

CHAPTER FIVE

RESULTS AND DISCUSSION

There are three parts in this chapter. The first part is an analysis of students' use of conjunctions in their writings. The second part is the analysis of students' use of conjunctions in a questionnaire. The last part is the discussion on the results of the two analyses.

5.1 The Analysis of Students' Use of Conjunctions in Compositions

In this study, how Taiwanese senior high school students use conjunctions will be investigated based on the composition data. The purpose of this analysis is to find out students' misuse of Additives and Adversatives in their writings. In particular, we focus on the use of "besides," "however," "on the contrary," and "on the other hand." Students' performance in using Additives and Adversatives can be examined as well.

5.1.1 The Misuse of "besides" in Compositions

In English, the conjunction 'besides' functions as an additive, which aims to emphasize an additional point that one is making, especially that one considers to be important. But, in the examples (5.1) and (5.2), the two students use "besides" to connect the first paragraph and the second paragraph that denote no additive relationship.

- (5.1) Coeducation has many advantages and disadvantages. It's advantages are as follows. First, students can learn how to get along with the opposite sex. Second, in school the boy can help to do the heavy works and on the other hand, the girl can do some work with careful. Third, the coeducation can cut

down the population of homosexuality.

**Besides*, the disadvantages is, the boy or the girl maybe would on account of having girlfriend or boyfriend led them not pay attention to their study. To sum up, the coeducation do not have the absolutely correct or incorrect. We should see the situation of the school, then afterwards to decide how to do is correct. (T30101)

(5.2) ...Second, many heavy work which we can request a favor of boys.

**Besides*, the coeducation also has some disadvantages. Like: one, many students are in love, and their studies are easy less well than before. Two, the boys are very easy too conflicts to destroy school spirits. (T30143)

However, in the first paragraph in (5.1), the student first presents the advantages of coeducation. Then, the student wants to discuss the disadvantages of coeducation in the second paragraph. The relation between the first paragraph and the second paragraph shows two contrastive points of views toward coeducation. However, the student use “besides” to connect the two paragraphs. It is clear that the conjunction ‘besides’ can not be served as an contrastive conjunction to connect the first paragraph and the second paragraph. “Besides” should be used in adding an additional argument that shows additive relations between two ideas. Therefore, in example (5.1) and (5.2), the students make the same mistakes in using ‘besides’ in their writings. After they discuss the advantages of coeducation, they take it for granted that the use of “besides” to begin a new paragraph. They neglect the meaning of the new paragraph they want to discuss is quite contrastive to the previous one they discuss. This kind of error is commonly seen in students’ compositions, when they focus on the two contrastive points of view toward one argument.

5.1.2 The Misuse of “however” in Compositions

As for the use of “however,” in learners’ composition data, the example below given in (5.3) demonstrates that Adversatives “however” is used in the place where an additive is required. In this writing, sentences (1) and (2) describe the importance of

getting along with the opposite sex. From sentence (3), the argument turns to an opposite one. In such a case, sentence (4) actually provides additional information that supports sentence (3).

(5.3) ¹...Second, it can learn to get along with the opposite sex. ²It is important to grow in life. ³Oppositely, co-education cannot avoid having harmful friendly relationship of boys and girls. ^{4*}However, the unripe emotion will result in indelible scar. (T30327)

Another misuse of “however” is in the writing in example (5.4). After discussing both sides of coeducation, the writer ends his writing by using ‘however’ again in sentence (4). Since the writer has finished discussing both the advantages and disadvantages of coeducation, it is unnecessary to use ‘however’ again here to make a conclusion. It can be replaced by ‘in conclusion’ to show its cause-and-effect relation between the two paragraphs. The same condition appears in text (5.5) as well.

(5.4) ¹Keep a good appearance is one of the advantages of coeducation, boys and girls always want to be looked nice by others, for that, at least the classroom won’t be so messy and full of noise, even through the excuse is not very good. ²However, it still can be a positive effect. ³On the other hand, coeducation may become a problem, for this age, teenager take easy to fall in love with others, coeducation makes more changes for this situation, if we can’t handle that, it may lead to grades down, body and heart get harm, bring us many bad thing...
^{4*}However, coeducation has many merit and defect, how can we get used to different condition is the most thing we have to learn. (T30145)

(5.5) To sum up, there are some advantages and disadvantages of coeducation.
*However, learning how to get along with the opposite sex plays an important role in our society today. (T30319)

Another example is shown in example (5.6). The use of ‘however’ in the second paragraph is obviously misused. The writer discusses the advantages of coeducation in the first paragraph, and then he continues to describe the advantages of coeducation in the second paragraph. Since the writer intends to show the additive relation

between paragraph one and paragraph two, it would be better for the writer to use conjunctions like ‘besides and ‘in addition’ instead of ‘however’ to add new arguments to the second paragraph.

(5.6) I think the advantages of coeducation are many. For example, the ways of learning of opposite sex are different. Girls are usually good at languages and boys are usually good at thinking subject. They can ask each other for the way of learning. Also, boys are usually active but careless; girls are usually shy but thinking more careful, they can do things more perfect if they can help each other.

**However*, there are also some goodness of coeducation. For instance, taking swimming class is not convenient. Girls are usually care about they have to wear swimming cloth in front of boys. (T30323)

The example below demonstrates another misuse of “however.” In example (5.7), the student expresses her philosophy of life. Her writing is made up of two paragraphs. The second paragraph expresses her way to overcome her despair in bad times. Sentences (2) and (3) talk about two solutions to the problem. And sentence (4) is another argument added to the way to overcome despair, that is, to ask for others’ advice. Obviously, the semantic relationship between sentences (3) and (4) is the additive relationship, and an additive conjunction is needed. The use of “however” before sentence (4) is thus wrongly used.

(5.7) Life is journey full of ups and downs, victories and failure. Sometimes I succeed; at other times I fail. When I succeed, I am very happy and optimistic attitude toward everything. However, I can be humble instead of being proud of my present achievement. I value other’s advice and accept rather than laughing them off. With constant effort, I’ll live up to the perfect boundary.

¹On the contrary, when I plunge into the depths of despair, I feel discouraged and sad. ²But I remind myself that it is nature to win at some time and to lose at other. ³Besides, I take a positive attitude toward anything and cope with the difficult position. ⁴*However*, I also listen to precursors, teachers, and friends’ suggestion. Their words never fail to encourage me to go forward without, so I am not depressed in face of defeats. ⁵Most important of all, I can show greater pluck and patience to turned the tables. (I30102)

In view of the compositions data above, the errors in learners’ writings show that the students tend to use “however” to replace the use of Additives and Causals.

5.1.3 The Misuse of “on the contrary” in Compositions

Among the students’ composition data, the use of “on the contrary” seems to be the most difficult one for them. Only eight percent of them use “on the contrary” correctly. Ninety-two percent of those students misuse “on the contrary” in their writings. Below is an example.

(5.8) ¹When I achieve my goals, I will talk to myself that never be proud of my present achievement and should work harder than before to improve myself. ²*On the contrary*, when I depress in the face of failure, I will snap out of as soon as possible and find out the reason why I fail, making a deliberate plan again and taking the advantage of will power to carry it out. (I30309)

In example (5.8), the student talks about her philosophy of life, both in good times and bad times. Sentence (1) describes her feeling when she achieves her goal. Then, in sentence (2), she starts to describe her way to cope with the difficulties she encounters. An Adversative should be used to denote the contrastive relationship between sentence (1) and sentence (2). The most suitable Adversative should be “on the other hand” that can be used to describe two points of view toward an argument. According to the definition given by William’s (1996) in section 2.2, “on the contrary” is used to deny a proposition. Therefore, the student’s misuse of “on the contrary” can be seen in this example. It is inappropriate to use “on the contrary” to show two contrastive qualities—“depress” and “achieve the goals.” Since there are so many students misusing “on the contrary,” a questionnaire will reexamine their performance in using “on the contrary.”

5.1.4 The Misuse of “on the other hand” in Compositions

The use of “on the other hand” is quite frequently seen in students’ composition data. There are totally 45 “on the other hand” appearing in data. And sixty-nine

percent of them are used correctly. There are still thirty-one percent of them used incorrectly in their writings.

The misuse of “on the other hand” can be illustrated in example (5.9). The example below is cited from the second paragraph. After discussing the disadvantages of traveling in the first paragraph, the student continues to discuss the advantages of traveling in this paragraph.

(5.9) ¹For example, first, I made many new friends everywhere. ²I like to make new friends, so I feel traveling a good thing. ³Second, it can improve the knowledge of geography. ⁴**On the other hand**, it’s also good for our health. ⁵Many people had much pressure, so their health is bad. ⁶But it can make me relax. (I30129)

It can be found out that sentences (2) to (4) are supporting ideas to the topic “the advantages of traveling.” The relationship between the sentences (3) and (4) should be of Additive type. According to Halliday and Hasan’s (1976) classification, “on the other hand” belong to Additive (dissimilar) and Adversative (contrast). It can not be used to add a related idea. The use of “on the other hand” is obviously misused in example (5.9). A more appropriate conjunction here should be an Additive.

5.2 The Analysis of Students’ Use of Conjunctions in Questionnaire

In Table 4.3, students’ responses to the questionnaire can be observed. And their performance in using “besides,” “on the contrary,” “on the other hand,” and “however” will be discussed in the following sections.

5.2.1 The Misuse of “besides” in Questionnaire

The wrongly used “besides” in learners’ writings can be found in the questionnaire in Appendix III. Questions (4), (7), (9) and (11) in the questionnaire are designed to reexamine the learners’ performance in using “besides.”

Question (4) is of translation type. Seventy percent of learners choose the answer “besides” while fourteen percent of them choose “in addition.” That means the total number of using “besides” and “in addition” is eighty-four percent. The data reveals the fact that most learners may choose the correct conjunctions when the equivalent of translation is given.

- (4) 咖啡的香味暫時解除我們來自功課的壓力。此外，咖啡屋也是我疲憊的心靈的避難所。

The fragrance of coffee temporarily _____ us _____ the pressure from schoolwork. _____, the coffee house is also a _____ for my weary heart.

[Li, J. S. et al. An introduction to compositions for senior high school students. p.17.]

| | |
|-------------------|-----|
| And | 1% |
| But | 1% |
| However | 5% |
| Nevertheless | 2% |
| On the contrary | 0% |
| On the other hand | 7% |
| Besides | 70% |
| In addition | 14% |

Next, the discussion of question (7) and (9) illustrates the learners’ performance in using “besides” when no equivalent of translation is given. In question (7), the two blanks signal the additive relation between sentences. Therefore, the use of “besides” and “in addition” is acceptable in both blanks.

- (7) Electric books can be more convenient than paper books. Because of the Internet, you do not have to buy these books at a store. _____A_____, it is not only easy to add pictures to them, but also sound. Their text can be linked to information all over the Internet. _____B_____, because electronic books do not use paper, it is not necessary to cut down trees to make them.

[Beatrice, S. M. & Linda, J. More reading power. p.115.]

Answer A :

| | |
|-----------------|-----|
| And | 17% |
| But | 5% |
| However | 19% |
| Nevertheless | 14% |
| On the contrary | 0% |

| | |
|--------------------|-----|
| On the other hand | 14% |
| Besides | 10% |
| In addition | 22% |
| Answer B : | |
| And | 11% |
| But | 5% |
| However | 22% |
| Nevertheless | 6% |
| On the contrary | 11% |
| On the other hand | 11% |
| Besides | 18% |
| In addition | 18% |

From the data above, thirty-two percent of learners choose the correct answer in the first blank and thirty-six percent of learners choose the correct answer in the second blank. Compared with question (4), the percentage of learners' correct responses in question (7) is much lower. Thirty-three percent of them choose the Adversative conjunctions, "however" and "nevertheless," in showing the additive relation. Fourteen percent of them choose "on the other hand" to replace the use of "besides" and "in addition."

The same phenomenon appears in question (9) and (11).

(9) It's too late to go to the football match now. _____, it is raining cats and dogs.

[Luo S. A new translation handbook. p.25.]

| | |
|-------------------|-----|
| And | 13% |
| But | 8% |
| However | 17% |
| Nevertheless | 5% |
| On the contrary | 13% |
| On the other hand | 1% |
| Besides | 25% |
| In addition | 17% |

(11) The main reason was that he had no time to learn to use the system. Aside from that fact, he disliked e-mail because he felt that it was too impersonal. _____, he said it was too fast and easy. He preferred a means of communication that encouraged a more careful and thoughtful style of work.

[Beatrice, S. M. & Linda, J. More reading power. p.124.]

| | |
|-----|-----|
| And | 42% |
|-----|-----|

| | |
|--------------------|-----|
| But | 23% |
| However | 0% |
| Nevertheless | 3% |
| On the contrary | 1% |
| On the other hand | 0% |
| Besides | 20% |
| In addition | 11% |

In question (9), forty-two percent of learners choose “besides” and “in addition.” But, there are still many students using Adversatives in connecting sentences, including the use of “however,” “nevertheless” “on the contrary.” In question (11), accepted answers are “and,” “besides,” and “in addition.” There are seventy-three percent of the students giving those answers. Twenty-seven percent of the students choose Adversatives to show the additive relationship. Judging from the data in the questionnaire, those learners do have difficulties in distinguish the semantic meaning among those conjunctions. The learners’ tendency of replacing “besides” with “on the other hand,” “however,” and “on the contrary” can be observed from the data both in their writings and in the questionnaire.

5.2.2 The Misuse of “however” in Questionnaire

The students’ performance in using “however” can be observed in Questions (1), (6), (8), and (12A). Questions (1) and (6) are of translation type. In question (1), only four percent of the students answer incorrectly.

- (1) 環境污染的問題已經嚴重影響了我們的健康。然而人們常常不經意地做出一些有害環境的事。

The problem of _____ has become so serious that it now affects our health. _____, people often unconsciously do something harmful to the environment.

[Li, J. S. et al. An introduction to compositions for senior high school students. p.70.]

| | |
|----------------|-----|
| And | 0% |
| But | 9% |
| However | 69% |

| | |
|-------------------|-----|
| Nevertheless | 17% |
| On the contrary | 0% |
| On the other hand | 1% |
| Besides | 2% |
| In addition | 1% |

Ninety-six percent of them choose the correct answer. The high percentage appears in question (6) as well.

(6) 新人類傾向於注重物質而且好即時行樂。然而，新一代並非一無可取。

The new human species _____ be materialistic and hedonistic.
_____, the new generation is not totally _____.

[Li, J. S. et al. An introduction to compositions for senior high school students. p.166.]

| | |
|-------------------|-----|
| And | 6% |
| But | 5% |
| However | 63% |
| Nevertheless | 22% |
| On the contrary | 2% |
| On the other hand | 0% |
| Besides | 2% |
| In addition | 0% |

Ninety percent of them choose the answer. The data reveals the fact that most learners may choose the correct conjunctions when the equivalent of translation is given.

Question (8) requires the students to respond to the questionnaire without the help of translation.

(8) Children should be disciplined in school. Part of growing up is learning the difference between right and wrong. _____, teachers strongly influence young minds, and must be careful not to overdo their punishment by hitting their students.

[Beatrice, S. M. & Linda, J. More reading power. p.43.]

| | |
|-------------------|-----|
| And | 18% |
| But | 16% |
| However | 12% |
| Nevertheless | 14% |
| On the contrary | 7% |
| On the other hand | 1% |
| Besides | 20% |
| In addition | 11% |

This text talks about the importance of being disciplined in school for students.

However, too much punishment may hurt children. So, the most appropriate answer to this question is “however,” which is used to denote the contrastive relationship. But, only twelve percent of the students answer correctly. There are still lots of students not knowing the contrastive relationship between sentences, thus choosing the additives as “besides” and “in addition.”

Question (12) below also asks the students to fill in the blanks in a text.

- (12) ¹Although the two men were geniuses, Issac Newton and Albert Einstein have very little else in common. ²True, they both did their best work before the age of 26. ³ _____A_____, that is the only similarity between them. ⁴Newton cared about the public’s opinion of him, and he did not like improper behavior. ⁵Einstein, _____B_____, enjoyed being different and did not care what others thought. ⁶Newton spent his later year in a comfortable job with the government, while Einstein remained a full-time scientist.

[Beatrice, S. M. & Linda, J. More reading power. p.130.]

Answer A :

| | |
|-------------------|-----|
| And | 14% |
| But | 16% |
| However | 26% |
| Nevertheless | 7% |
| On the contrary | 5% |
| On the other hand | 6% |
| Besides | 15% |
| In addition | 11% |

Answer B :

| | |
|--------------------------|-----|
| And | 23% |
| But | 16% |
| However | 28% |
| Nevertheless | 7% |
| On the contrary | 8% |
| On the other hand | 1% |
| Besides | 8% |
| In addition | 8% |

The first blank aims to test learners’ ability to determine the appropriate Adversatives to connect sentences (2) and (3). Sentence (2) stresses the common characteristic between Newton and Einstein. And sentence (3) functions as the turning point

showing the contrastive relation between Newton and Einstein. Therefore, the appropriate answer to the blank is “however.” The use of “and,” “but,” “nevertheless” is acceptable since they can serve to show the contrastive relations as well. But, there are still twenty-six percent of the learners choosing “besides” and “in addition” in the blank.

From the data in question (8) and question (12A), learners’ confusion of “however” with “besides/in addition” can be observed. Their Chinese equivalents are “er,” (而) and “ci wai,” (此外) which can be used to show additive relation. But, “however” belongs to Adversatives while “besides/in addition” belongs to Additives. This kind of L1 interference can be verified.

5.2.3 The Misuse of “on the contrary” in Questionnaire

Question (5) is of translation type.

- (5) 要去阻止問題惡化，抱怨是沒作用的。相反地，我們應喚醒每個人對此問題的注意。

To _____ the problems _____ worsening, complaining won’t work.
 _____, we should _____ everyone’s attention to the problems.

[Li, J. S. et al. An introduction to compositions for senior high school students. p.28.]

| | |
|------------------------|-----|
| And | 5% |
| But | 3% |
| However | 3% |
| Nevertheless | 3% |
| On the contrary | 32% |
| On the other hand | 50% |
| Besides | 3% |
| In addition | 3% |

And it should be noted that thirty-two percent of the students choose “on the contrary” in this question. Half of them choose the answer “on the other hand.” The two phrases are translated into Chinese as “相反地” and “另一方面” From this

question, students' confusion between Chinese conjunction "xiang fan di" (相反地) and "ling yi fan mian" (另一方面) can be observed, even with the help of translation.

Question (10) is designed to explore problems learners face in using "on the other hand" and "on the contrary."

(10) He is not stupid. _____, he is quite smart.

[Luo S. A new translation handbook. p.301.]

| | |
|------------------------|-----|
| And | 6% |
| But | 6% |
| However | 3% |
| Nevertheless | 4% |
| On the contrary | 20% |
| On the other hand | 39% |
| Besides | 10% |
| In addition | 11% |

Question (10) is designed for Taiwan ESL learners to choose the correct conjunction they consider most appropriate. According to the definition in section 2.1.1.5, "on the contrary" is used to deny a proposition. As a result, the adjective "smart" is used to deny the previous adjective "stupid." Therefore, the correct answer to question (10) is "on the contrary."

Question (10) in the questionnaire illustrates those learners' choices between "on the other hand" and "on the contrary." Twenty percent of those students choose the correct answer while 39 percent of them choose "on the other hand." The confusion between ESL learners' use of "on the contrary" and "on the other hand" can be proved.

5.2.4 The Misuse of "on the other hand" in Questionnaire

The students' misuse of "on the other hand" is given in question (3). Question (3) is of translation type. With the help of translation, sixty-nine percent of the students answer correctly. But, nineteen percent of them choose "besides/in addition."

(3) 今年暑假我可能會工作，另一方面，也可能休長假。

I may work this summer. _____, I may _____ a long _____.

[Li, J. S. et al. An introduction to compositions for senior high school students. p.146.]

| | |
|--------------------------|-----|
| And | 9% |
| But | 1% |
| However | 1% |
| Nevertheless | 1% |
| On the contrary | 0% |
| On the other hand | 69% |
| Besides | 10% |
| In addition | 9% |

The ambiguous use of English conjunction “on the other hand” has been discussed in section 2.3. It may signal more than one meaning relationship, including showing contrast and dissimilarity. In question (3), the use of “on the other hand” serves to show the contrast between “work” and “take a long vacation.”

The most appropriate answer to question (12B) is “on the other hand,” which denotes the dissimilar relation between Newton and Einstein. But, the use of “however” is acceptable, for “however” can be used to express the contrastive relation.

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

[Beatrice, S. M. & Linda, J. More reading power. p.130.]

Answer A :

| | |
|-------------------|-----|
| And | 14% |
| But | 16% |
| However | 26% |
| Nevertheless | 7% |
| On the contrary | 5% |
| On the other hand | 6% |
| Besides | 15% |

| | |
|--------------------------|-----|
| In addition | 11% |
| Answer B : | |
| And | 23% |
| But | 16% |
| However | 28% |
| Nevertheless | 7% |
| On the contrary | 8% |
| On the other hand | 1% |
| Besides | 8% |
| In addition | 8% |

Only one percent of the students answer “on the other hand” and twenty-eight of them answer “however.” From this question, it can be found that students are more familiar with the use of “however,” neglecting the “dissimilar relation” in this text.

Question (13) in the questionnaire aims to test learners’ ability to use “on the other hand.”

(13) The proposed new hotel complex will benefit our city. _____, it will create serious problems with increased traffic.

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

| | |
|--------------------------|-----|
| And | 13% |
| But | 16% |
| However | 28% |
| Nevertheless | 2% |
| On the contrary | 13% |
| On the other hand | 12% |
| Besides | 8% |
| In addition | 8% |

According to William’s (1996, p. 532) definition in section 2.3, the propositional frame of “on the other hand” is “X (a) on the other hand X (b)” X refers to the same topic. Therefore, the most appropriate answer to question (13) is “on the other hand,” which tends to express the contrastive relationship between “benefit” and “create problems” of the same subject “the proposed new hotel complex.”

Accepted answers to this question are “on the other hand,” “but,” and “however.” There are fifty-six percent of the students choosing those answers. However, there are still 16 percent of students in total choosing “besides” and “in

addition” to connect sentences. And 13 percent of learners misuse “on the contrary” to replace “on the other hand.” The data reveals that many learners do have difficulties in the use of “on the other hand” in expressing the dissimilar and contrastive relations between sentences.

5.3 Summary

From those examples given above, there does exist the mismatches of the forms and meanings of Additives and Adversatives in conjunctions. The major findings are given below.

- (a) The misuse of “besides” in place of “on the other hand”
- (b) The misuse of “however” in place of “on the other hand”
- (c) The misuse of “on the other hand” in place of “on the contrary”
- (d) The misuse of “besides/ in addition” in place of “however”
- (e) The misuse of “however” in expressing cause-and-effect relation.
- (f) The misuse of “on the contrary” in place of “on the other hand”

The phenomenon mentioned above is listed in Table 4.1. The term “correct form” stands for correct choice of conjunctions in writing or in the questionnaire. And the term “misuse of conjunction” represents the learners’ misuse of conjunctions.

Table 5.1 Learners' Mismatch of Conjunctions

| Misuse of Conjunction | Correct Form |
|-----------------------|---------------------------|
| Besides / In addition | On the other hand |
| | However |
| However | On the other hand |
| | Cause-and-effect relation |
| On the other hand | On the contrary |
| On the contrary | On the other hand |

In Table 5.1, the most frequently misused Additive and Adversative are listed. The confusion among learners' performance in using "besides/in addition," "however," "on the other hand," and "on the contrary" can be observed as well.

The misuses of conjunctions appear in students' writings. This kind of mistake may result from insufficient knowledge of how to use conjunctions. In addition, many students have difficulty in distinguishing between some conjunctions, such as "on the other hand" and "on the contrary." This kind of mistake may be the consequence of their direct translation from Chinese to English. They spend no time in looking up the definition in a dictionary, and therefore, have no chance to learn from examples in the dictionary.

However, just as predicted in section 3.4, learners' first language may influence their learning in target language. Let's review the predictions in section 3.4.

- (1) There is no such Chinese Additives that can be used to show the dissimilarities between two events.
- (2) Chinese Additives "ling yi fan mian" (另一方面) and "ci wai" (此外) share the same quality as showing complex additive relations. In other words, the two Chinese Additives are interchangeable in certain situations. However, in certain cases when a contrastive relation is indicated, only "on the other

hand” (另一方面) is acceptable.

- (3) The Chinese Adversatives “xiang fan di” (相反地) is used to show the concession and contrastive relations between two events. Although its English equivalent Adversative is “on the contrary,” the English “on the contrary” can not be used to express the adversative and contrastive relations.
- (4) The Chinese Adversative “ling yi fan mian,” (另一方面) “xiang fan di,” (相反地) and “er” (而) all indicate contrastive relation. However, when an additive relation is indicated, only “er” (而) is acceptable. Besides, in the cases when a dissimilar relation is indicated, only “ling yi fan mian,” (另一方面) is acceptable. And when a concession relation is indicated, only “xiang fan di,” (相反地) can be used.

Those findings can be used to explain the phenomenon found in students’ writings. That is, interference does exist in ESL learners in using conjunctions, especially those ambiguous and complex ones.

5.4 Conclusion

In section 3.2 and 3.3, the contrastive analysis of Chinese and English conjunctions has been discussed. The function of those ambiguous Chinese and English conjunctions is listed as well. From the contrastive analysis, those conjunctions may cause difficulty for Taiwan ESL learners.

After examining learners’ data, the misused conjunctions are pointed out and generalized in Table 4.1. Comparing Table 3.5, which point out the similarities and differences between Chinese and English Additives and Adversatives, and Table 4.2,

which point out students' use of Additives and Adversatives in Compositions, the mismatch of Additives and Adversatives can be testified.

From the discussion above, the interference of Chinese conjunctions results in the misuse of English conjunctions. That is, the transfer of L1 to L2 for ESL learners to learn the target language. But, in the meanwhile, the complex and ambiguity of the target language itself may impede ESL learners from learning and using those conjunctions.

Those findings help teachers to determine how to teach students to improve their writings, especially the semantic relation of conjunctions. Furthermore, reading and writing are two sides of a coin. By the teaching of reading skills in identifying those cohesive markers in reading, teachers can help students enhance both reading and writing ability at the same time.