have the impression that John’s getting hurt is the result of his falling down. This is why Celec-Murcia and Larsen-Freeman’s (1999) define “and” as an inferential connective between sentences.

Another conjunction that can be defined as having the quality of both an Additive and an Adversative is “on the other hand.” “On the other hand” can be defined as the connector adding new information to the prior sentence. But at the same time, the new information is of comparative type, especially the dissimilar type to the prior sentence. As to its second subclass, Adversatives, “on the other hand” can be used to connect sentences with contrastive relation. Example (3.3) below can be defined as an Adversative in showing the contrastive relation between Newton and Einstein.

- (3.3) Although the two men were geniuses, Issac Newton and Albert Einstein have very little in common. True, they both did their best work before the age of 26. However, that is the only similarity between them. Newton cared about the public’s opinion of him, and he did not like improper behavior. Einstein, *on the other hand*, enjoyed being different and did not care what others thought. Newton spent his later years in a comfortable job with the government, while Einstein remained a full-time scientist.

[Beatrice, S. M. & Linda, J. More reading power. p115.]

In this example, the similarity and dissimilarity between Newton and Einstein are discussed and listed. That is, though they have some characteristics in common, their personality, their attitude toward others’ opinions, and their occupation are quite different. And the use of “on the other hand” serves to add new information to help readers understand the two famous scientists more. But, “on the other hand” also works to show the dissimilarity between Newton and Einstein as well. Therefore, it demonstrates the dissimilar function in comparative relations between sentences.

And in example (3.4), the use of “on the other hand” differs from the way it functions in example (3.3).

(3.4) No president in history has been more vilified or was more vilified during the time he was President than Lincoln. Those who knew him, his secretaries, have written that he was deeply hurt by what was said about him and drawn about him, but *on the other hand*, Lincoln had the great strength of character never to display it, always able to stand tall and strong and firm no matter how harsh or unfair the criticism might be. These elements of greatness, of course, inspire us all today.

[Beatrice, S. M. & Linda, J. More reading power. p130.]

The conjunction “on the other hand” in example (3.4) acts as an Adversative in expressing the contrastive relation to the prior sentence. Regardless of others’ criticism, Lincoln overcame his sadness and stood still to deal with the difficulties. Therefore, “on the other hand” shows the emphatic function, thus impressing the readers the greatness of Lincoln.

On the basis of the discussion of “and,” and “on the other hand,” the complexity of Additives can be demonstrated. Due to this complexity, the use of Additives causes difficulties for learners, especially for those ESL learners. Take those students who use Mandarin Chinese as mother tongue for example. The equivalent words in Mandarin Chinese for “and” are “han” (和), and “er” (而) or “che.” (且) “Han” (和) is used to connect NPs, while “er,” (而) and “che” (且) are used to connect sentences (Celec-Murcia and Larsen-Freeman, 1999, p. 474).

As to the use of “but,” most of learners would consider it as the element in showing adversative relations between sentences, thus taking it for granted that “but” belong to the category as Adversatives. But, as mentioned above, “but” is classified into more than one subclasses. When “but” is defined as an Adversatives that show adversative relations ‘proper’ between sentences, it contains the meanings as ‘and’ in itself. Just like the use of “but” in this sentence: *She cut her knee, but didn’t cry.*

(Celec-Murcia and Larsen-Freeman, 1999, p. 185) Here, the use of “but” functions as

“and” in describing two events and combining them together. But, the expectative result should be the opposite.

Another subclass of “but” is the contrastive relations ‘as against’ between sentences. The example given is: *Tom went to the party, but his brother didn’t.* (p. 185) The use of “but” aims to introduce an event contrasting effect with what has gone before. Therefore, it serves to demonstrate the contrastive relations.

Celce-Murcia and Larsen-Freeman (1999, p. 475) define the two subclasses of “but” as “denial of expectations,” and “semantic contrast.” Celce-Murcia and Larsen-Freeman (1999) further indicate two Mandarin Chinese equivalents of English “but.” The equivalents of “but” which express the semantic contrast is “tan she,” (但是) while the equivalents of “but” in showing denial of expectations is “er.” (而)

It should be noted that this Chinese conjunction “er” (而) appears in its English equivalent “and,” and “but.” In other words, the Chinese “er” (而) can be served as an Additive in connecting sentences, at the same time, as an Adversative in showing semantic contrast.

3.3 Chinese Conjunctions

In section 3.2, the complexity and ambiguity of English Additives and Adversatives are discussed. The author would continue the discussion of Chinese Additives and Adversatives.

Chinese conjunctions have long been an interesting field for many linguists. Most of the former studies on Chinese conjunctions discuss conjunctions mainly within the sentence level. As to the exploration of the inter-sentential of Chinese conjunctions, the researcher will go straight into Jiang’s (1992) study on Chinese conjunctions.

Jiang's (1992) classification of Chinese conjunctions takes Yu's (1990) model as the basis. Yu (1990) mainly follows Halliday and Hasan's (1976) framework of English conjunctions in her study of Chinese conjunctions. Therefore, the classification of Chinese conjunctions is the same as that of English conjunctions: Additive, Adversative, Casual, and Temporal. Jiang's (1992) further supplies some items to Yu's list of Chinese conjunctions and then composes his tentative repertoire of common Chinese conjunctions in Appendix II.

Although Jiang (1992) classifies Chinese and English Additives and Adversatives based on the same semantic category, the subclasses within each category are quite different. One of the differences between Chinese and English Additives is the classification of Additives that express the dissimilar relations between sentences. In other words, there is no such subclass in Chinese Additives at all.

Another problem lies in the mismatch between the Chinese conjunctions and their English equivalents. Take the Chinese conjunction "ling yi fang mian." (另一方面) for example. According to Jiang's (1992) classification, "ling yi fang mian." (另一方面) belongs to Adversatives, which shows the contrastive relation. Its English equivalent word for "ling yi fang mian." (另一方面) is "on the other hand." But, "on the other hand" is used to function as an Additive as well as an Adversative. Learners may make mistakes due to the mismatch of Chinese conjunctions and their English equivalents.

The following discussion will focus on four Chinese conjunctions that cause confusion for ESL learners. The four confusing Chinese conjunctions are "er," (而) "ling yi fang mian," (另一方面) "xiang fan di," (相反地) and "ci wai." (此外) Then, their English equivalents will be discussed as well. Examples will be also given to

help explain and illustrate the meaning and the use of each conjunction.

The first Chinese conjunction being discussed is “er.” (而) The Chinese conjunction “er” (而) can be interpreted as having the both additive and adversative qualities in connecting sentences. See Table 3.1. The following examples can demonstrate the use of “er.” (而) In example (3.5), “er” (而) serves as an additive element in explaining the achievement of the famous writer Zhu Zi-qing during the period. As to the use of “er” (而) in example (3.6) conveys the semantic contrast relationship between sentences.

Table 3.1 The Function of “er” (而) and “however”

	Additives			Adversatives		
	Simple additive ¹	Complex additive ²	Comparative	Concession ³	Contrast	Correction
er (而)		√			√	
However				√	√	

(3.5) Zhong guo xian dai san wen di fa zhan, yi wu si shi qi di ching jiu wei zui gao, ying xiang zui da, er zhu zi qing di san wan chuang zuo you shi zhe yi shi ji shi ji zui da, ching jiu zui gao de; zhu zi qing quo wei san wen da jia, ta de ming zi yong yuan he zhong guo xian dai san wen de li shi xie zai yi qi.

In the development of Chinese modern prose, the achievement during “May Forth Movement” is the best, and its influence is the most profound. Furthermore, the prose created by Zhu, Zi-qing was the greatest in actual effects and influence at that time.

中國現代散文的髮展，以“五四”時期的成就為最高，影響最大，而朱自清的散文創作，又是這一時期實績最大，成就最高的。

[Zhu Zi-qing. *Zhu Zi-qing quan ji*. p. 6785.]

¹ “Simple additive” is a connector expressing simple addition, having the meaning of *too* or *also*. Example: You can pay your fees by credit card. You can **also** write a check. (Jan, F. & Janet E, 2000, p.203)

² “Complex additive” signals an idea that stresses some aspect of what have been previously stated. Example: My brother goes to school full time. **Besides**, he manages to work twenty hours a week. (Jan, F. & Janet E, 2000, p.216)

³ According to the classification in Appendix I, Adversatives can be further divided into adversative relation, contrastive relation, and correction relation. In order not to confuse Adversatives with its subclass “adversative relation,” the subclass “adversative relation” is defined as “concession,” which denotes “proper,” and “in spite of” relation.

- (3.6) Jie zhe xie mei yu tan de lu bo, zhu zi qing mei you yong “lu you you” “lu ru fei cui” yi lei de xing rong ci, er shi yong yi lian chuan xin xian de bi yu, yin qi ren men mei hao de lian xiang.

Continuing to write “green wave” of Plum Rain’s Lake, Ju, Tz-Ching didn’t use the adjectives such as “bright green” or “jade green”, but use a series of brand new adjectives to inspire people to image beautiful things.

接著寫梅雨潭的“綠波”，朱自清沒有用“綠油油”“綠如翡翠”一類的形容詞，而是用一連串新鮮的比喻，引起人們美好的聯想。

[Zhu Zi-qing. Zhu Zi-qing quan ji. p. 1752.]

The English equivalent for “er” (而) is “however.” According to Halliday and Hasan’s (1976) classification, “however” can be used to express the “concession relation” and “contrastive relation.” In example (3.7), “however” signals the “concession relation” between sentences.

- (3.7) Most of my meal was excellent. The vegetable, however, were slightly overcooked.

[Jan, F. & Janet E. Grammar dimensions. p.216.]

- (3.8) In some creation myths, the sun exists before people do. In others, however, people create the sun.

[Jan, F. & Janet E. Grammar dimensions. p.215.]

The use of “however” in example (3.7) adds the surprising or unexpected information. The first statement “my meal was excellent” is true, but the second statement “the vegetables were overcooked” is denial to the previous statement. “However” in this example signals the concession relation. The use of “however” in example (3.8) shows the contrastive relation between the two creation myths.

From Table 3.1, it can be seen that “er” (而) and “however” can be used to show contrastive relation between sentences. But, “er” (而) can serves as an Additive while “however” can not. Conversely, “however” can function as having concession relation while “er” (而) can not.

The second pair of conjunctions being discussed in Table 3.2 is “ling yi fang mian” (另一方面) and its English equivalent “on the other hand.” According to

Jiang's (1976) classification in Appendix II, the Chinese conjunction “ling yi fang mian,” (另一方面) which expresses the contrastive relation, belongs to Adversatives.

In example (3.9), the contrastive relation between “capable” and “selfish” can be observed. But, the use of “ling yi fang mian” (另一方面) in example (3.10) would be interpreted as having the quality as an Additive. It is used to describe another way of examining the relationship between personality and the way a child grow up.

Therefore, in Table 3.2, the function of Chinese conjunction “ling yi fang mian” (另一方面) includes both the complex additive relation and contrastive relation.

(3.9) ta hen you neng li. Ling yi fang mian lai shuo, ta hen zi si.

He is very capable. *On the other hand*, he is very selfish.

他很有能力。另一方面來說，他很自私。

[Li, Y. C. et al. Mandarin Chinese: a practical reference grammar for students and teachers. p. 65.]

(3.10) Zeng you xin li xue zhe jiu mei guo nong cun er tong wei dui xiang, yi fang mian diao cha fang wen qi fu mu sou ji qi you xiao shi wei nai, duan nai da xiao bian xi guan xun lian fan shi (yan huo kuan) deng you guan zi liao, ling yi fang mian shi yi ren ge ce yan.

Some psychologists had done research about the rural children in America. On the one hand, they interviewed these children's parents to collect the information about the training way of breast-feeding, ab lactating, and the habit of night soil and urine, and to know whether the training way was strict or generous. On the other hand, they tested their personalities.

曾有心理學者就美國農村兒童為對象，一方面調查訪問其父母蒐集其幼小時餵奶、斷奶、大小便習慣訓練方式（嚴或寬）等有關資料，另一方面施以人格測驗。

[Zhang Chun-xing & Yang Guo-shu. Psychology. p.407.]

Table 3.2 The Function of “ling yi fang mian” (另一方面) and “on the other hand”

	Additives			Adversatives		
	Simple additive	Complex additive	Comparative	Concession	Contrast	Correction
Ling yi fang mian (另一方面)		√			√	
On the other hand			√ (dissimilar ⁴)		√	

The equivalent of “ling yi fang mian” (另一方面) in English is “on the other hand.” “On the other hand” includes both qualities as an Additive and an Adversative. The ambiguity of “on the other hand” is discussed in section 3.2. In example (3.3), the use of “on the other hand” in showing the dissimilar relation can be observed. And in example (3.4), “on the other hand” serves to express the contrastive relation.

From Table 3.2, it can be found that both “ling yi fang mian” (另一方面) and “on the other hand” can be used to show contrastive relation. But, “ling yi fang mian” (另一方面) can be used as a complex additive while “on the other hand” serves as showing dissimilar relation between sentences. That is, ESL learners may misuse “on the other hand” as a complex additive due to the L1 interference. This confusion in the use of “ling yi fang mian” (另一方面) and “on the other hand” may result in the difficulties for ESL learners.

The third Chinese conjunction being discussed is the use of “xiang fan di.” (相反地) Examples (3.11) and (3.12) can be used to illustrate the two functions of “xiang fan di” (相反地) listed in Table 3.3

⁴ “Dissimilar” refers to the connector adding new information to the prior sentence. And the new information is of comparative type.

Table 3.3 The Function of “xiang fan di” (相反地) and “on the contrary”

	Additives			Adversatives		
	Simple additive	Complex additive	Comparative	Concession	Contrast	Correction
Xiang fan di (相反地)				√	√	
On the contrary						√

In example (3.11), “xiang fan di.” (相反地) aims to show the contrastive relation. It is used to describe the contrastive relation between “anger”(憤怒) and “cheerfully.” (愉快)

(3.11) Meng jia la de du zhe ceng duo ci dan you dao wo de yi jian he wen xue xing shi, dan qi guai de shi wo yi pian ai de yin yue jian jie da si po huai de dan li bing mei you ji qi fen nu, xiang fan di, lai ting de ren du yu kuai di hui qu.

Readers in Bangladesh had been worried about my opinions and the types of literature many times; however, my prejudice of music and my attitude with reckless daring didn't anger the audience. On the contrary, they went back cheerfully.

孟加拉的讀者曾多次擔憂到我的意見和文學形式，但奇怪的是我以偏愛的音樂見解大肆破壞的膽力並沒有激起憤怒；相反地，來聽的人都愉快地回去。

[Bing-xin. Bing-xin wen ji. p.199.]

(3.12) Dan qi guai de shi na ba gou pa xiang sheng dui ci bing bu qu fu, xiagn fan di ta wei xiao qi lai le.

The weird thing is that Mr. Nabagopa didn't concede but smile!

但奇怪的是拿巴勾帕先生對此並不屈服——相反地他微笑起來了！

[Bing-xin. Bing-xin wen ji. p. 290.]

The use of “xiang fan de” (相反地) in example (3.12) aims to stress the unexpected reaction of the main character. Instead of yielding to the event, Mr. Nabagopa starts to smile. In this example, “xiang fan de” (相反地) functions as showing the “concession” relation between sentences. Thus, from example (3.11) and

(3.12), the use of “xiang fan di” (相反地) can be concluded as having two qualities in combining sentences: showing the contrastive relation and showing denial of expectation.

The equivalent word of “xiang fan de” (相反地) in English is “on the contrary.” Accordingly to the classification given by Halliday and Hasan, (1976) “on the contrary” belongs to “correction” type. That is, it is used to “emphasize a contrast with the main idea of the previous statement, especially when one disagrees with what has been said or thinks it is wrong.” (Chalker, 1998, p. 34) Example (3.13) below can be used to explain the use of “on the contrary.”

(3.13) He is not stupid. _____, he is quite smart.
[Luo S. A new translation handbook. p.301.]

Although both “xiang fan de” (相反地) and “on the contrary” function as Adversatives, the differences between them can be seen in Table 3.3. “Xiang fan de” (相反地) can be used to show concession and contrastive relation between sentences. “On the contrary” only focuses on “the correction of meaning.” Chinese ESL learners may tend to use “on the contrary” to express the concession and contrastive relation. This confusion between the mismatch of “xiang fan de” (相反地) and “on the contrary” may result in the difficulties for learners.

The last pair of conjunction being discussed is the use of “ci wai” (此外) and “besides.” As Table 3.4 below, “ci wai” (此外) and “besides” both function to show additive relation between two ideas. But, there does exist the subtle difference in the use of “ci wai.” (此外)

Table 3.4 The Function of “ci wai” (此外) and “besides”

	Additives			Adversatives		
	Simple additive	Complex additive	Comparative	Concession	Contrast	Correction
Ci wai (此外)		√				
Besides		√				

The example of the use of “ci wai” (此外) in Chinese is given in examples (3.14) and (3.15). It can be used to make a point additional to or different from the previous one. That is to say, it can be used to connect a new argument having the quality of both “together with” and “other than what is under consideration or implied.” The Additive relation of “ci wai” (此外) is expressed in example (3.14). The use of “ci wai” (此外) serves to list those enjoyment of life, and it has the meaning of “too.”

- (3.14) Sheng zhi xiang shou bao gua xu duo dong xi: wo men zi ji de xiang shou, jia ting sheng huo de xiang shou, shu, hua, yun, wan qu de he liu, pu bu he da zi ran xing xing se se de xiang shou, ci wai you you shi ge, yi shu, si, you qing, tan hua, du shu de xiang shou.

The enjoyment of life includes many things: the enjoyment of ourselves, the enjoyment of family life, and the various natural enjoyment of trees, flowers, clouds, wandering rivers, and waterfalls. Besides, there are some enjoyment about poetry, art, meditation, friendship, talks, and reading.

生之享受包括許多東西：我們自己的享受，家庭生活的享受，樹、花、雲、彎曲的河流、瀑布和大自然形形色色的享受，此外又有詩歌、藝術、沉思、友情、談話、讀書的享受。

[Lin Yu-tang. Lin Yu-tang xuang ji. p. 253.]

But, the use of “ci wai” (此外) in example (3.15) is different from that in example (3.14). The focus moves from the discussion of home environment to their interest in environmental and ecological issues. Thus, the use of “ci wai” (此外) in example (3.15) is similar to the use of “ling yi fang mian” (另一方面) in example (3.10). They can be used to add new arguments having the quality of “other than what is under

consideration or implied.” In example (3.10), “ling yi fang mian” (另一方面) tends to describe psychologists’ two researches about the rural children in America, including those children’s training way and their personalities. And in example (3.15), “ci wai” (此外) describes people’s two main concerns in environment, including home environment and environmental and ecological issues. As a result, the two Chinese conjunctions “ling yi fang mian” (另一方面) and “ci wai” (此外) can be interchangeable in showing additive relation.

- (3.15) Ta men hui jiang da bu fen de xin li tou zhu zai jia ting huan jing de ying zao, ci yi huo xing wei zhi de ren chang chang shi xi huan dong shou zuo de DIY kyang re zhe, zheng ru huo xing wei yu ju xie zuo de yi yang. Ci wai, ta men dui yu huan jing ji sheng tai wen ti ye fei chnag you xing qu. Ru guo huo xing da pei de yi shi, ta men hui nu li di lai gai zao huan jing.

They pay attention mostly on the home environment. Such kind of person whose position is on Mars love to do things themselves as DIY enthusiasts. It is similar to the people whose Mars is on Cancer. In addition, they are very interested in environmental and ecological issues. If the collocation of Mars is appropriate, they will do their efforts to reform the environment.

他們會將大部分的心力投注在家庭環境的營造上，此一火星位置的人常常是喜歡動手坐的 DIY 狂熱者，正如火星位於巨蟹座的一樣。此外，他們對於環境及生態問題也非常有興趣。如果火星搭配得宜時，他們會努力地來改造環境。

[Lee Yi-min. The astrologer’s hankbook. p. 249.]

- (3.16) My brother goes to school full time. Besides, he manages to work twenty hours a day.

[Jan, F. & Janet E. Grammar dimensions. p.203.]

But, their English equivalent words are “on the other hand” and “besides.” According to the classification in Appendix I, “on the other hand” is used to show “the dissimilar” relation as well as “semantic contrast” while “besides” belongs to the complex additive relations. That is, English conjunctions “on the other hand” and “besides” function quite differently. Therefore, the similar use of Chinese conjunction “ling yi fang mian” (另一方面) and “ci wai” (此外) may cause the confusion in

learners' performance in using "on the other hand" and "besides."

From the discussion above, due to the ambiguity of English and Chinese Additives and Adversatives may cause some difficulties for learners in choosing correct conjunctions in writings. Furthermore, the mismatch of Chinese conjunctions and their English equivalents is another question. Chinese ESL learners may be influenced by their L1 to use inappropriate conjunctions in writings.

3.4 Summary

Judged from the discussion in section 3.1, the use of CA and EA in analyzing learners' difficulties is illustrated. Then, the ambiguity of English conjunctions is explained in section 3.2. And in section 3.3, those confusing Chinese conjunctions and their English equivalents are discussed. Therefore, the mistakes Chinese ESL learners have made can be explained. The subtle differences among conjunctions may hinder learners from choosing the appropriate conjunctions. Besides, the mismatch of Chinese conjunction and their English equivalents cause learners to apply their L1 to choose English conjunctions. In order to compare those conjunctions discussed in section 3.3, Table 3.5 provides a clear and convenient way to examine the differences and similarities between those conjunctions.

Table 3.5 The Function of Chinese and English Additives and Adversatives

	Additives			Adversatives		
	Simple additive	Complex additive	Comparative	Concession	Contrast	Correction
er (而)		√			√	
However				√	√	
Ling yi fang mian (另一方面)		√			√	
On the other hand			√ (dissimilar)		√	
Xiang fan di (相反地)				√	√	
On the contrary						√
Ci wai (此外)		√				
Besides		√				

As to the Additives in Table 3.5, there are some findings that are listed as follows:

- (a) There is no such Chinese Additives that can be used to show the dissimilarities between two events.
- (b) Chinese Additives “er,” (而) “ling yi fang mian” (另一方面) and “ci wai” (此外) share the same quality as showing complex additive relations. In other words, those Chinese Additives may be interchangeable in certain situations in showing the additive relations.

Since there is no equivalent for the English Additive “on the other hand” in Chinese, the correct use of “on the other hand” in expressing dissimilarities between two events may be difficult for Taiwan ESL learners. As to the finding (b), if “ling yi fang mian” (另一方面) and “ci wai” (此外) may be interchangeable in showing the additive relations, their equivalents in English, “on the other hand” and “besides,” may cause confusion to Taiwan ESL learners as well.

As to the Adversatives in Table 3.5, the comparisons between English and Chinese conjunctions are listed below.

- (c) The Chinese Adversatives “xiang fan di” (相反地) is used to show the

concession and contrastive relations between two events. Its English equivalent Adversative is “on the contrary.” But, the English “on the contrary” can not be used to express the adversative and contrastive relations. Instead, it is used for comparative (dissimilar) and contrastive (emphatic) cases.

- (d) The Chinese Adversative “ling yi fang mian” (另一方面) shares the same semantic meaning as “xiang fan di” (相反地) and “er” (而) when it is used to demonstrate the semantic contrast between two arguments.

From the finding (c) above, the use of “xiang fan di” (相反地) in Chinese may cause the possibilities for Taiwan ESL learners to make mistakes in using “on the contrary” in English. And in finding (d), those Chinese Adversatives, “ling yi fang mian,” (另一方面) ”xiang fan di” (相反地) and ”er,” (而) can be used to show the semantic contrast between two objects. The similarity among the three Chinese conjunctions may cause learners to confuse the usage of their English equivalents “on the other hand,” ”on the contrary,” and ”however” in compositions.

According to the theory of Contrastive Analysis being discussed in section 3.1, the difference between first language and second language can cause some degrees of difficulties for ESL learners. ESL learners may rely on their own first language to produce some difficult structures, that is, interference in learning second language may happen. In short, the differences between English and Chinese conjunctions may cause Taiwan ESL learners to apply inappropriate conjunctions in their writings. Those conjunctions appeared in Table 3.3 are belonging to Additives and Adversatives. That means the possible difficulties in ESL learners’ use of Additives and Adversatives. Besides, those English Causals and Temporals in Appendix I can be translated into Chinese without misunderstanding. Therefore, this study focuses on the

discussion of Additives and Adversatives.

In next chapter, the compositions written by Taiwan ESL learners in senior high school will be used to examine if the findings listed above appear in their writings.