

Interlanguage Analysis of Connectives

in

Japanese EFL Learners

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in
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PREFACE

In recent years, there has been a growing research interest in the interlanguage analysis of Japanese EFL learners' errors while learning a second language. The underlying objective of most of these analyses has been to reveal the systematicity of Japanese learners' errors in an effort to understand the process of second language learning.

The purpose of this study is to explain the function of connectives and how connectives are acquired by interlanguage analysis of Japanese EFL learners in discourse, and to give suggestions for Japanese English teaching planning. I would like to focus on the following three points: 1. There are qualitative differences by learners' age in the acquisition of connectives. 2. AIZUCHI (Echoic-Responding) expresses a special characteristic of Japanese EFL learners. 3. Japanese learners can be expected to have interference of L1 in mastering the meaning and use of English connectives. The plan of this thesis is as follows: In chapter 1; Background to the Study, I justify the intention of the study discussing four points: (i) Why do we need to study interlanguage? (ii) What is the definition of connectives? (iii) What are the functions of connectives in discourse? (iv) How do our Japanese learners acquire connectives?

In chapter 2; Design of This Study, I explain how the research investigation was conducted, providing hypotheses, formats for the testing, procedures and methods of measurement and evaluation.

In Chapter 3; Results and Discussions, I make a general survey of the results and attempt to analyze the data from several viewpoints so as to test the hypotheses.

In Chapter 4; Discussions on Some Findings, I pick out some interesting issues in the data and discuss them.

In Chapter 5; Conclusion, I summarize the chief points of controversy and give final remarks.

In completing this work, I would like to express very deep gratitude to all the faculty members at Hyogo University of Teacher Education, especially to Professor Shoroku Aoki, my seminar supervisor, for the devoted guidance he offered at every stage of the preparation of this thesis, to Professor Ichiro Tange for providing me many books, to Professor Tsunesi Miura for his workable advice, to Associate Professor Toshihiko Yamaoka for his helpful suggestions, to Associate Professor Hideyuki Takashima for providing me some data and generous suggestions and to Mr. A. J. Chick for his valuable guidance. Furthermore, the interactive discussions with fellow students in his seminar have always been enlightening.

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Chapter 1

Background to the Study

1.1 Interlanguage Analysis

Interlanguage (IL) refers to the separateness of a second language learner's system, a system that has a structurally intermediate states between the native and target language.¹ According to Long and Sato (1984) interlanguage research has been limited by a tendency to focus on the following four points that: (1) product rather than process, (2) form rather than function, (3) single rather than multiple levels of linguistic analysis, (4) IL in isolation rather than in its linguistic and conversational context.² Most second language acquisition (SLA) research in the 1960s was done in the approach of (1). That was conducted within the framework of contrastive analysis (CA). The shift from a focus on product to a focus on process in IL development has resulted in the replacement of what might be called a 'form only' analysis of IL data to a 'form-to-function' mode of analysis. While the former aims to measure increasing target-like production of particular forms, the latter attempts a comprehensive analysis of the functional distribution of a particular form in a learner's IL.³ Error analysis (EA)

¹ H. Douglas Brown, Principles of Language Learning and Teaching (Englewood Cliffs, N. J.: Prentice-Hall, 1987), p.169.

² Alan Davies C. Cripser and A. P. R. Howatt, eds. "Methodological Issues in Interlanguage Studies: An Interactionist Perspective," in Interlanguage (Edinburgh: Edinburgh University Press, 1984), P.253.

³ Ibid, (1984), pp.265-266.

was a main current of the study of SLA from the last part of 1960s to the first period of 1970s. Corder (1967) proposed to analyze the learners' interlanguage of a target language. Then Nemser (1971) and Selinker (1972) supported his idea and this led to a new era of the interlanguage study. However there were a lot of weaknesses in this approach. Schachter and Celce-Murcia (1977) identified some weaknesses which are as follows that:

(1) Due to its focus on errors, error analysis produced only partial accounts of ILs, saying little about what the learner was doing was correct. (2) Analysts often classified errors subjectively, sometimes underestimating the L1 as a source of error because of lack of familiarity with the range of native language represented in their sample. (3) By focusing on what the learner did (wrongly), error analysis ignored avoidance (Kleinmann 1977 ; Schachter 1974).¹

The various approaches to overcome these weaknesses were done by Hakuta (1976) and Pica (1983). They combined the following strengths in each of CA and EA.

CA: (1) It was recognized that the difficulty predicted by CA might be realized as avoidance instead of error. (2) It was recognized that error was a multi-factor phenomenon and that interference, as one of the factors, interacted in complex ways with other factors.

¹ Alan Davies, C. Crier and A. P. R. Howatt, eds. (1984), pp.256-257.

EA: (1) EA helped to demonstrate that many of the errors that the second language learners made were not traceable to the first language (L1). (2) It also helped to identify some of the process that were responsible for interlanguage development.¹

On the other hand, a second line of research on IL, begun a little later than EA studies, but which came temporarily to dominate North American SLA research in the 1970s, was performance analysis (PA), initially represented by so-called 'morpheme studies'. The morpheme studies reflected a reaction by SLA researchers to a development in research on first language acquisition.² PA looked at both the second language performance and erroneous performance. However the following weaknesses have been pointed to PA such as: there is not a sufficient theoretical base for assuming that the accuracy with which learners use morphemes corresponds to the order in which they are acquired.³

Since the mid-seventies both CA and EA have been partly absorbed and superseded by the development of interlanguage analysis (IA). A main issue in IL studies has been the linguistic and and

¹ Rod Ellis, Understanding Second Language Acquisition (Oxford: Oxford University Press, 1986), p.33.

² Alan Davies, C. Cripser and A. P. R. Howatt, eds. (1984), p.258.

³ Rod Ellis, (1986), p.69.

conversational context of IL performance since the mid-1970's. Because the data of the linguistic and conversational context of IL performance reflect the learners' competence most. For instance Krashen (1976), Hatch (1978), Larsen-Freeman (1980) and Zobl (1983) analyzed the context of IL performance.

Almost recent studies in IA have been done in the linguistic and conversational context. Therefore by the use of it, I think that we may be able to elicit the interlanguage behaviors of the second language learners. In this paper, I would like to analyze our Japanese EFL learners' interlanguage in conversational context in discourse.

1.2 Definition of connectives

Richards, and Platt et al. (1985) give the following definition of connectives:

(1) a word which join words, phrase, or, clause together, such as but, and, when. Units larger than single words which function as conjunctions are sometimes known as conjunctives, for example so that, as long as, as if. Adverbs which are used to introduce or connect clauses are sometimes known as conjunctive adverbs, for example however, nevertheless. (2) the process by which such joining take place. There are two types of conjunction. (a) Co-ordination, through the use of co-ordinating conjunctions (also known as co-ordinators) such as and, or, but. These join linguistic units which are equivalent or of the same rank. (b) Subordination, through the use of subordinating conjunctions (also known as subordinators) such as because, when, unless, that. These join an INDEPENDENT CLAUSE and a DEPENDENT CLAUSE.¹

Shimizu (1965) claims that connectives are words which join words, phrase, or clauses together, such as, relative pronoun, relative adverb and conjunction.²

From the above, Richard et al. (1985) and Shimizu (1965) both indicate that connectives are words which join words, phrases or

¹ Jack Richards, John Platt and Heidi Weber, Longman Dictionary of Applied Linguistics (London: Longman Group Limited, 1985), p.58.

² Shimizu Mamoru, BAIFUKAN'S DICTIONARY OF ENGLISH GRAMMAR (Tokyo: Baifukan, 1965), p.159.

clauses together. Fernald (1904) suggests that:

There are certain words that express the great essentials of human thought, as objects, qualities, or actions; these are nouns, adjectives, and verbs. Such words must always make up the substance of language. Yet these are dependent for their full value and utility upon another class of words, the thought-connectives, that simply indicate relation; these are prepositions, conjunctions, relative pronouns and adverbs.¹

He claims that “without such thought-connectives all speech would be made up of brief, isolated, and fragmentary statements. The movement of thought would be constantly and abruptly broken.”² Ball (1986) comments about link words as follows:

...by the use of link words(connectors), which act markers to indicate the relationships between ideas. These link words are as important in informal conversation as they are in the control of written English...Amongst the considerable number of link words indispensable to the logical composition of ordinary conversation, and without which it would fall apart, is a small group, of amazing popularity, that seems to serve no purpose except, perhaps, to comfort the speaker and preserve his self-confidence.³

¹ James C. Fernald, Connectives of English Speech(London: Funk & Wagnalls Company, 1904), vii.

² Ibid., vii.

³ W. J. Ball, Dictionary of Link words in English Discourse (Dublin: Macmillan Publishers Ltd. 1986), V.

He says that “they are readily identifiable: you know, you see, I mean, sort of, well, anyway, actually, of course, however, know what I mean? They add nothing to the meaning of what we say. Their use, one suspects, has become an addiction.”¹ Quirk et al.(1972) refer to you know, I mean, sort of, you see, and the like as ‘comment clauses.’ They are somewhat loosely related to the rest of clause they are belong to, and may be classed as disjuncts or conjuncts.² Furthermore, Quirk et al.(1985) remark that “conjuncts have the function of conjoining independent units rather than one of contributing another facet of information to a single integrated unit.”³ Schourup and Waida (1988) say that:

...in using the word ‘connectives’ to describe items such as AFTER ALL, BECAUSE and WELL, we are not using the traditional grammatical label that would be attached to these items. The expressions we consider here belong to various grammatical classes: conjunctions, adverbs, interjections, and parenthetical clauses. We use the word ‘connectives’ to refer to a function which all of the items discussed here have in common: they are all especially important in extended discourse.⁴

¹ W. J. Ball, (1986), V.

² Randolph Quirk et al. A Grammar of Contemporary English (London: Longman Group Limited, 1972), p.778-780.

³ Randolph Quirk and Sidney Greenbaum et al. A Comprehensive Grammar of the English Language(London: Longman Group Limited, 1985), p.631.

⁴ Lawrence Schourup and Waida Toshiko, ENGLISH CONNECTIVES (Tokyo: Kuroshio Shuppan, 1988), P.8.

They say that we are not using the traditional grammatical label that would be attached to these items and use the word 'connectives' to refer to a function. On the other hand, Schiffrin (1987) analyzes oh, well, and, or, so, because, now, then, I mean, and y'know as discourse markers and operationally defines the markers as sequentially dependent elements which bracket units of talk.¹

As I quoted above, it can be safely said that 'connectives' are indispensable to the logical composition of ordinary conversation. They also have the functions that comfort the speaker and preserve his self-confidence in extended discourse.

¹ Deborah Schiffrin, Discourse Markers (Cambridge: Cambridge University Press, 1987), p.31.

1.3 Functions of Connectives in Discourse

In the previous clause, I suggested that connectives are indispensable to the logical composition of ordinary conversation, to comfort the speaker and to preserve our self-confidence in extended discourse.

Here I would like to consider the following three main functions of connectives by Crystal and Davy (1975) as: (a) Reinforcing (b) Diminishing (c) Softening in connection with the above stated. Furthermore, in addition to this, I also would like to refer to AIZUCHI (Echoic-Responding) finally.

Crystal and Davy (1975)¹ nominate the three main functions of connectives as follows:(a) "Reinforcing may take the form of a complete repetition of what has just been said, or a paraphrase of it, or it may add a fresh piece of information arising of it." (e.g. in other words, that is, really, and) In other words proposes another way of saying what has just been said and quite often it is used as a summary. That is belongs to the concept apposition: the addition of one word or group of words to another as explanation. Really can seek reassurance or confirmation, and can emphasize a fact, or add a degree of conviction.² And may also

¹ David Crystal and Derek Davy, Advanced Conversational English (London: Longman Group Limited, 1975), pp.89-90.

² W. J. Ball, (1986), p.64-109.

reinforce, it should be noted, whenever it is used as a separate tone-unit (usually with a rising or a falling-rising tone) or give extra prominence. For instance, I got jam — And I didn't forget the bread.¹ (b) "Diminishing connective retracts the whole or part of the meaning of what has preceded. The diminishing phrases, by contrast, are generally in a lower pitch-range." (e.g. at least, or rather, at any rate, mind you) A good example occurs in: we're looking forward to bonfire — at least the children are.² It was late last night, or rather early this morning.³ At any rate qualifies either previous assertion, or one the speaker or writer is now making, by restricting a word or phrase in it.⁴ Mind you is used to express the speaker's awareness.⁵ In summary, diminishing connectives expresses that the speaker feels the need to state a different or additional viewpoint from what he or other speakers have already expressed, but he wishes to do this without causing offence. (c) "Softening connectives alters the stylistic force of a sentence, so as to express the attitude of the speaker to his listener, or to express his assessment of the conversational

¹ David Crystal and Derek Davy, (1975), p.90.

² Ibid, (1975), p.90.

³ Sato Hiroshi, A Primer of Colloquial English (Tokyo: Kenkyusha, 1951), p.225.

⁴ W. J. Ball, (1986), p.24.

⁵ David Crystal and Derek Davy, (1975), p.100.

situation as formal.”¹ (e.g. you know, well, I mean, yes) You know is more like a hesitation noise which warns the listener that some re-planning is going on. Well usually occurs initially in any string of softening phrases. If it occurs in second place, it is usually preceded by a brief pause and this usage would generally be considered hesitant.² The main function of I mean is to indicate that the speaker wishes to clarify the meaning of his immediately preceding expression.³ Yes is in effect to summarize a conviction build up over previous sentences, either on the part of the same speaker, or some else.⁴

As for AIZUCHI: AIZUCHI (Echoic-Responding) has an important role to go our conversations on smoothly.⁵ Here I would like to compare the functions between ‘AIZUCHI’ and ‘connectives.’ Mizutani (1981)⁶ suggests that “AIZUCHI is given in response to signals from the speaker, and the listener may also be prompted to add even more according to the intonation used.” And Ball (1986) comments about link words as:...that seems to serve no purpose except, perhaps,

¹ David Crystal and Derek Davy, (1975), pp.91-92.

² Ibid, (1975), p.102.

³ Ibid, (1975), p.97.

⁴ David Crystal and Derek Davy, (1975), p.100.

⁵ Aoki Shoroku and Ikeura et al. eds.,Eigo Shido Hand Book3 Shido Gijutsu-Hen (Tokyo: Taishukan, 1983), p.622.

⁶ Mizutani Osamu, Japanese: The Spoken Language in Japanese Life (Tokyo: The Japan Times, Ltd. 1981), p.85.

to comfort the speakers and preserve his self-confidence.¹ On the one hand, Crystal and Davy (1975) say that “Softening connectives alters the stylistic force of a sentence, so as to express the attitude of the speaker to his listener, or to express his assessment of the conversational situation as formal.”²

As I mentioned above, I guess that the functionen of AIZUCHI is related to that of connectives such as: the relation of the speaker and the listener in Figure 1. The examples of AIZUCHI are as follows:(oh god, all right, of course, thank you)

(oh god); A: A truck jumped into my house.

B: Oh god, what a shame!³

(all right); A: I'm sorry, I didn't understand you.

B: All right, I'll repeat it.⁴

(of course); Boris: Would you care to play me something ?

Something of you own, I mean.

Julian:Of course, if you wish it.⁵(-The Red Shoes)

¹ W. J. Ball, (1986), V.

² David Crystal and Derek Davy, (1975), pp.91-92.

³ Tazaki Kiyotada, TAZAKI'S ENGLISH CONVERSATION PRACTICE (Tokyo: Taishukan, 1980), p.103.

⁴ Horiuchi Katsuaki et al. English Conversation in Six Weeks (Tokyo: Obunsha, 1977), p.40.

⁵ Sato Horoshi. A Primer of Colloquial English (Tokyo: Kenkyusha, 1951), p.95.

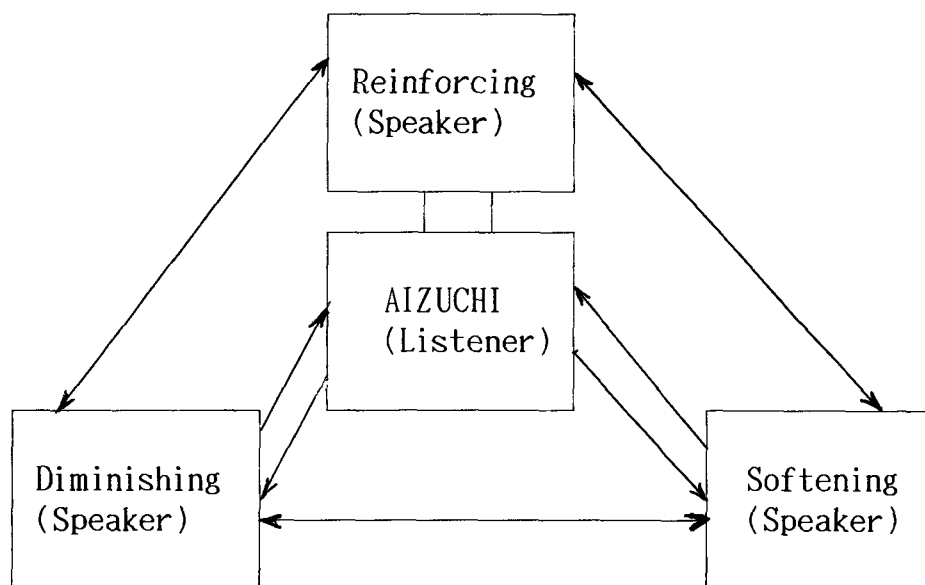
(thank you); Kate: You dropped your handkerchief.

Smith: Oh, thank you. I didn't notice.¹

Thus of course credits the listener with the same factual knowledge that the speaker possesses. Consequently, I think that the function of 'AIZUCHI' is very similar to that of 'connectives'.

Therefore, in this paper, I would like to include AIZUCHI function in these four functions in order to discuss the acquisition of connectives in Japanese EFL learners.

Figure 1 The relation of AIZUCHI and the three main functions of connectives by Crystal and Davy (1975)



¹ Takamoto Stesaburo, et al. A Handbook of American English Conversation (Tokyo: Obunsha, 1977), p.21.

1.4 Acquisition of Connectives

Here, I would like to focus on the following three points: (a) the developmental effect with age, (b) a frequency comparison of Native speakers and Japanese speakers on the use of connectives, (c) the acquisition of connectives in Japanese learners.

(a) Scott (1984)¹ says that “early ways of achieving connectivity may include mechanisms as basic repetition, or simply talking broadly about the same topic (Bloom, Rocissano & Hood, 1976) and then, explicit connectives forms appear.” Bloom and Lahey et al.(1980)² document the beginning stages of a variety of connective forms (conjunctions, wh-pronouns, and relative pronouns). And is the first and most frequent lexical items as an indication of a simple additive relation. However, the child has expanded the connectivity repertoire within a year’s time (Bloom et al,1980). By the age of five, the coordinating and subordinating conjunctions as well as the temporal adverb then appear. The most frequent connectives in decreasing rank order are inferential then, result so , concessive though, transitional now, and concessive anyway. The developmental effect with age is strong with the 10 - and 12 - years -old children showing a three-times increase in the use of connectives over the 6 - year - olds. Development is reflected not only in the increased

¹ Cheryl M. Scott, “Adverbial Connectivity in conversations of children,” J. Child Lng. 11 (1984), p.423.

² Ibid, p.424.

production of frequently occurring connectives (then, so, though, now, anyway), but also in the production of a wider variety of different lexical items.

Crystal and Davy (1975)¹ studied the identification and frequency of conjuncts. The results are shown in Tables 1 and 2. In addition to a frequency comparison of the child and adult data, the actual lexical items and the logical relations encoded can also be compared. The resulting data show that the children are learning the same basic set of connectives that occur in the adult community. Furthermore, connectives which are of low frequency in the child data may very well be of a low frequency in the adult community as well. But, it is an interesting point that the logical relations missing in the child data do not appear in the adult data. (e.g. child: -, adult: however)

(b) Kakita and Ozasa et al.(1983)² analyze the total differences of the use of the linguistic items between Native Speaker's Spoken English (NSSE) and Japanese Speaker's Spoken English (JSSE) using the method of Crystal and Davy (1975).

¹ Cheryl M. Scott, (1984), p.434.

² Kakita Naomi and Ozasa Toshiaki et al. EIGO NO GOTO BUNSEKI; Error Analysis of English (Tokyo: Taishukan, 1983), pp.144-146.

Table 1 Lexical items functioning as conjuncts and disjuncts in an adult corpus and frequency of occurrence (from Crystal & Davy, 1975)¹

Conjuncts	
Enumerative/Additive	Also(3), then(4)
Transitional	Now(4)
Apposition	For example(3)
Result	So(33)
Inferential	If-then (4), then(9)
Antithetic	But then(1)
Concessive	Anyway(7), at any rate(1), at least(1), at the same time(1), however(3), though(3), yet(4)
	Total 81
Disjuncts	
Style	Generally(1), if you like(1), in a sense(1), in a way(1)
Attitudinal	Actually(4), certainly(2), fortunately(1), in fact(3), maybe(2), obviously(4), of course(13), perhaps(1), probably(7), really(7), unfortunately(1), very unwisely(1)
	Total 50

Table 2 A comparison of conjuncts occurring more than once in the child corpus of the present study and the adult corpus (from Crystal & Davy, 1975)

	Child	Adult
Enumerative/additive	Then —	Then Also
Transitional	Now —	Now
Apposition	Like —	For example
Result	Say So Now —	So
Inferential	Then Otherwise —	Then
Antithetic	Instead —	But then
Concessive	Anyhow Anyway At least Except Only Though — —	Anyway At least — — Though However Yet

¹ Cheryl M. Scott, (1984) p.435.

The resulting data is as follows:

Table 3 frequency comparison of NSSE and JSSE on connectives
(Ozasa, 1979 b: 212-3)

Features	Frequency	
	NSSE	JSSE
Softening connectives	8	60
Reinforcing connectives	4	1
Diminishing connectives	even	even

This result shows that JSSE use more of the softening connectives than NSSE. By the use of the softening connectives, the JSSE seem to prolong the span of speech and this expresses a characteristic of our Japanese learners' interlanguage.

(c) The acquisition of conditional and concessive conjunctions in Japanese seems to be quite precocious. The early acquisition of conjunctions is linguistic:¹ -te 'and/and then/and so,' -tara 'when/if,' and certain other Japanese connectives are actually verbal inflections; -temo 'even though/although,' is formed by simply adding the particle mo 'also/even,' which is a very early

¹ Patricia M. Clancy, Acquisition of Japanese in The Cross-linguistic Study of Language Acquisition Volume 1: The Data ed. Dan Issac Slobin, (London: Lawrence Erlbaum Associates Publishers, 1985), pp.439-474.

acquisition, to the -te form of the verb. And more sophisticated temporal connectives are acquired, including to 'when/whenever/if,' which expresses both sequence and conditional.

Hence if we translate to or mo into English, we would probably be faced at the acquisitional difficulty in the mastering the use of them. Because English and Japanese connectives do not always have simple one-to-one equivalents. For example, we translate Japanese word -to back into English, we find and, with, when, if, whenever, as, to, and from. Another Japanese structural word -mo corresponds variously to also, both...and, as much as, (n)either...(n)or, whether...or, even, prosodic emphasis, ever, if, or though.¹

This comparison between Japanese and English structure seems to refer to CA only. Celce-Murcia and Hawkins (1985)² say that CA survives in IA as 'language transfer'.² Here, I would like to analyze 'and' mainly from a viewpoint of IA.

¹ Michael Swan and Bernard Smith, Learner English (Cambridge : Cambridge University Press, 1987), pp.220-221.

² Marianne Celce-Murcia, ed. Beyond Basics Issues and Research in TESOL (Rowley, Mass.: Newbury House Publishers, Inc., 1985), p.60.

Chapter 2

Design of This Study

2.1 Hypotheses

There are three hypotheses to be tested here.

Hypothesis 1 There are qualitative differences by learners' age in acquisition of connectives.

Hypothesis 2 AIZUCHI (Echoic-Responding) expresses a special characteristic of Japanese EFL learners.

Hypothesis 3 Japanese learners can be expected to have interference of L1 in mastering the meaning and use of English connectives.

As for the acquisition of a second language(L2), Dulay (1981) claims as follows that:

the first proposal focuses on biological factors. A second explanation focuses on the learner's cognitive developmental stage. A third explanation proposes differences in the affective filter as a source of child-adult differences. The fourth proposal, and the last we shall consider, suggests differences in the language environment for children and adults as a source of difference for L2 acquisition.¹

From this, I could Hypothesis I as stated above.

¹ Heidi C. Dulay, Marina K. Burt, and S. Krashen, Language Two (Oxford: Oxford University Press, 1982), pp.86-87.

As for Hypothesis 2, Osamu and Nobuko Mizutani¹ suggest as follows: "AIZUCHI is used as a signal to show that the listener is listening attentively and wants the speaker to go on. And this is quite different from the western notion of what conversation should be like."

Regarding Hypothesis 3, Swan and Smith (1987) say that:

English and Japanese conjunction do not always have simple one-to-one equivalents. And, for instance, corresponds to at least eleven different Japanese forms, depending on whether they connect nouns, adjectives, verb or clauses. Thus Japanese students can therefore be expected to have more trouble than Europeans in mastering the meaning and use of English conjunctions.²

On these reasoning, I formed Hypothesis 3.

¹ Mizutani Osamu and Mizutani Nobuko, (1981), p.15.

² Michael Swan and Bernard Smith, (1987), pp.220-221

2.2 Subjects

My subjects were 190 Japanese EFL learners of a junior high school (Hyogo University of Teacher Education Junior High School, 2nd grade: 38 and 3rd grade: 38) in Hyogo, a senior high school (Otemon Gakuin Senior High School, 2nd grade: 38 and 3rd grade: 38) and a university (Otemon Gakuin University; The Faculty of Letters English and American Language and Literature, junior: 38) in Osaka.

Most of these Subjects (Ss) has no experience of living in English-speaking countries, and all had taken English lessons for more than two years. The selection was made on the basis of Kaiwa Test A (Comprehension English Test), Kaiwa Test B (Production English Test) and the Tanaka English Proficiency Test, which was developed to measure Japanese learner's levels of proficiency in English. It consists of a CLOZE TEST.¹ For data elicitation, I grouped the Ss into three major groups and five subgroups as follows: Table 4 Learners group

School	Year	Number	Group name
Junior high	2	38	JH2
	3	38	JH3
Senior high	2	38	SH2
	3	38	SH3
University	3	38	U3
Total		190	

¹ Tanaka Shigenori, "Eigoryoku Test: Part 1", p.20.

2.3 Formats for Testing and Procedures

In constructing the instruments to be used in this study, I considered whether the test had enough validity and reliability, and whether the test met the requirement of practicability and instructional value (Oller, 1979;4). In order to enhance the validity of the tests, I provided myself with proficiency, comprehension and production tests. In the process of material construction, I regarded discourse factors as of major importance. Furthermore, I contextualized comprehension (Kaiwa Test A) and production (Kaiwa Test B) tests with translations in Japanese. This enabled the Ss to answer each item by adjusting the English sentence so as to conform to the contexts of situation given in Japanese. The reliability of a test depends upon the number of items in each. Thus, the more the items, the more reliable is the test. Increasing the number of items, on the other hand, increases the subject's fatigue, testing effects, and temporal constrains on administering the test. Taking all points into consideration, I constructed a total of 32 items, two thirds of which were control items, for two different tests, (Kaiwa Tests A and B).¹

Considerations of practicability required that the range of items in each test (Kaiwa Test A = 8 items and B = 8 items) be limited to less than sixteen. It was expected that this test would

¹ Takahashi Morio, Takahashi's Examples of Colloquial Anglo-Japanese Conversation (Tokyo: Taiseido, 1966). pp.615-621.

minimize random answers and the Ss would have to grasp the correct meaning of the sentences.

Concerning instructional value, I endeavored to motivate the Ss through their curiosity, sense of challenge, and imagination. Hence, the 32 items consisted of normal daily conversations in their life. They have relevance to each other in content. It was expected that the content would minimize the students' awareness of testing and motivate their performance in the test.

Next, I would like to explain about the sentences of Kaiwa Test A (comprehension test) classified as follows:

Reinforcing: (A-29; really) ;(A-10; that is)

Mr.A Yes, I really can skate on one foot and write characters.

Mr.A Yes, when the lake is frozen hard, that is, I start to skate on it.

Diminishing: (A-11; at any rate); (A-6; mind you)

Mr.A At any rate, if this frost doesn't continue, there will be no skating.

Mr.A No, not so dangerous. But, mind you, it is dangerous in a crowded rink.

Softening: (A-28; well); (A-30; yes)

Mr.B Well, you are a wonderful skater, aren't you ?

Mr.B I wish I could do that, yes.

Echoic-Responding:(A-25; oh god);(A-33; all right)

Mr.A Oh god! We are all in a sweat.

Mr.A All right. I am tired too.

Kaiwa Test B (production test)

Reinforcing: (B-1; in other words); (B-15; and)

Mr.A The skiing season has set in. (言いかえれば), the skiing season is getting near.

Mr.B (しかも) Akakura is one of the famous places.

Diminishing: (B-12; at least); (B-22; or rather)

Mr.B There may be some dangerous spots, (少なくとも) it is a nice place for adults.

Mr.A It is quite wet snow, (いやむしろ) it easily melts.

Softening: (B-19; you know); (B-9; I mean)

Mr.B (知っての通り) It is a good place for skiing, but I have never been there.

Mr.B At the begining of this winter, I planned to go to Nozawa, but now (~のつもりです) to go to Kirigamine.

Echoic-Responsing: (B-26; of course); (B-27; thank you)

Mr.A (もちろん). I will.

Mr.B (ありがとう). I am most grateful to you.

Finally, I selected connectives on the basis of Table 5, for instance, Test A: Really;3.0, That is; 0.7, which show large differences in frequency percentage. On the other hand, AIZUCHI is related to the function of connectives, so I have included below the double line in Table 5.

Table 5 A General Service List of English Words
 (Adapted from Michael West, 1980, London: Longman)¹

Functions	Test	Connectives	Frequencies (%)
Reinforcing	A	Really	3.0
		That is	0.7
	B	In other words	74.7
		And	40.0
Diminishing	A	At any rate	7.0
		Mind you	2.0
	B	At least	70.0
		Or rather	41.0
Softening	A	Well	16.7
		Yes	1.5
	B	You know	—
		I mean	27.0
Echoic- Responding	A	Oh god	10.0
		All right	2.0
	B	Of course	55.0
		Thank you	51.0

¹Michael West, A General Service List of English Words
 (London:Longman Group Limited, 1980)

2.4 Testing Procedures

Each subject in the present study took three kinds of tests in the same class hour of fifty minutes. The three kinds of tests were randomly delivered to three levels (Level 1: Junior High, Level 2: Senior High, Level 3: University) of Ss. They first answered Kaiwa Test A (comprehension test), then Kaiwa Test B (production test)and finally the Eigoryoku Test (CLOZE Test) in the classroom. They were asked to write in either Japanese or English depending on the test within 20 minutes (comprehension test A; APPENDIX I), 20 minutes (production test B; APPENDIX II)and 10 minutes (CLOZE Test; APPENDIX III) respectively and within 50 minutes totally. Comprehension test A was answered in Japanese, while the production test B and the CLOZE Test were completed in English. In order to exclude from our study students who could be expected to provide too many no-answers to avoid errors, Ss were given Japanese translations to difficult words in the comprehension test A and were provided all Japanese translations against the sentences of production test B.

In designing this study, I assumed that the frequency of each age in the use of connectives depends upon each stage in the developmental process of the interlanguage, and that the degree of English proficiency is correlated with the stage of the developmental process.

2.5 Measurement and Evaluation

The data of Kaiwa Test A (comprehension test) and Kaiwa Test B (production test) consisted of 16 responses. The test responses were first classified into three categories: correct, acceptable (i.e., deviant but acceptable cases in English), and incorrect (not acceptable in English). The first two categories were counted as one, and the last category (i.e., incorrect responses) was counted as zero.

Approximation refers to the replacement of the L2 form with another one which the learner assumes will convey the intended meaning. Examples of approximation included the use of superordinate terms, subordinate terms, or generalization. Some of the misspelling and ungrammatical forms were classified as approximation, as of couse for of course, think you for thank you.

Chapter 3

Results and Discussions

3.1 Hypothesis 1

It was demonstrated that each instrument used in the present study had a high reliability. The correlation coefficient is 0.89 between kaiwa Tests A & B, and also is 0.40 between Kaiwa Test B & Eigoryoku Test from the data of Table 6.(r=K.Pearson's coefficient)

Table 6 Summary of Data on Kaiwa Test A, Kaiwa Test B and Eigoryoku Test for Japanese EFL learners

Item	Test	JH2	JH3	SH2	SH3	U3	Total	Num
Mean		-	-	-	-	-		
		X ₁	X ₂	X ₃	X ₄	X ₅		
	A	1.2105	1.6053	2.0000	4.3684	4.3684	12.4210	38
	B	1.0520	1.9736	2.8157	3.1052	3.6842	12.6307	38
C	1.7814	2.5000	4.1842	5.2369	13.0526	26.7631	38	
Standard Deviation		S ₁	S ₂	S ₃	S ₄	S ₅		
	A	0.7489	0.9187	1.2354	0.0000	0.0000	2.9030	38
	B	0.5115	1.3077	1.1324	1.5180	0.8768	5.3464	38
	C	1.3111	2.5000	3.1777	3.1784	0.0000	10.1672	38

A:Kaiwa Test A(comprehension test) C:Eigoryoku Test
 B:Kaiwa Test B(production test) Num:Number

Table 7 ANOVA for qualitative differences by learners' age

Source of variance	SS	df	MS	F
Between groups	161.0668	4	40.2667	36.67**
Within groups	203.1632	185	1.0981	
Total	364.23	189	** p<0.01	

Table 8 Multiple Comparison (Tukey's Method)

Group		Group	
JH2 ~ JH3	0.9216	JH3 ~ SH3	1.1317
JH3 ~ SH2	0.8421	SH2 ~ U3	0.8685
SH2 ~ SH3	-----	JH2 ~ SH3	2.0532
SH3 ~ U3	-----	JH2 ~ U3	2.6322
JH2 ~ SH2	1.7637	JH3 ~ U3	1.7106

-----: no significant df=185 p<0.01

And the data analyzed for this study provided clear support for each hypothesis. Here, the results of multiple comparison in each group in the acquisition of connectives were significant, except those of SH2~SH3 to SH3~U3 in Table 7 and Table 8.

These qualitative differences sharply increased in each of the groups JH2~SH2, JH2~SH3, JH2~U3, and JH3~U3 ($df=185$ $P<0.01$) in Figure 2. On the other hand, Figure 2 shows that they were not significant in either SH2~SH3 or SH3~U3. At any rate, the resulting data provided clear support for Hypothesis 1.

Figure 2 Multiple Comparison by Tukey's Method

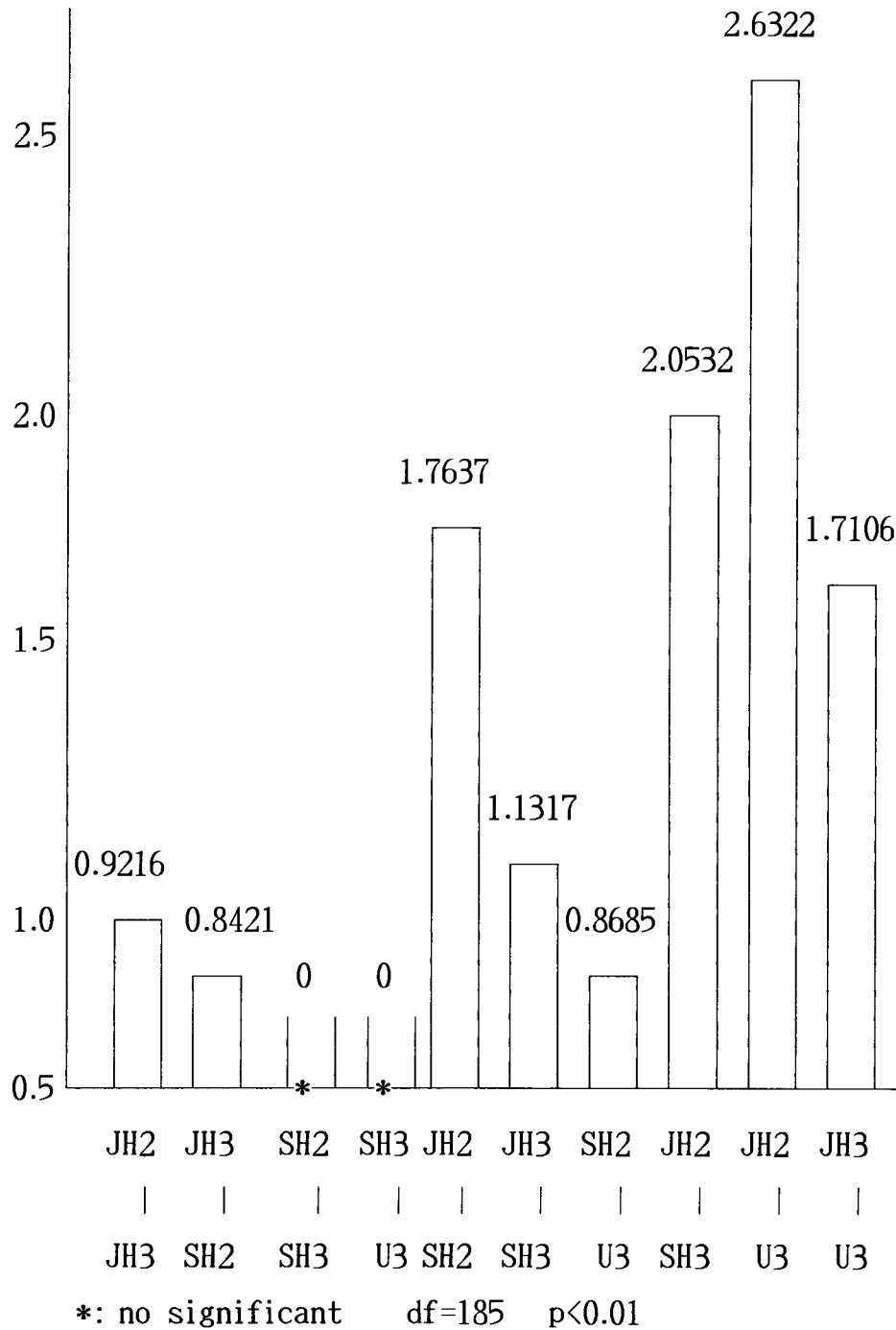


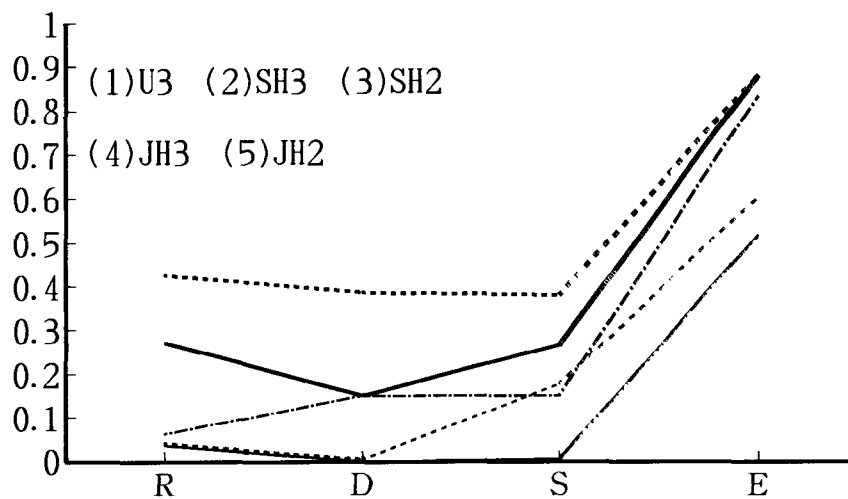
Table 9 and Table 10 show the general tendencies of each level (Level 1: Junior High, Level 2: Senior High, Level 3: University).

Table 9 Kaiwa Test A (comprehension test) (Each group N=38)

Functions	Group Name	JH2	JH3	SH2	SH3	U3	Total	Order
Reinforcing	(A-29)really	0	1	2	12	11	26	60 3
	(A-10)that is	0	0	3	14	17	34	
Diminishing	(A-11)at any rate	0	1	1	0	18	20	36 4
	(A-6)mind you	0	0	1	1	14	16	
Softening	(A-28)well	0	6	10	13	17	46	80 2
	(A-30)yes	1	1	2	12	18	34	
Echoic- Responding	(A-25)oh god	11	16	20	33	33	113	296 1
	(A-33)all right	34	36	37	38	38	183	
Total		46	61	76	123	166	472	
Order		5	4	3	2	1		

Table 10 Kaiwa Test B (production test) (Each group N=38)

Functions	Group Name	JH2	JH3	SH2	SH3	U3	Total	Order
Reinforcing	(B-1)In other words	0	0	1	3	6	10	69 4
	(B-15)and	6	15	4	13	21	59	
Diminishing	(B-12)at least	0	0	19	22	27	68	70 2
	(B-22)or rather	0	0	2	0	0	2	
Softening	(B-19)you know	0	20	11	16	21	68	70 2
	(B-1)I mean	0	0	0	0	2	2	
Echoic- Responding	(B-26)of course	0	3	32	26	25	86	271 1
	(B-27)thank you	34	37	38	38	38	185	
Total		40	75	107	118	140	480	
Order		5	4	3	2	1		



	JH2	JH3	SH2	SH3	U3
R :Reinforcing	0.0395	0.0461	0.0658	0.2736	0.4277
D :Diminishing	0.0000	0.0066	0.1531	0.1514	0.3882
S :Softening	0.0066	0.1777	0.1513	0.2697	0.3816
E :Echoic-Responding	0.5197	0.6052	0.8355	0.8820	0.8816
Total	0.5658	0.8356	1.2057	1.5829	2.0791

Figure 3 Qualitative differences by learners' age

Figure 3 shows that there are qualitative differences by learners' age in acquisition of connectives. Order of acquisition is as follows:

$$JH2 < JH3 < SH2 < SH3 < U3$$

I would now like to analyze some of the differences.

Differences by learners' age:

- A. General tendencies for acquisition
1. The average score gradually increased the higher the age is in both Kaiwa Tests A and B.
 2. Connectives which are of high frequency at the lower ages may very well be of a high frequency at the higher ages as well.

Example: Kaiwa Test A;all right Kaiwa Test B;thank you.

Kaiwa Test B:

Reinforcing;(in other words); all groups have a low average.

(and); all groups are on the average.

Diminishing;(or rather); all groups have a low average.

Softening;(I mean); all groups are equal to the zero score.

Echoic-Responding;(thank you); all groups have a very high average.

- B. The acquisition rate of Junior High School Students (JH) on connectives.

Kaiwa Test A:

Reinforcing;(really); JH2: 0%, JH3: 2.6%

(that is);JH2: 0%, JH3: 0%

Diminishing;(at any rate); JH2: 0%, JH3: 2.6%

(mind you); JH2: 0%, JH3: 0%

Echoic-Responding;(oh god); JH2: 34.5%, JH3: 42.1%

(all right); JH2:89.4%, JH3: 94.7%

Kaiwa Test B:

Diminishing;(at least); JH2: 0%, JH3: 0%

Softening;(you know); JH2: 0%, JH3: 52.6%

Echoic-Responding;(of course); JH2: 0%, JH3: 7.8%

C. Do Senior High School Students grow familiar with connectives ?

Comparison of averages:

Kaiwa Test A; JH2: 0.6053, SH2: 1.0001

JH3: 0.8027, SH3: 1.6842

Kaiwa Test B; JH2: 0.5262, SH2: 1.4078

JH3: 0.9868, SH3: 1.5526

D. What connectives do University Students master ?

Kaiwa Test A:

Reinforcing;(really); 28.9%, (that is); 44.7%

Diminishing;(at any rate); 47.3%, (mind you); 36.8%

Softening;(well); 44.7%, (yes); 47.3%

Echoic-Responding;(oh god); 86.8%, (all right); 100%

Kaiwa Test B:

Reinforcing;(and); 55.2%

Diminishing;(at least); 71%

Softening;(you know); 55.2%

Echoic-Responding;(of course); 65.7%, (thank you); 100%

Kaiwa Test B: (low frequency)

Reinforcing;(in other words); 15.7%

Diminishing;(or rather); 0%

Softening;(I mean); 5.2%

Crystal and Davy (1975)¹ say that “the function of I mean is to indicate that the speaker wishes to clarify the meaning of his immediately preceding expression.” And the function of mind you is to indicate a nonequivalence of what the speaker has injected into the shared world and what s/he expects may have arisen or may just now arise in the other world as a result.² Thus, they are one of the typical characteristic connectives in spoken discourse of English. Nevertheless, we can't use them fluently. In Japan, we are not always interested in spoken discourse of English. So, our Japanese learners are not accustomed to colloquial expressions.

From the above data, it seems that our Japanese EFL learners do not communicate well with others by the use of connectives in spoken discourse of English. That is, our knowledge is limited only to grammar.

¹ Crystal and Davy, (1975), p.97.

² Lawrence C. Schourup, Common Discourse Particle in English Conversation (New York: Garland Publishing, Inc. 1985), pp.148-149.

3.2 Hypothesis 2

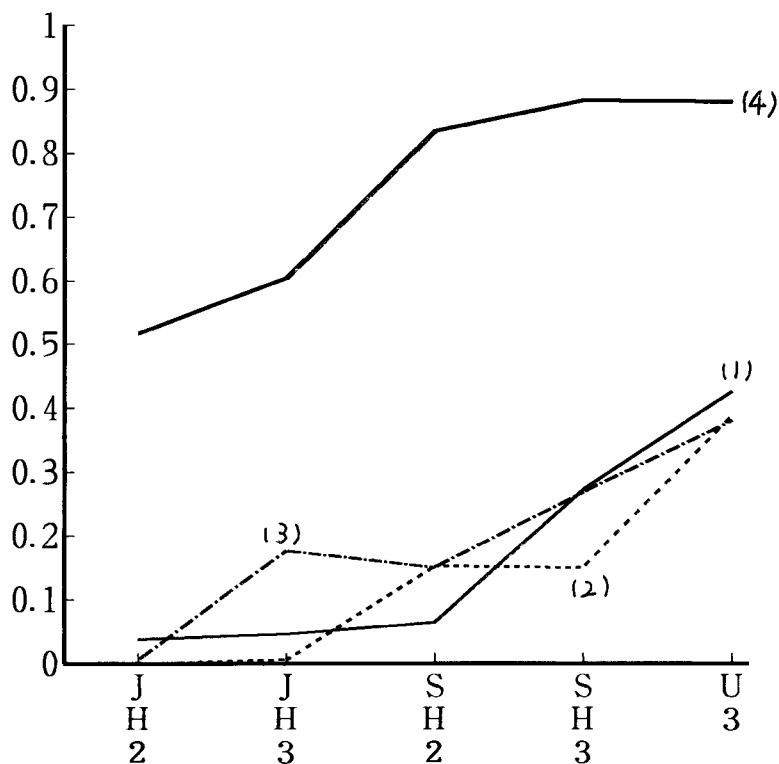
Mizutani (1981)¹ says that a custom of giving aizuchi leads Japanese speakers to do the same in English and aizuchi also expresses a characteristic of Japanese learners. Here I would like to compare it with softening, reinforcing and diminishing of Crystal and Davy (1975). In Table 11, the use order of AIZUCHI of Japanese EFL learners is as follows: No.1 AIZUCHI (3.7302), No.2: Softening (0.9869), No.3: Reinforcing (0.8527), No.4: Diminishing (0.6993).

Table 11 AIZUCHI(Echoic-Responding) expresses a special characteristic of Japanese EFL learners.

(Each group N=38)

Function	JH2	JH3	SH2	SH3	U3	Total
Reinforcing	0.0395	0.0461	0.0658	0.2736	0.4277	0.8527
Diminishing	0.0000	0.0066	0.1531	0.1514	0.3882	0.6993
Softening	0.0066	0.1777	0.1513	0.2697	0.3869	0.9869
Echoic- Responding	0.5197	0.6052	0.8355	0.8820	0.8816	3.7302
Total	0.5658	0.8356	1.2057	1.5829	2.0791	6.2691

¹ Mizutani Osamu, (1981), pp.83-86.

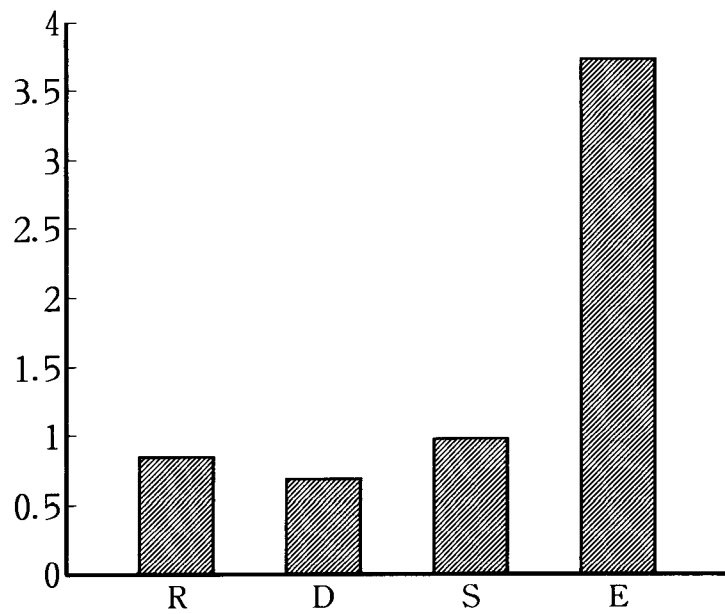


	JH2	JH3	SH2	SH3	U3
(1) Reinforcing	0.0395	0.0461	0.0658	0.2736	0.4277
(2) Diminishing	0.0000	0.0066	0.1531	0.1514	0.3882
(3) Softening	0.0066	0.1777	0.1513	0.2697	0.3816
(4) Echoic Responding	0.5197	0.6052	0.8355	0.8820	0.8816

Figure 4 AIZUCHI expresses a special characteristic of Japanese EFL learners.

Figure 4 shows that the expression of AIZUCHI (Echoic Responding) gradually progresses from JH2 (0.5197) to SH2 (0.8355). It sharply increased at JH3 (0.6052) to SH2 (0.8355).

In Figure 5, the resulting data of softening connectives matches that of a frequency comparison of NISSE and JSSE on connectives (Ozasa, 1979 b:212-3). And Japanese learners use more softening connectives than the other two connectives (reinforcing and diminishing). Figure 5 also shows that the Japanese learner is accustomed to use AIZUCHI (Echoic-Responding) and this may relate to cognitive development. AIZUCHI is often used by Japanese learners and expresses a characteristic of the Japanese in the spoken discourse of Japanese. Concerning thank you or all right, we often use these in our daily conversation in Japan, so, this may be more familiar for us to use. From the above, the resulting data provided support for Hypothesis 2.



R: Reinforcing 0.8527

D: Diminishing 0.6993

S: Softening 0.9869

E: Echoic Responding 3.7302

Figure 5 AIZUCHI expresses a special characteristic of Japanese EFL learners.

Acquisition order is as follows:

$D < R < S < E$

Hypothesis 3

Swan and Smith¹ suggest that “English and Japanese conjunctions do not always have simple one to one equivalent.” Here, I would like to analyze them in Tables 12, 13 and 14 as follows:

(Japanese learners' interpretation)

Reinforcing(and;shikamo): but, then, so, or, however, and, then, also, although, and that, especially, moreover, above all

(in other words; iikaereba or iikaeruto): or, at any rate, well, changing speaking change, to tell return, change to say,

Diminishing(or rather; iya mushiro): so to speak, another saying but, rather, rather than, but no, but that, however, nor, not but

(at least; sukunakutomo): small, little, few, a small, unless, a little, a few, as little as, if it's a little, no more than, no less

Softening(you know; shitte no toori): know, I know, well known, to know, know to you, knowing, as you know, generally speaking

Echoic-Responding (and; sorede): so, its, then, there, well, that is, why and then

(of course; mochiron): well, I do, I will, I take, I am, it is, all right, I am sure, why not

¹ Micael Swan and Bernard Smith, (1987), p.220.

Table 12 Japanese learners can be expected to have interference of L1 in mastering the meaning and use of English connectives. (Each group N=38)

Item	JH2	JH3	SH2	SH3
And; しかも Reinforcing (B-15)	also(1)	but(5) then(1) so(1)	or(1) however(1) moreover(1)	and then(2) also(2) so(1), although(1)
In other- words; いい かえれば Reinforcing (B-1)	or(1)	at any rate (1) well(1) or so(1)	or(1) changing(1) changing- speaking(1) to tell return(1)	change to say(3) change to words (1) so to speak (2) change to speak(1) say other words(1) exchanging(1) another words(1)
Or rather; いやむしろ Diminishing (B-22)	but(6) and(1)	but(12) or no(1) not so(1)	rather(3) rather than (2) but(2) or so(1)	rather than(10) than(1) but(2) rather(4) would rather(1) but also(1)but no(1)
At least; すくなくとも Diminishing (B-12)	small(1)	few(1) a few(1) a little(1) a small(1)	little(3) a little(1) least(1)	a little(1) as little as(1) at most(1) no more than(2)

Table 13 Japanese learners data

(Each group N=38)

Item	JH2	JH3	SH2	SH3
You know; 知っての通り Softening (B-19)	know(12)	I know(4) some know(1)	as know(1) well known (1) so(1) generally speaking(1) or(1)	as know(1) to know(1) you know that(2) know to you(1) knowing(1) as you may know (1) know(4)
And;それで Echoic- Responding; AIZUCHI (B-5)	so(1) Its(3)	then(7)It(5) so(4) Its(3) well(1) there(1) why(1)	then(7) that is(2) well(4) so (8)	then(5) so(4) well(3)
Of course; もちろん Echoic- Responding; AIZUCHI (B-26)	well(2) I will(3) will(1) I do(1) I take(2) It is(1) you are (1) It will(1)	I will(2) I do(1) I am(1) I so(1) all right(2)	sure to(1) I am sure(1) all right(1)	I will(2) well(2) I do(1) I sure(3) because(1) all right(3)

Table 14 Japanese learners data

(Each group N=38)

Item	U3	Item	U3
And; しかも Reinforcing (B-15)	and that(1) also (1) specially(1) especially(1) moreover(1) anymore(1) above all(1)	At least; すくなくとも Diminishing (B-12)	unless(1)no less(1) morethan(1)through a little(1) if it's a little(1)
In other words; いい かえれば Reinforcing (B-1)	so to speak(2) or (1) another speak- ing(2) at change of saying(1) other words(1) change to say(1) as it were (1) instead of(1) otherwise(1)onthe other way of(1) another saying(1)	You know; 知っての通り Softening (B-19)	as you know(7) to know(1)so you know (1)knowing(1) you know that(1) everyone know(1)
Or rather; いやむしろ Diminishing (B-22)	rather(6)butso(1) not(1)and(1)but(4) but that(1) no(1) such as(1)nor(1) rather than(3) however(1) not but(1)	And;それで Echoic- Responding; AIZUCHI (B-5)	then(1)and then(1) well(6)so(4)
		Of course; もちろん Echoic- Responding; AIZUCHI (B-26)	I will(1) I'm sure(1) I do(1) why not(1)

From the above, Japanese learners use also(また), but(しかし), then(それから), however(しかしながら), of Japanese for and of English. Wiig and Semel(1980)¹ point to the almost exclusive use of the coordinating conjunction and and the temporal adjunct then as connectivity devices in the oral language of a population of language learning disordered children. Furthermore, Scourup and Waida (1988) suggest that “without some knowledge of the core use or uses of a connective, it is quite difficult to see any pattern in the variety of possible translations.”²

Hence, Japanese learners translate in other words(いいかえると) of Japanese to changing, to tell return, changing to say or another saying in English. Mito (1966)³ says that Japanese is a ‘Behaviour Language’ and English is ‘Physical Language.’ This seems to be the case. In addition to this, Japanese learners use but, but no, not but, but that for but of English and also rather than of Japanese for rather of English and in this case, the correct answer is or or rather of English. Almost all Japanese are apt to connect word to word or sentence to sentence with only the meaning of itself, without considering the contexts. For examples as in the following: For at least, Japanese learners use small, little, few, a small, a few

¹ Cheryl M. Scott, (1984), p.451.

² Lawrence Schourup and Waida Toshiko, (1988), pp.6-7.

³ Mito Yuichi, EI(BEI)GO: KAIWA SAKUBUN NO KATSUYO(SENSE) N.P.: n.p.,(1966?), p.75.

and if its a little. Furthermore, Japanese learners use its (それ), there (そこ) for and (それで) of English and use well, will, I take, I so, all right , it is, I sure, for of course of English. Swan and Smith suggest that the Japanese structural word, mo corresponds variously to the connectives of English, therefore, Japanese can be expected to have some troubles.¹ On the other hand, in the case of subject ellipsis, Crystal and Davy (1975)² say that “the subject of the sentence tends to be omitted, as the following example show: __ don't know how you do it. This is especially common with first and second person pronouns, and with ‘empty’ it.” Though Japanese learners use know, well known, knowing, to know, for you know of English, there is an ellipsis of subject occurring. That is, you(you know) of the subject is omitted in this sentence. Generally speaking, almost all Japanese are often apt to omit such a subject in spoken discourse of Japanese.

¹ Michael Swan and Bernard Smith, (1987), p.221.

² Crystal and Davy, (1975), p.104.

Chapter 4

Discussions on Some Findings

4.1 Double Functions of Connectives

About the functions of connectives, Crystal and Davy¹ say that “it is possible to distinguish three main functions of connectives---though as we shall see, the boundaries between these functions are sometimes obscure.” For instance, they point out that the reinforcing and diminishing connectives should be noted. Because they are sometimes used with a positive, reinforcing sense, and sometimes with a negative, diminishing one. For example, I mean to say, and that is, as follows:

I'm going to borrow John's book — that is, if he'll let me.

I'm going to borrow John's book — that is, I'm going right now.²

They claim that the ambiguity is usually resolved in speech, due to a clear prosodic contrast which distinguishes the two types of connectives. The reinforcing phrases are pronounced in a higher pitch-range and diminishing phrases are pronounced in a low one.

van Dijk(1977)³ says that “one of the problems in the semantics of natural connectives is their possible ambiguity: the same connective may express different types of connection, and one type of connection may be expressed various connectives.”

¹ David Crystal and Derek Davy, (1975), p.89.

² Ibid, (1975), p.90.

³ Teun A. Van Dijk, Text and Context: Explorations in the Semantics and Pragmatics of Discourse (London: Longman Group Limited, 1977), p.58.

And is the conjunctive connective in this respect as follows:

- (1) John smoked a cigar and Peter smoked a pipe.
- (2) John went to the library and checked his references.
- (3) Please go to the store and buy me some beer.
- (4) John smoked a cigar and Mary left the room.¹

Thus the uses of and in these sentences may be paraphrased by eg: (and) at the same time(1), (and) there(2,3) (and) therefore(4). Apparently, therefore, and may be used to express not only a conjunction, but also conditionals, causals, temporal and local connectives. On the other hand it may be the case that these various readings of and are determined by the connected propositions, such that and would merely express a (relevant) conjunction of two propositions.²

Here, I would like to explain some examples of double functions of connectives as follows:

Well: (Softening; A-28: とこぼれ)

Mr. B Well, you are a wonderful skater, aren't you ?

¹ Teun A. van Dijk, (1977), p.58.

² Ibid, p.58.

(Echoic Responding; A-13: そうだな)

Well, you can get a pair at the shops by the lake.

Yes:(Softening;A-30:いやまったく)

Mr.B I wish I could do that, yes.

(Echoic Responding;A-19: はい)

Mr.A Yes, this is my third visit.

Really;(Reinforcing;A-29: たしかに)

Mr.A Yes. I really can skate on one foot and write characters.

(Echoic Responding; A-23: ほんとに)

Mr.A Really ? You can get a pair somewhere by the lake.

That is;(Reinforcing; A-10: すなわち)

Mr.A Yes, when the lake is frozen hard, that is, I start to skate on it.

(Diminishing; A-15: ~であれば)

Mr.A There is no such fear at all, that is, if the whether is cold.

As I mentioned above, I have constructed the following table of double ambiguous functions.

Table 15 Double Functions of Connectives (Each group N=38)

Item		JH2	JH3	SH2	SH3	U3	Total
Well	Softening(A-28)	0	6	10	13	17	46
	Echoic Respon- ing(A-13)	2	24	21	19	26	92
Yes	Softening(A-30)	1	1	2	12	18	34
	Echoic Respon- ing(A-19)	36	38	32	38	37	181
Really	Reinforcing(A-29)	0	1	2	12	11	26
	Echoic Respon- ing(A-23)	23	35	31	35	36	170
That is	Reinforcing(A-10)	0	0	3	14	17	34
	Diminishing(A-15)	0	0	1	2	2	5

Well of A-28 is used for Softening and well of A-13 is used for Echoic Responding and the frequency of the correct answers is 1:2. Yes of A-30 is used for Softening and yes of A-19 is used for Echoic Responding and the frequency of the correct answers is 1:5. Really of A-29 is used for Reinforcing and really of A-23 is used for Echoic Responding and the frequency of the correct answers is 1:6. That is of A-10 is used for Reinforcing and that is of A-15 is used for Diminishing and the frequency of the correct answers is 7:1. Resulting from above, the acquisition order is as follows:

$$S < E , S < E , R < E , D < R$$

$$1:2 \quad 1:5 \quad 1:6 \quad 1:7$$

$$D < R < S < E$$

S: Softening E: Echoic Responding

R: Reinforcing D: Diminishing

The result of the acquisition order matches Figure 5 in page 40, and the resulting data provided clear support for Hypothesis 2. Thus Japanese EFL learners can perhaps use Echoic Responding more fluently than other categories.

Chapter 5

Conclusion

I have observed some aspects of Japanese EFL learners' interlanguage, comparing each level (Level 1: Junior High school student, Level 2: Senior High school student, Level 3: University student) in the acquisition of English connectives in their composition by using Kaiwa Test A and Kaiwa Test B. For this, three hypotheses have been set up and tested.

From the data analyzed it has been revealed the acquisition of connectives is achieved in each level, supporting the hypotheses. Hypothesis 1: There are qualitative differences by learners' ages in the acquisition of connectives. The differences sharply increased in each group of JH2~SH2, JH2~SH3, JH2~U3 and JH3~U3 ($df=185$, $p<0.01$). Here, the results of multiple comparison in each group in the acquisition of connectives were significant, except in JH2~JH3 to JH3~U3 in Tables 7 and 8.

General tendencies for acquisition are as follows: 1. The average score gradually increased the higher the age in both Kaiwa Test A and Kaiwa Test B. 2. Connectives which are of high frequency at lower ages may very well be of a high frequency at higher ages as well. 3. Although I mean or mind you are typically characteristic connectives in spoken discourse of English, Japanese learners can't perhaps use them fluently. At any rate, the resulting data provided clear support for Hypothesis 1.

As for Hypothesis 2: AIZUCHI(Echoic-Responding) expresses a special characteristic of Japanese EFL learners. The resulting data is as follow: D < R < S < E

0.6993 0.8527 0.9869 3.7302

D: Diminishing R: Reinforcing

S: Softening E: Echoic-Responding

The resulting data provided clear support for Hypothesis 2. It seems that Japanese learners can use AIZUCHI (Echoic-Responding) more fluently than the other categories. Concerning thank you or all right, we always use them in our daily conversation in Japan. Because of this, they may be familiar to us.

About Hypothesis 3: Japanese learners can be expected to have interference of the L1 in mastering the meaning and the use of English connectives. Japanese learners use but, but no, not but, but that for but of English and also rather than for rather of English and in this case, the correct answer is or rather (or rather (いやむしろ) of English meaning, almost all the Japanese are often apt to connect word to word or sentence to sentence with only the meaning of itself without considering the contexts. The resulting data offers clear support for Hypothesis 3.

Concerning the double functions of connectives, Crystal and Davy (1975) claim that ----the boundaries between the reinforcing and diminishing of connectives are sometimes obscure.¹ In Table 15, I researched the tendencies of of Japanese EFL learners on these

¹ Crystal and Davy, (1975), p.89.

connectives. The acquisition order is as follows: D<R<S<E, (D:Diminishng, R: Reinforcing, S: Softening, E: Echoic Responding) that is, Echoic Responding has the highest acquisition rate while, by contrast, the Diminishing is the lowest. The resulting data provided support for Hypothesis 2.

For teaching guidelines, Schourup and Waida (1988)¹ claim that “extensive notes in Japanese have been provided to give the students a clear idea of how each English expression can be phrased in Japanese, and, how related Japanese expressions differ from the connectives used in English.” They emphasize that students should avoid the pitfall of trying to find ‘the Japanese equivalent’ of English connectives and such exact equivalents rarely exist.²

Hence, I stress that in order to develop more meaningful practice, and to elucidate the differences between L1 and L2 in the junior high school and the senior high school curriculum, we should introduce the use of connectives through comprehension activities in the flow of thought (thought-connectives: Fernald, 1904) and in discourse,³ from L2 to L1 because this flow of thought seems to be more free from the interference of the L1 than vice versa,⁴ while the

¹ Lawrence Schourup and Waida Toshiko, (1988), p.12.

² Ibid, (1988), p.12.

³ Mizutani Nobuko, HANASHIKOBA NO BUNPOO (Tokyo: Kuroshio Shuppan, 1985), p.178.

⁴ Mizuno Harumitsu, “A Psychological Approach to the Article System in English,” in JACET BULLETIN, 16 (1985), 22.

college or university curriculum should be focused on production from L1 to L2.

Finally, more discussion is needed on the present study, concerning individual connectives in detail. It is hoped that this paper will contribute the planning of the teaching of English to Japanese learners.

APPENDIX 1

(Model Composition from Takahashi, M. 1966)

(会話テスト A)

この問題の制限時間は20分です。 学年()組()番号()氏名()
次の文の下線部を日本語に訳しなさい。

- (1) Mr.A Are you fond of skating?
(2) Mr.B Do you mean roller or ice skating?
(3) Mr.A I mean ice skating. -----(3)()
(4) Mr.B Yes, I like it very much.
(5) Mr.B Is ice skating a dangerous sport?
(難)
(6) Mr.A No, not so dangerous. But, mind you, -----(6)()
it is dangerous in a crowded rink.
(7) Mr.B Which is the best place to skate? -----(7)()
(8) Mr.A Lake Suwa in Shinshu is the best skating place near here.
(9) Mr.B Do you visit there every winter?
(10) Mr.A Yes, when the lake is frozen hard, that is, I start -----(10)()
to skate on it.
(11) Mr.A At any rate, if this frost doesn't continue, there will be -----(11)()
(難)
no skating.
(12) Mr.B Where can I get skating shoes?
(13) Mr.A Well, you can get a pair at the shops by the lake. -----(13)()
(14) Mr.B Is there no fear of the ice breaking? -----(14)()
(難)
(15) Mr.A There is no such fear at all, that is, if the weather is cold.----(15)()
(16) Mr.B I wonder how long it will take us to get to Lake Suwa.
(17) Mr.A About three hours, I think. -----(17)()
(18) Mr.B Did you go there last winter?
(19) Mr.A Yes, this is my third visit. -----(19)()
(20) Mr.B I suppose the lake is frozen hard by this time, isn't it?
(21) Mr.A It is sure to be. -----(21)()
(22) Mr.B Oh dear! I forgot to bring my skates.
(23) Mr.A Really? You can get a pair somewhere by the lake. -----(23)()
(24) Mr.B It must be very cold skating on the ice.
(25) Mr.A Oh god! We are all in a sweat. -----(25)()
(びっくり)
(26) Mr.A Here we go! Let's go right round the lake!
(27) Mr.B Great! How delightful it is to skate on such a large stretch
(広い)
of ice as this!
(28) Mr.B Well, you are a wonderful skater, aren't you? -----(28)()
(29) Mr.A Yes, I really can skate on one foot and write characters -----(29)()
(好)
and draw pictures on the ice.
(30) Mr.B I wish I could do that, yes. -----(30)()
(31) Mr.A Yes, you will be able to by and by.
(32) Mr.B I am getting tired. Let's have a rest. -----(32)()
(33) Mr.A All right. I am tired too. -----(33)()
(34) Mr.B Now, let us go to the hotel. Aren't you hungry?
(35) Mr.A Yes, I am.

APPENDIX II

(Model Composition from Takahashi, M.1966)

(会話テスト B)

この問題の制限時間は20分です。 学年()組()番号()氏名()

次の文の()中の日本語を英語に訳しなさい。

【日本語訳】

- (1) Mr.A The skiing season has set in. (言いかえれば),(1) _____ スキーのシーズンが始まりました。言いかえれば、スキーのシーズンが近くなりました。
- (2) Mr.A (さあ) go skiing to Rokko mountain. (2) _____ さあ、六甲山へスキーに行くじゃありませんか。
- (3) Mr.A I hear you are a winter sports enthusiast. 君はウインタースポーツ好きじゃあな。
- (4) Mr.B Yes, I was in Canada last winter. ええ、昨年の冬はカナダにいました。
- It's the home of winter sports. ここはウインタースポーツの本場ですから。
- (5) Mr.A (それで) how did you spend the time? (5) _____ それで、どんなふうにしたのですか。
- (6) Mr.B Chiefly skiing and skating. Winter sports are becoming quite popular in Japan. おもにスキーやスケートをやっていました。
- (7) Mr.A I am a (へた) skier. (7) _____ 私はスキーはへたです。
- (8) Mr.A Where do you mean to go this winter? この冬はどこへお出かけの予定ですか。
- (9) Mr.B At the beginning of this winter, I planned to go to Nozawa, but now (～のつもりです) to go to Kirigamine. 最初頃は新潟へ行く計画でしたが、今では富ヶ崎へ行くつもりです。
- (10) Mr.A (どこ) is Kirigamine? (10) _____ 富ヶ崎はどこにあるのですか。
- (11) Mr.B It is in Nagano Prefecture and about 7 kilometers from kamisuwa. 長野県にあって、上諏訪から約7キロ程です。
- (12) Mr.B There may be some dangerous spots, (少なくとも) it is a nice place for adults. (12) _____ 場所によっては危険な所もあるかもしれませんが、少なくとも、大人には地獄の場所です。
- (13) Mr.A In what part of Japan do we find good places for skiing? 日本ではスキーによい場所はどこの方ですか。
- (14) Mr.B They are to be found in northern Japan. 北日本にあるのです。
- (15) Mr.B (しかも) Akakura is one of the famous places. (15) _____ しかも、そこは有名な場所の一つです。
- (16) Mr.A What else may we find at Akakura? 他にも何かはあるのですか。
- (17) Mr.B There is a popular (温泉) there. (17) _____ 有名な温泉があります。
- (18) Mr.A How about Rokko? 六甲はいかがですか。
- (19) Mr.B (知っての通り) it is a good place for skiing, but I have never been there. (19) _____ 知っての通り、六甲はスキーには好ましい場所ですが、私はまだ行ったことがないのです。
- (20) Mr.A Mt.Rokko is located near the city of Kobe, about 3,000 feet above sea level. 六甲山は神戸市の付近にあって、海抜約3,000フィートです。
- (21) Mr.B What is the (質) of the snow there? (21) _____ その雪質はいかがですか。
- (22) Mr.A It is quite wet snow,(いやむしろ) it easily melts. (22) _____ かかりしめた雪です、いやむしろ、溶けやすいです。
- (23) Mr.B Is there always much snow there? 雪の量はいつも多いのですか。
- (24) Mr.A Yes, there is always a lot of snow even in a snow shortage. そうです、雪の少ない時でもずいぶんたくさん雪があります。
- (25) Mr.B Then I will go there this year. Will you kindly take me along with you? じゃ、今年はそのところへ行ってみたいよう、君を連れて行って下さいませんか。
- (26) Mr.A(もちろん).I will. (26) _____ もちろんです。
- (27) Mr.B(ありがとう).I am most grateful to you. (27) _____ ありがとうございます。

APPENDIX III

(Model Composition from Tanaka S. 1983)

英語力テスト

この問題の制限時間は10分です。

学年 () 組 () 番号 () 氏名 ()

次の会話文の下線部に適切な一語を書き入れ、意味の通る会話を作りなさい。

Mr. Hoshino is calling Mr.Juli's residence in Jakarta.

Mrs. J: Hello, the Juli residence.

H: 1, my name is Kozo Hoshino. 2 I speak to Mr.Juli, please?Mrs. J: I'm sorry he isn't 3. 4 is his wife 5.
My husband has often told me about you.H: Hello, Mrs.Juli, 6 will Mr.Juli be 7 ?

Mrs. J: I'm not sure, but he said he would come home by five o'clock.

H: I see. I 8 something to talk 9 10 him.
Would you tell him that I 11 ?Mrs. J: All right. I'll tell him so and 12 him call you back.

* * * * *

Mr.Juli is calling Mr. Hoshino at his hotel.

J: Hello. This is Abraham Juli. My wife said you 13 14 me.H: Oh, yes. I've been 15 your call. I'm planning to go out to dinner tomorrow. I 16 if and your wife would 17 me.J: Yes, we'd 18 19. Thank you.H: Let's meet in the coffee shop 20 the hotel basement at seven. I'll probsbly 21 my daughter 22.

She is now vacationing in Indonesia.

J: All right. That sounds great. 23 24 tomorrow. Bye.H: Thank you for 25. Good - bye.

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Interlanguage Analysis of Connetives

in

Japanese EFL Learners

ABSTRACT

by

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Abstract

The aims of this study are to clarify the functions of connectives and the acquisition of connectives by interlanguage analysis of Japanese EFL learners in discourse and to give suggestions for the teaching of English. It focusses on three points: 1. There are qualitative differences by learners' age in the acquisition of connectives. 2. AIZUCHI (Echoic Responding) expresses a special characteristic of Japanese EFL learners. 3. Japanese learners can be expected to have interference of L1 in mastering the meaning and use of English connectives.

In chapter 1, I justify the purposes of the study by discussing four points:(i) Why do we need to study interlanguage ? (ii) What is the definition of connectives ? (iii) What are the functions of connectives in discourse ? (iv) How do our Japanese learners acquire connectives ?

In chapter 2, I explain how the research investigation is conducted, providing hypotheses, formats and evaluations. The data were elicited from compositions in English by 190 Japanese junior and senior high school and university students, tested on sixteen connectives. In constructing the instruments to be used in this study, I considered whether the test had enough validity and reliability, and whether the test met the requirements of practicability and instructional value. Each subject in the present study took three kinds of tests in the same class hour of fifty minutes. Three kinds of tests were randomly delivered to three levels (Level 1: junior high, Level 2: senior high, and Level 3: university) of Ss.

Chapter 3 is the central part of the study. After making a general survey of the results, I attempt to analyze the data from several viewpoints so as to test the hypotheses. The general survey of the data showed as follows:

1. The average score gradually increased by age.
2. Conversations which are of high frequency in the lower ages may well of a high frequency in the higher ages as well.
3. I mean or mind you are typical characteristic connectives in spoken discourse of English, but Japanese learners can't use them fluently.

Concerning thank you or all right, we always use these in our daily conversation in Japan. From this, learners may be more accustomed to these than that to the others. It seems that JH3~SH2 are accustomed to using AIZUCHI. This maybe relates to a rapid cognitive development. Furthermore, almost all Japanese learners are apt to connect word to word or sentence to sentence with only the meaning of itself without considering the contexts.

In chapter 4, I pick out some interesting issues in the data, and discuss them. On the functions of connectives, Crystal and Davy (1975) say that it is possible to distinguish three main functions of these connectives---though as we shall see, the boundaries between these functions are sometimes obscure.

On the other hand, van Dijk says that one of the problems in the semantics of natural connectives is their possible ambiguity. For instance, and may be used to express not only a conjunction, but also conditionals, causals, temporal and local connectives.

Here, I refer to well, yes, really, and that is of four double ambiguous functions and compare them with the Hypothesis 2. The acquisition orders of the double ambiguous functions are as follows: $D < R < S < E$ (D: Diminishing, R: Reinforcing, S: Softening, E: Echoic-Responding) The resulting orders match Hypothesis 2. Consequently, Japanese EFL learners can perhaps use AIZUCHI more fluently than other categories.

In chapter 5, I summarize the chief points and give final remarks. The data analyzed in this study provided clear support for each hypothesis.

For teaching guidelines, Schourup and Waida (1988) emphasize that students should avoid the pitfall of trying to find the Japanese equivalent of English connectives.

Hence, I stress that we should introduce the use of connectives through comprehension activities in the flow of thought from L2 to L1 to free from the interference of the L1 in the junior high school and the senior high school curriculum, while the college or university curriculum should be focused on production from L1 to L2.

Finally, more discussion is needed on the present study, concerning individual connectives with the testing methods in detail. It is hoped that this paper will contribute the planning of the teaching of English to Japanese EFL Learners.