A Contrastive Analysis of Discourse Connectives between English and Chinese and Its Pedagogical Implications

中英文篇章連接詞之對比分析與教學上之啟示

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Introduction

- Theoretical base: **Contrastive Analysis**

- Focus on *coordinate* and *subordinate* structures of Chinese and English

- Seven major points of contrast analysis of above structures

- Pedagogical implications by comparing what a student must know with what actually appears in grammar and composition textbook published by NICT (國立編譯館)
Literature Review

Contrastive analysis studies the features that are different between two languages and also those that are common on both. Its significance lies in pointing out the possible areas of interference caused by a person’s native language as that person attempts to learn another.

This theory does not imply that all errors will be caused by interference of native language in the learning process.
Literature Review

- Lado (1957) claimed that the result of CA provides ideal criteria for selecting test items.

- Hall (1968) accepts that the structure of textbooks, the selection of the teaching items, the degree of emphasis of various factors of the target language, the kinds of practice drills used, the nature of the exposition in the text of classroom, etc. should be geared to the native language of the learner.

- Nickel and Wagner (1968) makes similar claim about the crucial roles of CA in both didactic (the limitation, grading, and exposition associated with language teaching) and methodic (the actual classroom presentation) aspects of language pedagogy.
Seven major points

1. The pregnant Clause
2. Conjunction and Reduction
3. The parataxis and Hypotaxis continuum
4. Copy Cleft Transformation
5. Connectives Linking Restrictive and Nonrestrictive Adverbial Clause
6. Explicit subordinate clause connectives
7. Implicit subordinate clause connectives
1. **The pregnant Clause**

The basic types of clause complexes == > similar in Chinese and English
The dramatic difference == > the pregnant clause in Chinese

(1) san-ge ren, ni yi ju
THREE MEASURE MAN YOU ONE SENTENCE
wo yi ju, shuoge bu liao
I ONE SENTENCE SPEAK NOT FINISH
‘The three men speak without stopping, with one sentence immediately following upon the other. ‘

Nominative absolute
(2) The three men speak without stopping, one sentence immediately following upon the other.
== > Students must learn to substitute prepositional or participial phrases for them.

Without any marker to indicate explicitly its adverbial relationship to the matrix

Be introduced by the preposition with and an ING clause
2. Conjunction and Reduction

Identical constituents in coordinate clauses:

=> in English can be factored out.

=> in Chinese, the shared element is subject or entire predicate can be omitted. If the shared elements are verbs, objects, or adverb modified predicates with each having different subjects, shared constituents can not be factored out.

(3)*wo dale zhangsan; ni, lishi
I HIT ZHANGSAN YOU LISHI
‘I hit Zhangsan, and you, Lishi. ‘

=> The teacher should teach students the different types of sentences that can be produced by omitting shared elements in English.
3. The parataxis and Hypotaxis continuum

R. Lakoff (1984) : pure parataxis, mixotaxis, near hypotaxis and pure hypotaxis $<== \text{in English}$

$==$ > In Chinese, there is no mixotaxis or pure hypotaxis.

(4)-a. parataxis

The baby cried. The mother picked it up.

Xiao hai kule mama
SMALL CHILD CRIED MOTHER
Ba ta baoqilai
GET HE PICKED UP

-b. mixotaxis \text{(ungrammatical in Chinese)}

The baby cried, and the mother picked him up.

Xiao hai kule er
SMALL CHILD CRIED AND
Mama ba ta baoqulai
MOTHER GET HE PICKED UP
(4)-c. pure hypotaxis (ungrammatical in Chinese)
After crying, the baby was picked up by the mother.
kuguo hou, xiao hai
CRIED AFTER SMALL CHILD
bei mama baoqilai
BY MOTHER PICKED UP

Near hypotaxis
(5)-a. If the baby cried, the mother picked him up.
jiaru xiao hai kule, mama
IF SMALL CHILD CRIED MOTHER
cai ba ta baoqilai
(ADV CONJ) GET HE PICKED UP
(5)-b. When the baby cried, the mother picked him up.

\[
\begin{align*}
\text{xiao} & \quad \text{hai} & \quad \text{kule,} & \quad \text{mama} \\
\text{SMALL} & \quad \text{CHILDCRIED} & \quad \text{MOTHER} \\
\text{bian} & \quad \text{ba} & \quad \text{ta} & \quad \text{baoqilai} \\
\text{(ADV CON)} & \quad \text{GET} & \quad \text{HE} & \quad \text{PICKED UP}
\end{align*}
\]

-c. The baby cried although the mother picked him up.

\[
\begin{align*}
\text{suiran} & \quad \text{mama} & \quad \text{ba} & \quad \text{xiao} & \quad \text{hai} \\
\text{ALTHOUGH} & \quad \text{MOTHER} & \quad \text{GET} & \quad \text{SMALL} & \quad \text{CHILD} \\
\text{baoqilai,} & \quad \text{ta} & \quad \text{hai} & \quad \text{shi} & \quad \text{ku.} \\
\text{PICKED UP} & \quad \text{HE} & \quad \text{(ADV CONJ) BE,} & \quad \text{CRY}
\end{align*}
\]

-d. The baby cried before the mother picked him up. \textit{(ungrammatical in Chinese)}

\[
\begin{align*}
\text{xiao} & \quad \text{hai} & \quad \text{zai} & \quad \text{mama} & \quad \text{baoqilai} \\
\text{SMALL} & \quad \text{CHILDCRIED AT} & \quad \text{MOTHER} & \quad \text{PICKED UP} \\
\text{yiqian} & \quad \text{kule} \\
\text{BEFORE} & \quad \text{CRIED}
\end{align*}
\]
The relationship between paratactic and hypotactic structures emphasizes that the same pair of ideas can be expressed either in a coordinate structure, with both ideas of equal importance, or with one idea made subordinate to the other. What this means is that one idea not inherently more or less important than another in the sense.

> Students have to learn to use and interpret both sentences that involve mixotaxis and those involving pure hypotaxis, near hypotaxis (5-d) that are not available in Chinese.
4. Copy Cleft Transformation
Definition: It explains the phenomenon of how a compound sentence can be derived from a complex
(6) Complex sentence: We went out despite the rain’s pouring down.
(7) Compound set
- a. The rain was pouring down; we went out despite the rain's pouring down.
- b. The rain was pouring down, but we went out despite the rain's pouring down.
- c. The rain was pouring down, but we went outside despite that.
- d. The rain was pouring down, but we went outside nevertheless.
- e. The rain was pouring down, but we nevertheless went out.
- f. The rain was pouring down; however, we went out anyway. (Talmy, 1978:49)

--> the very existence of these types of structures, must be learned.

This ability to give ideas varying degrees of importance within a particular context, as well as the considerable variety of ways of doing that, is something that will help Chinese English students become more proficient both in using English and in listening to others.
Thanks for your attention