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**PRAGMATIC COMPETENCE OF ADVANCED  
CSL LEARNERS IN SPOKEN CHINESE: A  
COMPARISON OF NATIVE SPEAKERS OF  
ENGLISH AND OF CANTONESE**

**FAN LING**

**PhD**

**The Hong Kong Polytechnic University**

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**The Hong Kong Polytechnic University**  
**Department of Chinese and Bilingual Studies**

**Pragmatic Competence of Advanced CSL learners in  
Spoken Chinese: A comparison of Native Speakers of  
English and of Cantonese**

**Fan Ling**

A thesis submitted in partial fulfillment of  
the requirements for the degree of Doctor of Philosophy

November, 2018

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Fan Ling

## **Abstract**

This thesis attempts to investigate pragmatic competence of spoken Chinese by Chinese as a second language (CSL) learners with a comparison of the learners who are native speakers of English and native speakers of Cantonese. The original sound recording retrieved from COPA (Computerized Oral Proficiency Assessment, provided by Yale-China Chinese Language Institute, The Chinese University of Hong Kong) serves as the database for this study in which CSL learners of different language levels from different language backgrounds are required to perform Chinese on various occasions. This study sampled 90 advanced and advanced high CSL learners randomly whose first language is either Cantonese or English. Of those whose first language is Cantonese, 31 were advanced learners and 14 advanced high learners. Similarly, 31 advanced and 14 advanced high learners whose first language is English are selected.

Pragmatic competence of the CSL learners has been conceptualized in this study as comprising of dual aspects: using appropriate discourse cohesive devices and adopting appropriate politeness strategies. The research questions for the study are:

- 1) How well do the CSL learners of different language levels use discourse cohesive devices such as causality relations, connectives and repeated words and expressions?
- 2) Are there any differences between native speakers of English and native speakers of Cantonese in their competence of using cohesive devices?
- 3) How well do the CSL learners of different language levels use politeness strategies?

- 4) Are there any differences between native speakers of English and native speakers of Cantonese in their competence of using politeness strategies?
- 5) Is it true that CSL learners with higher language level or longer period of learning Chinese would demonstrate higher level of pragmatic competence?

It is found that overall CSL learners who are native speakers of Cantonese perform better than those who are native speakers of English in using discourse cohesive devices. Furthermore, among CSL learners who are native speakers of Cantonese, advanced high level learners perform better than advanced ones in general, though the gap is not remarkable. Similarly, among CSL learners who are native speakers of English, advanced high level learners perform better than advanced ones, especially in discourse construction. In short, CSL learners of different levels from different language backgrounds present different performances in the application of discourse cohesion measures such as causality conjunctions, coordinating connectives and disjunctives as well as repetition, there is a proportional relationship between Chinese proficiency level of CSL learners and their use of discourse cohesion measures, i.e., the higher level the CSL learners have, the higher discourse cohesion competence they would have.

Regarding appropriate use of politeness language and strategies by CSL learners, it is found that although there exist some differences among CSL learners of different levels from different language backgrounds, there is no proportional relationship between this aspect of pragmatic competence and the Chinese proficiency level of the students. Instead, CSL learners having higher Chinese proficiency tend to have lower pragmatic competence in using politeness language appropriately. Furthermore, it is also discovered that the higher proficiency CSL learners have, the less they will be affected by their

mother tongues, though there is no obvious evidence that can show that the mother tongues of CLS learners have a direct relation with their pragmatic competence.

In conclusion, the author integrates different theories and insights to discuss cultural as well as linguistic factors of the CSL learners in influencing their pragmatic competence. Furthermore, implications and suggestions for CSL teaching are put forward, making a significant contribution to CSL learning and teaching which over the years, has largely ignored the importance of nurturing pragmatic competence.

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## **List of Abbreviations**

ACTFL American Council on the Teaching of Foreign Language

CAL Center for Applied Linguistics

COPA Computerized Oral Proficiency Assessment

CSL Chinese as Second Language

CST Chinese Speaking Test

DCT Discourse Completion Test

MDCT Multiple-choice Discourse Completion Test

OPI Oral Proficiency Interview

P4CA Examinees with Advanced Proficiency whose native tongue is Cantonese

P4CAH Examinees with Advanced High Proficiency whose native tongue is  
Cantonese

P4EA Examinees with Advanced Proficiency whose native tongue is English

P4EAH Examinees with Advanced High Proficiency whose native tongue is English

SOPI Simulated Oral Proficiency Interview

# Chapter 1 Introduction

## 1.1 Research Background

Pragmatics is linguistics concerning language in use and in the contexts in which it is used. It attends to specific utterances in specific situations, in particular how people understand and use language to communicate in different language contexts. Chinese as a second language learners (CSL learners) from different countries tend to have problems in their pragmatic performance. Their errors in pragmatic performance differ from the grammatical errors in that learners may be able to produce grammatically accurate utterances but the utterances may not be coherently linked or appropriate in the context to achieve the communicative purposes.

### Example 1.1: Expressing opinions on talking aloud in public<sup>1</sup>

問: 對在公共場所大聲講話這種現象，請問你有什麼看法？

答: 我坐在公共汽車很累，所以我不想聽人們說那麼吵的話，我覺得對，對他們附近的人有壞處。他們可能去工作的時候要看報紙還是要聽音樂。我覺得他們影響他們，他們的性格。(Opinion: Usc217-ANb007)

The above answer was given by a CSL learner at the advanced level. There are no grammatical or linguistic errors; but for those who know Chinese, it is obvious that this way of expression differs from that of native speakers, because such expressions do not follow the expected principles in communication in Mandarin Chinese.

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<sup>1</sup> The author has not rendered this example into English because translation will more or less lead to the loss of the original meaning and may cause ambiguity. More importantly, once translated into English, it cannot reflect the features of Chinese language in a good way. Therefore, the subsequent examples are treated in the same way.

Though there are no grammatical or linguistic errors in the expressions, deficiency in pragmatic competence appears. Pragmatic deficiency refers to inappropriate expressions or behaviors in communications, because speakers cannot express themselves coherently or appropriately under certain contexts. Thomas (1983) analyzes cross-cultural pragmatic failure by resorting to pragmatic theories. In his opinion, cross-cultural pragmatic failure can be divided into two types: pragmatic failure, and socio-pragmatic failure. Socio-pragmatic failure is related to language appropriateness on social occasions and language habits and features of speakers from different cultural backgrounds as well as pragmatic errors caused by cultural differences. All in all, the fundamental cause of pragmatic failure is the pragmatic competence of language learners, which has a direct effect on CSL learners' ability to express themselves and on the outcomes of the expression.

In Hong Kong, Cantonese has been spoken by local people for centuries. Colonial days saw the introduction of an educational system initially aimed at educating students in English. Chinese (Mandarin) was taught in almost every school in Hong Kong, and departments and faculties of Chinese were present in most colleges and universities since the return of Hong Kong to China in 1997.

There are two types of Chinese learners: native Cantonese learners and learners whose first language is other than Cantonese (CSL). CSL learners in Hong Kong include those who have previously been exposed to Chinese language and culture due to their Chinese ethnic background and those who have little or no contact with the Chinese language or Chinese culture, e.g., there are some Hong Kong people who are born in Hong Kong but they are Westernized and know almost nothing about Chinese language.

### 1.1.1 Description of COPA

The aim of this research is to conduct a comparative study of the pragmatic competence of native Cantonese speakers and native English speakers who are CSL learners taking part in COPA (Computerized Oral Proficiency Assessment).

COPA is based on a large-scale research project initiated by the Center for Applied Linguistics (CAL) in Washington D.C. in the mid-1980s. The idea is to determine the spoken language proficiency of language users through sampling and corpus evaluation. In 1986, the CAL developed and launched the first Simulated Oral Proficiency Interview (SOPI), also known as the Chinese Speaking Test (CST), with funding from the U.S. Department of Education. CST not only has the high efficiency of the Oral Proficiency Interview (OPI) but also has become a promising oral proficiency test (Clark 1988; Stansfield & Kenyon 1989). The test records the answers on a tape recorder and then they are evaluated according to the American Council on the Teaching of Foreign Languages' (ACTFL) guidelines. These guidelines describe aspects of speech, which characterize speakers at different levels of proficiency. Subsequently, the CAL developed simulation interviews in other languages in accordance with the same concept and form. This test model of second language oral proficiency has been used in dozens of languages such as Chinese, Japanese, Arabic, German, French, Spanish, and Russian. This type of testing focuses on language ability, not language knowledge.

There are several features of COPA. Firstly, the test items, also known as tasks, are grouped randomly. Test items are stored in the computer in two relatively original forms, task bank and computer program. The computer program is instructed to randomly group the test items to make a test paper at the beginning of the test, hence

making each test unique. Although the form and item types of the test paper are identical for every examinee, the tasks examinees have to do are different. Even though the same examinee takes the test again in the same computer right after just finishing one, the two tests are completely different in content. One of the greatest advantages of such an operation is that not one person, including the examiner, the developer, or the administrator, knows anything about the test paper, which is grouped randomly before the examinees are seated and before the start of the computer program. This frees the common worry of test developers, to keep test papers confidential. The number of test items in the test bank should be large enough. There are 600 test items in total, so each time 12 test items are used; there is almost no chance that a whole test paper would be copied, not to mention the diversity of the content, 12 test items containing 12 diverse contents.

Secondly, examinees can not only listen to the instructions (given in their first language) but also read them on a computer monitor, which avoids the external influence on examinees' performance caused by obscure instructions. And finally, responses will then be evaluated by two specially trained COPA raters. The test lasts for approximately 30 to 45 minutes, the tasks covering a wide range of topics and speech functions. Each COPA task presents the examinee with a speaking task of a defined level of difficulty on the Proficiency Guidelines developed by the ACTFL.

The COPA grades are divided into four levels:

## **NOVICE**

Language ability: Learners are able to give responses to simple questions, convey minimal meaning, and satisfy a very limited number of immediate needs.

Language characteristics: Influenced by the first language, learners find it difficult to make themselves understood, as utterances are word pieces and broken sentences; even sympathetic listeners may have difficulty understanding learners of this level.

### **ADVANCED**

Language ability: Learners are able to join in simple conversation and to raise questions, give answers, and exchange information. Also, learners at this level are capable of making flexible use of learned words and of expressing their will to a certain degree if needed. They can satisfy basic personal needs and social demands

Language characteristics: Learners can make themselves understood to those whose language backgrounds are similar to theirs. Learners of this level have a certain level of vocabulary and are able to form sentences.

### **ADVANCED HIGH**

Language ability: Learners at this level are able to join in various conversations on different occasions. They are also capable of employing different strategies to communicate and deal with possible variables in conversation. Also, they can satisfy the requirements of school and work situations.

Language characteristics: Most interlocutors can understand learners of this level due to the accuracy in the language used, including pronunciation, grammar, and vocabulary. They are able to use language correctly and to make descriptions or narrations in segments if needed.

### **SUPERIOR**

Language ability: Learners at this level are able to actively join in various conversations on formal or informal occasions from a concrete or abstract perspective;

for example, in daily life, in specialty fields, in society, and in academic fields. They are capable of employing language skills and strategies to communicate and are qualified to meet the language requirements in their study and work.

Language characteristics: There is no difficulty for learners at this level to make conversation with people speaking Chinese as their first language. They are able to speak fluently and can make arguments and deliver speeches if needed, as they have a good command of vocabulary; learners at this level are seldom affected by mistakes either in language or paralinguistic features.

The study focuses on studying advanced high CSL learners' pragmatic knowledge of two pragmatic skills, textual cohesion and politeness language, and furthermore making comparisons of these examinees' pragmatic competence whose first language is either Cantonese or English.

#### 1.1.2 Statement of the problems and research significance

Native Cantonese CSL learners in the COPA test have a Chinese background. These students are labeled local Chinese in COPA. Nonetheless, while Cantonese speakers share the same written text as the Mandarin Chinese speakers, the spoken form of Cantonese is totally different. Native Cantonese CSL learners have to learn the pronunciation of Mandarin Chinese as do other language CSL learners. The discussion and focus of this study will be the oral intercultural communication of Chinese in this study. Native speakers of English as CSL learners also face challenges in spoken Chinese as they struggle to select language materials in the target language to communicate their thinking. Many pragmatic failures occur because the English and Cantonese Chinese systems are different, thus leading to pragmatic failures during communication. These failures make communication difficult. .

We can also observe that CSL learners cannot speak Chinese tactfully and appropriately because of cultural differences. Socio-pragmatic failures may lead to communication failures. Grice (1975) indicates that people can understand and cooperate with each other only when they obey the rules in communication. Leech (1983) puts forward the Politeness Principles: tact maxim, generosity maxim, approbation maxim, modesty maxim, agreement maxim, and sympathy maxim. In communication, socio-pragmatic failures often result from various social, cultural factors and customs. Quite often, CSL learners make some cultural mistakes in using Chinese by using the native cultural sense plus the target cultural form, hence causing socio-pragmatic failures. As mentioned, socio-pragmatic failures are often related to background and context.

The present study therefore serves to contribute to the existing understanding of the way CSL learners perform concerning their pragmatic competence. The research questions for the study are:

- 1) How well do the CSL learners of different language levels use discourse cohesive devices such as causality relations, connectives, and repeated words and expressions?
- 2) Are there any differences between native speakers of English and native speakers of Cantonese in their competence in using cohesive devices?
- 3) How well do the CSL learners of different language levels use politeness strategies?
- 4) Are there any differences between native speakers of English and native speakers of Cantonese in their competence in using politeness strategies?
- 5) Is it true that CSL learners with higher language level or longer period of learning Chinese would demonstrate higher level of pragmatic competence?

The author believes that the answers to these research questions yield the following research significance. First, comparing the pragmatic competence of native Cantonese and native English CSL learners via a pragmatic test is a new endeavor, which can further minimize the negative effects of miscommunication on the part of students and teachers.

Second, politeness expressions and supportive moves produced by CSL learners of different first languages have been found to be different from those produced by native speakers of Chinese. It would be reasonable to speculate that the perceptions of the addressees who speak various first languages concerning what constitute a politeness message and/or other aspects of pragmatic competence would also be different.

Thirdly, the findings of the present research will provide insights and implications for enhancing CSL teaching curriculum development and practices at various language levels and in the construction of academic modules of the tests as well.

## **1.2 Structure of the Thesis**

The thesis consists of six chapters.

Chapter 1 sets a relevant scene for the present study to introduce the research background from five dimensions: basic information of the research topic and subject: definitions, concepts, research objectives, the data recourse, and the practical significance of the present study. It also gives the thesis outline.

Chapter 2 presents a thorough literature review of the existing body of this research and research methodology of data analysis. The review is composed of four parts: theory of interlanguages; theory of pragmatic competence; theory of textual

cohesion and pragmatic principle, approaches, and methods in second language spoken; and spoken language achievement in the second language discourse studies.

Chapter 3 further explains the methods used in the present study from three aspects: data description and discussion, criteria for data collection, and corpus-assisted discursive and analysis. It will give an introduction of the basic information of data: the source, data-collecting criteria, and three corpora specifically built for this present study. Outlines of the conceptual and theoretical framework of the study are the basis of the literature review. In addition, the research design and data collection details are described and presented in this chapter. According to the research objectives and research proposed, this chapter will work out an operational framework to test pragmatic competence.

Chapter 4 discusses the findings by providing answers to the first and second research questions. For the research questions, there will be two aspects of analysis: the uses of conjunctions and the application of word repetition.

Chapter 5 deals with the third and fourth research questions. Specifically, it concerns examinees' performances on the use of opening markers and closing markers. Also, politeness strategies employed by examinees to make rejections and apologies are explored along with discussion of the appropriateness in using the politeness language.

Chapter 6 presents the conclusion of this study, linking the findings with the empirical literature and providing answers to the last research question. In this chapter, cultural factors and backgrounds of the examinees are taken into consideration and discussed in detail. It also summarizes the findings, contributions, and limitations.

Suggestions for future research directions to study CSL learners' pragmatics competence are also given.

## **Chapter 2 Literature Review**

### **2.1 Overview**

This chapter deals first with pragmatic competence and communicative competence. It then gives descriptions of the two types of competences, followed by an illustration of the current dominant communicative competence models and Speech Act Theory in pragmatic competence. Then the two fundamental theories, textual cohesion and politeness theory are introduced. Following the two theories is a theory that underlies the thesis. Pragmatic competence and the tools for testing pragmatic competence are then given. At the end of the chapter, the research gap is stated and a summary is made.

### **2.2 Linguistic Competence**

#### **2.2.1 Communicative competence**

Chomsky (1965) holds that the meaning of a sentence is determined by its deep structure and clearly defines competence and performance in his book *Aspects of the Theory of Syntax*. Hymes (1972), influenced by Chomsky's language ability, proposes that a person's capacity includes both the knowledge of a language and the ability to use it, thus mixing the sociolinguistic perspective with Chomsky's linguistic view in defining communicative competence.

Hymes's ideas about communicative competence were later developed by Canale and Swain in 1980, when they introduced a theoretical model of communicative competence. Their concept of communicative competence refers to the relationship and interaction among grammatical competence, knowledge of grammatical rules, social linguistic competence or knowledge of rules of language use (Canale & Swain 1980). Specifically, Canale and Swain's model of communicative

competence consists of three domains of knowledge and skills: grammatical competence, sociolinguistic competence, and strategic competence. Grammatical competence refers to accurate knowledge of sentence formation and vocabulary, whereas sociolinguistic competence indicates the language user's ability to produce and understand language in different social contexts. Strategic competence means the ability to use language to achieve communicative goals and enhance the effectiveness of communication (Canale & Swain 1980).

Widdowson (1983) also makes a distinction between competence and capacity. He resorts to what he gains in discourse analysis and pragmatics when giving a definition of the two notions. It is proposed that communicative competence is related to the knowledge of linguistics and sociolinguistic conventions. Besides, he thinks that connection is the relationship between language and symbols, and coherence an illocutionary act. According to Widdowson (1983), ability is not a part of competence in that it does not turn into competence but remains an active force for unending creativity.

Communicative competence refers to both knowledge, or competence, and the capacity for implementing that competence under appropriate contexts (Bachman 1990). In addition, Bachman built a framework for Communicative Language Ability, which is composed of three components: language competence, strategic competence, and psychological mechanisms (Bachman 1990). Macaro (1997) puts forward four popular beliefs among language teachers that facilitate the realization of the level of communicative competence. These beliefs are firstly, paying more attention to speaking and listening skills rather than to reading and writing; secondly, practicing more in exchanging new information instead of already known information; next is enhancing students' involvement to overcome passive learning; and finally focusing

on practicing the language in meaningful situations rather than on producing well-formed sentences or in individual words (Macaro 1997).

Canale and Swain (1980) and Canale (1983) divide communicative competence into four parts. Linguistic competence refers to the relevant linguistic knowledge, or to be exact, the ability to use the linguistic code and understand grammar, and to pronounce, and use vocabulary correctly. Discourse competence means the ability to maintain coherence and cohesion between segments of discourse. Strategic competence is the ability to repair and work around communication gaps with the learners' knowledge of the target language while sociolinguistic competence is about using language appropriately in various social situations (Canale & Swain 1980; Canale 1983).

### 2.2.2 Pragmatic competence

Pragmatic competence has long been considered a vital component of communicative competence (Laughlin, Wain, & Schmidgall 2015) and is thought to be a great challenge to second language learners, even those at an advanced high proficiency level (Halenko & Jones 2011).

The concept of pragmatics can be illustrated from different perspectives. In 1938, Morris first introduces the modern usage of pragmatics. He pointed out that pragmatics refers to the exploration of the relation of signs to interpreters (Morris 1938). Furthermore, he explains that it is a sufficiently accurate characterization of pragmatics that it deals with the biotic aspects of symbiosi (Morris 1938).

Different from Morris, Stalnaker (1972) defines pragmatics as the study of linguistic acts. Wunderlich (1980) points out that pragmatics deals with the interpretation or utterances of sentences. As for other researchers, Levinson (1983)

defines pragmatics as the study of the ability of language users to connect sentences with the contexts. Leech (1983) claims that pragmatics could be defined as the study of the use of language and the meaning of utterances related to their situations. To Verschueren (1999), pragmatics is the study of meaning in contexts. In 1985, Crystal gave the first detailed definition of pragmatic, i.e. the study of language from the point of view of users, in particular, of the choices they make, the constraints they encounter in using language in social interaction and the effects their use of language exerts on other examinees in communications.

Kasper and Rose (2002) define pragmatics with the following distinguishing features, which are ability to clearly reflect all aspects involved in pragmatics; for example, the meaning which is created in interaction between speakers and hearers. Also significant are both linguistic and non-linguistic contexts and choices made by the users of language which are counted as important concerns and constraints in using language in social actions (for example, who can say what to whom).

Leech (1983) states that the pragmatic can be used for researches and the linguistic strategies and resources can be employed to encode and decode a given illocution. According to Alcaraz (1990), the characteristics of pragmatics are the following: using language as a means of communication, focusing on functions rather than on forms, studying the processes that take place in communication, using language authentically and in appropriate contexts, the interdisciplinary nature of pragmatics, and applying linguistic theories based on the concept of communicative competence (Alcaraz 1990).

For Thomas (1995), pragmatics has much to do with meaning in interactions and refers to paying attention to the speakers' intention and its influences on the hearers during the process of communication.

Ariel (2010) lists ten criteria to define pragmatics: context dependence, non-truth conditionality, implicit and secondary meaning, discourse unit, extra-grammatical accounts, acceptability judgments, naturalness, performance, right-hemisphere specialization, and inference.

Schmidt and Richards (1980) use the term pragmatic competence as a synonym for communicative competence, whereas Bell (1976) and Thomas (1983) refer to pragmatic competence as social competence. Fraser (1983) focuses on the role played by listeners and points out that pragmatic competence is the knowledge of how an addressee determines what a speaker is saying and recognizes the speakers' intended illocutionary force conveyed through subtle attitudes in the speaker's utterance.

## **2.3 Communicative Competence Models**

In general, there are three models of communicative competence: the model put forward by Canale and Swain, the model by Bachman and Palmer, and the description of components of communicative language competence in the Common European Framework (CEF).

### **2.3.1 The model developed by Canale and Swain**

The model developed by Canale and Swain has three main components: fields of knowledge and skills in view of grammatical, sociolinguistic, and strategic competence (Canale & Swain 1981). Canale transfers some elements from sociolinguistic competence into the fourth component, which he refers to as discourse competence (Canale 1983).

Grammatical competence is related to the linguistic code, be it verbal or non-verbal, and includes vocabulary knowledge of morphological, syntactic, semantic, phonetic, and orthographic rules. Equipped with grammatical competence, the speaker is able to employ knowledge and skills for understanding and expressing the literal meaning of utterances.

Sociolinguistic competence includes the knowledge of rules and conventions which underlie appropriate comprehension. After all, language is used in different sociolinguistic and sociocultural contexts.

Finally, discourse competence determines the way in which form and meaning are combined to achieve meaningful spoken or written texts which in turn are achieved by cohesion in form and coherence in meaning. Cohesion is achieved by the use of cohesion devices; for example, pronouns, conjunctions, synonyms, and parallel structures, which help to link individual sentences and utterances into a meaningful segment. The conjunctions for cohesion will be discussed in the following parts.

Strategic competence is the knowledge of verbal and non-verbal communication strategies; it repairs breakdowns in communication caused by insufficient communicative competence. These strategies include paraphrase; circumlocution; repetition; reluctance; avoidance of words, structures or themes; guessing; changes of register and style; and modifications of messages. Strategy competence can also be used to enhance the effectiveness of communication. In addition, strategy competence includes non-cognitive aspects such as self-confidence and readiness to take risks. Also, it enables learners to successfully deal with people who lack such competence to some degree. It is so powerful that it has dominated the field of second language acquisition and foreign language testing for more than a decade.

### 2.3.2 The model developed by Bachman and Palmer

Bachman (1990) proposes a new model of communicative competence the mid-1990s. Bachman and Palmer (1996) state that there are many features of language users, such as general characteristics, topical knowledge, affective schemata, and language ability influenced by communicative language ability. The key characteristic is their language ability, which consists of two broad areas: language knowledge and strategic competence.

Language knowledge mainly includes two types of components: organizational knowledge and pragmatic knowledge. Organizational knowledge means the abilities engaged in the control over formal language structures including grammatical and textual knowledge. Grammatical knowledge includes vocabulary, morphology, syntax, phonology, and graphology. Textual knowledge refers to comprehension and production of spoken or written texts. It covers the knowledge of conventions for combining sentences or utterances into texts, such as cohesion and knowledge of rhetorical organization or conversational organization.

Pragmatic knowledge is the ability to create and interpret discourse. Likewise, pragmatic knowledge includes two kinds of knowledge: knowledge of pragmatic conventions and knowledge of sociolinguistic conventions. From the above, it can be roughly concluded that Bachman and Palmer's model of communicative competence is more complex, comprehensive, and clearer than the model put forward by Canale and Swain.

### 2.3.3 Description of components of communicative language competence in the Common European Framework (CEF)

The description of components of communicative language competence in the Common European Framework (CEF) is built with the purpose of assessing the learning and teaching of a language. Generally, CEF includes three basic components: language competence, sociolinguistic competence, and pragmatic competence. Language competence is about lexical, grammatical, semantic, phonological, orthographic, and orthopedic competences. Sociolinguistic competence refers to the possession of knowledge and skills to use language appropriately in a social context. And pragmatic competence involves two subcomponents: discourse competence and functional competence.

## 2.4 Speech Act Theory and Pragmatic Competence

Pragmatic competence plays an important role in second language learning and teaching. There are many theories concerning pragmatics, one of which is Speech Act Theory. In this section, two theories developed by John Austin and Searle are discussed in detail.

### 2.4.1 Speech act theory developed by Austin

Austin (1962) suggests two categories of conditions which must be satisfied for an act to be felicitous. Firstly, there must be a conventional procedure that would produce a conventional effect. Secondly, the procedure must be executed correctly and completely.

A person must have the requisite thoughts, feelings, and intentions, as specified in the procedure, and the relevant parties should follow if consequent conduct is specified. In Austin's (1962) opinion, misfires result from the violations of the first

two conditions, when the intended action is not performed, whereas violations of the third condition are only abuses, when the action is performed in an infelicitous or insincere way. All three conditions can be either verbal or non-verbal. The conditions are verbal when they have something to do with the actual utterance of certain conventional words. The conditions are non-verbal when they have something to do with the conventional procedure and the appropriate examinees. Austin found out that the performativity category covers a wide range of utterances, subsuming some that are not of the highly conventionalized type but are used in ordinary language situations. Also, Austin drew a parallel distinction between explicit performatives, which satisfy the linguistic form in the above sentences or others of this model, and implicit performatives, which do not conform to that form although it is assumed and implicit (Austin 1962).

#### 2.4.2 Speech act theory developed by Searle

Searle (1965) drops the separation of an utterance into locutionary and illocutionary acts and makes a distinction between a proposition or propositional act and illocutionary force indicating devices (IFID). Also, he claims that there are exactly five illocutionary points: assertive, commissures, directives, declaratives, and expressive. They are expounded in detail below.

Assertive occurs in the following situations when people want to express the following communicative intentions: to assert, claim, affirm, state and deny as well as disclaim; to assure, argue and rebut; to inform, notify and remind; to predict, report and suggest as well as insist; to conjecture, hypothesize and guess as well as swear; to testify, admit, confess, accuse, blame, and criticize, as well as to praise, complain, boast and lament.

Commissures take place in the following contexts: to commit, promise, threaten, vow and pledge as well as swear; to accept, consent, refuse and offer; to bid, assure, guarantee, and warrant as well as to contract, covenant, and bet.

Directives happen when speakers need to express the following communicative intentions: to direct, request, ask, and urge; to tell, require, demand and command as well as to order; to forbid, prohibit, enjoin and permit; to suggest, insist, warn, advise and recommend; to beg, supplicate, entreat, beseech, and implore as well as to pray.

Declaratives occur when people want to express the following communicative intentions: to declare, resign, adjourn, appoint, and nominate; to approve, confirm, disapprove, endorse and renounce as well as to disclaim; to denounce, repudiate, bless, and curse; to excommunicate, consecrate, christen, abbreviate, name, and call.

Expressive happens when people want to express the following communicative intentions: to apologize, thank, condole, congratulate; to complain, lament, protest, deplore and to boast, compliment, praise, welcome and greeting.

The author of this thesis has chosen to study the how examinees perform in the COPA test when they are required to achieve their expressive intentions in oral communications and then different pragmatic competence in expressing expressive acts of CSL learners from different backgrounds will be discussed.

## **2.5 Textual Cohesion Theory**

Stubbs (1983) and Coulthard (1985) regard text as written language and discourse as spoken language. Halliday and Hasan (1976) view text as a unit of language in actual use that can be any passages, spoken or written of whatever length.” Leech (1983) takes discourse as both written and spoken English. Van Dijk (1980) points out the difference between text and discourse, the first related to a language

user's competence, the latter a general term for examples of language use. Brown and Yule (1983) define text as the verbal record of communicative activities and distinguish text-as-product from discourse-as-process.

Cohesion is achieved by implicit relations of meaning, and there are two factors distinguished in discourse (Roelofs 1998). Also, cohesion refers to apparent components in the discourse. It occurs when the interpretation of an element in the discourse is dependent on another element within the discourse (Halliday & Hasan 1976). Cohesive relations are semantic ones realized by the lexical-grammatical system, especially through the use of verbal devices (Adams 2002; Roelofs 1998). Cohesive ties between sentences consist of conjunctions (coordinating and subordinating connectives and disjunctives) and references (introductions and referrals) (Halliday & Hasan 1976; Liles 1985; Strong & Shaver 1991). Halliday and Hasan (1976) further state that a text must have texture, which is guaranteed collectively by cohesion and register. In addition, they put forward the standards for coherence in the process of discussing the relation between cohesion and texture.

Widdowson (1978) in his analysis defines cohesion as the overt relationship between propositions expressed via sentence and then regards the coherence of a discourse as the relationship between illocutionary acts and propositions, which is not always linked but is used for execution. Widdowson's (1978) theory of illocutionary act based on Speech Act Theory is succinct and offers an account of how some apparently unconnected utterances go together in a conversational discourse to form a coherent discourse. However, the approach seems difficult to apply to concrete analysis. The problem with the application of Speech Act Theory is that people do not know how to assign speech acts in a non-arbitrary way during a transcribed record of a conversation.

De Beaugrande and Dressler (1981) propose seven defining characteristics of a text, which they call seven standards of textuality. They are intentionality, which means the fulfillment of the author's intentions; acceptability, the relevance to the text receiver; informativity, which means the right amount of information with regard to the reader; situationality, which indicates location in a discrete sociocultural context in a real time and place; and intertextuality, which has something to do with the relationship with other texts that have some common characteristics with the target text; and cohesion as well as coherence which function as semantic markers to link ideas and to link one's experience of the phenomenal world with the text world by using some measures such as sequence, issues of causality and time in the construction of the text worlds.

De Beaugrande and Dressler (1981) define a text as a communicative occurrence which meets seven standards of textuality. The distinction is made between cohesion and coherence. Cohesion concerns the way in which the components of the surface text, that is, the actual words we hear or see, are mutually connected within a sequence. Surface components depend upon each other according to grammatical forms and conventions; therefore, they view cohesion as grammatical dependency. In contrast, coherence concerns the way the components of the textual world, i.e. the configuration of concepts and relations which underline the surface text, are mutually accessible and relevant.

#### 2.5.1 Discourse markers and conjunctions

Cohesion is believed to be achieved via discourse markers and conjunctions. Discourse markers are linguistic elements used by the speaker/writer to ease the interpretation of the text, frequently by signalling a relationship between segments of

the discourse. The role in the text is to provide the listener/reader with information for the interpretation of the utterance. In this case, discourse markers are counted as another type of conjunction.

Halliday and Hasan (1989) claim that conjunctive relations are not tied to any particular sequence in the expression, and the role as cohesive devices is limited to their organic value in discourse. Halliday and Matthiessen (2004) state that conjunctions are the resources for marking logico-semantic relationships of longer stretches of speech or longer spans of paragraphs. Also it is stated that conjunctions are the resources for marking logico-semantic relationships of longer stretches of speech or longer spans of paragraphs. There are four types of conjunctions: addition connectives (e.g. and), opposition connectives (e.g. yet), cause connectives (e.g. therefore), and time connectives (e.g. then). However, Halliday and Hasan (1976) classify conjunctive cohesion as additive, adversative, causal, and the fourth domain divided into temporal, and continuative as well as other conjunctive domains of elaboration, extension, and enhancement or internal/external conjunctive dimension, which exceed the frame of the ongoing discussion.

Conjunctions count as measures to demonstrate a meaningful pattern through conjunctive relations, and cohesion is a device within texts. Semantically, components of a sentence or a text are connected due to the implementation of cohesion devices. What deserves attention is that conjunction is the least directly identifiable relation. Conjunctions can be classified according to four main categories: additive, adversative, causal, and temporal. Additive conjunctions function to structurally coordinate or link by adding to the presupposed item and are signalled by words such as *and*, *also*, *too*, *furthermore*, *additionally*. Additive conjunctions may also function to negate the presupposed item and are signalled by *nor*, *and...not*, *either...or*,

*neither...nor*. Adversative conjunctions indicate “contrary to expectation” and are signalled by words such as *yet, though, only, but, in fact, rather*. Causal conjunctions express “result, reason and purpose” and are signalled by *so, then, for, because, for this reason, as a result, in this respect*. The conjunctive category is temporal and marks sequence or time. Some sample temporal conjunctive signals are *then, next, after that, next day, until then, at the same time, at this point*.

### 2.5.2 Lexical cohesion

Lexical cohesion is non-grammatical. Lexical cohesion is the cohesive effect achieved by the selection of vocabulary. The two basic categories of lexical cohesion are reiteration and collocation.

Reiteration is not the same as personal reference, because it does not necessarily involve the same identity. Lexical cohesion works by means of lexical chains that run through a text and are linked to each other in various ways. The notion of lexical cohesion constitutes the basis for what Halliday and Hasan call *instantial meaning*. The importance of this concept for translators is obvious. Lexical chains not only provide cohesion but also determine the sense of each word in a given context. Cohesion can be achieved by a variety of devices, for instance, continuity of tense, consistency of style, and punctuation.

Beaugrande and Dressler (1981) claim that text, oral or printed is established as a communicative occurrence and has to meet seven standards of textuality. If any of these standards is not satisfied, the text is considered not to have fulfilled its function and not to be communicative.

*Cohesion* and *coherence* are text-centred notions. Cohesion is related to the way in which the components of the surface text (the actual words we hear or see) are

mutually connected within a sequence, whereas coherence is concerned with how the components of the textual world, i.e. the concepts and relations that underlie the surface text, are connected to the situation.

The three regulative principles by Beaugranda and Dressler (1981) that determine textual communication are illustrated in detail below.

The *efficiency* of a text is contingent upon its being useful to the examinees with a minimum of effort. The *effectiveness* depends upon whether it makes a strong impression and has a good potential for fulfilling an aim. The *appropriateness* depends upon whether its own setting is in agreement with the seven standards of textuality.

## **2.6 Politeness Theory**

Politeness theory indicates that all individuals are concerned with maintaining face (Brown & Levinson 1987). Face refers to the desired self-image people want to present to others and includes the recognition that all people have face needs of their own. Face management works best when everyone involved helps to maintain the face of others, because one's face depends on everyone else's being maintained (Brown & Levinson 1987).

Politeness Theory maintains that some behaviors are fundamentally face-threatening (Brown & Levinson 1987). The face-threatening acts (FTAs) include common behaviors such as apologies, compliments, criticisms, requests, and threats (Craig, Tracy & Spisak 1993).

In general, there are two dimensions of the concept of face: positive face and negative.

### 2.6.1 Positive face

Positive face includes a person's need to be liked, appreciated, and admired by others. To maintain positive face means to behave appropriately so as to be viewed by people in an affirmative way continuously.

Positive politeness is expressed by satisfying positive face in two ways: indicating similarities amongst interactants and expressing an appreciation of the interlocutor's self-image.

### 2.6.2 Negative face

Negative face indicates a person's desire to act freely without constraints or imposition from others. It is difficult to achieve positive and negative face simultaneously. Negative face often interferes with autonomous and unrestricted behavior.

Negative politeness can be expressed in two ways: saving the interlocutor's face (either negative or positive) by mitigating Face Threatening Acts (FTAs), such as advice-giving and disapproval, and satisfying negative face by not imposing on the indicated respect for the addressee's right.

### 2.6.3 Politeness strategies

Face is the self-image that individuals desire to present to others as well as the acknowledgment that others have face needs of their own. To create and maintain this desired self-image, individuals must use face work—specific messages that thwart or minimize FTAs (Goffman 2017).

Preventively, it is believed facework strategies help one avoid hurting others' face. Strategies such as to make explanations in communication, which is covered in the theories of interpersonal communication proposed by Metts and Cupach (1989), and having good knowledge of FTAs are preventive facework strategies.

Individuals can employ strategies to restore their own face or to help another restore face after an FTA has occurred (Metts & Cupach 1989). Corrective facework includes the use of strategies such as avoidance, humor, apologies, accounts or explanations of inappropriate actions, and physical remediation wherein one attempts to repair any physical damage that has resulted from an FTA.

The discrepancy between self-needs and other's needs may instigate the use of FTAs. Behaving so as to gain others' approval (positive face) can obviously interfere with acting so as to appear self-sufficient and unrestricted (negative face). Sometimes individuals have to choose between positive and negative face needs.

According to politeness theory, individuals can choose one of five supra strategies when communicating in a manner that could potentially threaten the face of the others (Brown & Levinson 1978). Moving from the most polite (and least direct) to the least polite (and most direct), these supra strategies are: avoidance, going off record, negative politeness, positive politeness, and bald on record.

Firstly, a speaker who uses avoidance simply chooses not to communicate in a way that would create embarrassment or loss of face of others. When a speaker goes off record, he or she subtly hints or indirectly mentions the face-threatening topic. Hinting or making indirect suggestions leave the message open to interpretation, thereby minimizing any face threat.

Secondly, negative politeness occurs when the speaker makes an effort to recognize others' negative face needs, that is, the receiver's need of freedom and lack of restraint. Due to negative politeness, people appeal to the receiver's negative face needs through apologies and self-effacement to make themselves appear vulnerable to the other while also acknowledging that FTAs are impolite and inhibit the other's independence. An even more direct yet less polite strategy is positive politeness. Using positive politeness, the speaker emphasizes the receiver's need for positive face, that is, the need to be liked. By toadying the receiver with flattery and compliments, the speaker hopes to camouflage face-threatening behavior.

Finally, the most direct and least polite strategy is bald on record. Using this strategy, the communicator makes no attempt to protect the other's face and simply commits FTAs. According to politeness theory, people choose to engage in FTAs rather tactically. Specifically, there are a number of factors people use to decide how polite they are expected to be. For example, when considering how polite one is expected to be, communicators determine whether the person has less or more "prestige" than he or she does, whether the communicator has "power" over him or her at the time, or whether what is going to be said would hurt other people (Brown & Levinson 1987).

Each of the strategies can be used to engage in FTAs with either positive or negative consequences. Individuals will not use strategies that are more polite than necessary, because the cost of ambiguity is too high (Brown & Levinson 1978). A person must carefully weigh each decision to commit FTAs, considering the anticipated payoff in relation to the context, culture, and individual communicator characteristics of a potential FTA target.

Politeness theory stresses the notion of face. Particularly in embarrassing or inappropriate situations, individuals typically try to balance their own positive and negative face while also attending to others' face needs. When deliberately committing an FTA, people can save face by using a variety of strategies.

Factors that influence politeness strategies are social distance, and power and risk. To give an illustration, if someone has more prestige than you (someone older than you), you will be more polite; if someone holds little or no prestige over you, you need not be so polite. Furthermore, if someone has more power than you (for instance, your boss, or even your auto mechanic if your car is not running), you will be more polite; however, to someone with little power over you, you need not be so polite. As to risk, if what you are going to say has a high chance of hurting someone else (for example, you are going to fire the person or to report that a spouse is cheating), you will be more polite; if it is not likely to hurt, you may not be that polite.

Brown and Levinson's politeness theory can be a powerful tool to analyze politeness phenomena, not only in goal-oriented interaction but also in non-goal-oriented interaction. The researcher believes that in business institutions our interaction is both goal-directed and non-goal-directed. Austin and Searle established that language is used not only for talking about the world but also for accomplishing things in the world. They also emphasize functions such as directives, requests, promises, and apologies. Indirect speech acts as described by Searle and Grice are all about being polite and fulfilling felicity conditions. Grice further talks about conversational implicatures and sincerity conditions which only emphasize the interactional aspect of communication. To be said to have pragmatic competence, one should be able to start a conversation and maintain it right through the conversation even when communication intensifies.

#### 2.6.4 The concept of politeness in Western and in Chinese culture

Diversities are reflected mainly through the definitions of politeness, the strategy of realization of politeness, etc. (Gu 1992). Politeness is a kind of social phenomenon and a standard of behavior that everyone must follow. There are different standards for being polite in different social conditions, so politeness is specific in different cultural backgrounds. This specificity is closely related to cultural values, which are influenced by social, historical, geographical, and other elements. The subject of politeness is an important aspect in both Chinese and Western pragmatics, and the research on it has been developing for a long time.

The following parts will discuss politeness in Western culture. The face theory of Brown and Levinson and the politeness principle of Leech are explored by many researchers in a systematic and profound way especially on the connotation and denotation of politeness, which influences a lot of the research on politeness of different cultures. Brown and Levinson's concept of face is based on the definition given by Goffman. It is said that face is sacred and inviolable to every single person, and it is the most basic element and cannot be neglected by each of the communicators. The concept proposed by Brown and Levinson is that each rational member of society has his or her own face. Brown and Levinson divide face into two groups according to individual need: negative face and positive face. The former means that people have the freedom of action without interference; the latter means that the desire to be approved or the positive individual image to be praised. Face has duality, and the dual aspects constituting face are contradictory to each other.

The interaction aspect is positive face, and Levinson regards it as positive politeness. The discourse strategy that positive face usually makes use of is to listen to

the other's speech with respect and show an interest in it, to make it obvious that the two communicators have something in common. The independent aspect of politeness is acknowledged as negative face, which is viewed as negative politeness by Levinson. The main strategies to implement negative face are to speculate the others' need and interest to the minimum degree and not impose one's own opinion on others and give others the right to make their own choice. The key in negative face implementation is not to impose a certain idea on others so that the addressee is able to enjoy enough freedom and independence.

Leech has listed six politeness principles according to culture for English-speaking people (Leech 1983). They are tact maxim, which means trying to minimize the cost of others or maximize the benefit of others; and generosity maxim, which refers to trying to minimize the benefit of one's own and maximize the cost of others' own. Next is the approbation maxim, which means trying to minimize dispraise of others or maximize praise of others. Then is the modesty maxim, i.e., trying to minimize praise of oneself and maximize dispraise of oneself. Agreement maxim means trying to minimize disagreement between the speaker and others or maximize agreement between the speaker and others. Finally is the sympathy maxim, which refers to trying to minimize antipathy between the speaker and others or maximize sympathy between the speaker and others.

In the following parts, politeness in Chinese culture will be the focus. Gu Yueguo (1992) believes that there are four basic concepts in traditional Chinese politeness: respectfulness, modesty, attitudinal warmth, and refinement (Gu 1992). Respectfulness is affirming others' faces and social status; modesty can be taken as another way of debasing oneself on some occasions; attitudinal warmth refers to the expression of friendliness and one's concern about others; refinement refers to

choosing elegant expression and forbidding bawdy. Compared with Brown and Levinson (1987), He Zhaoxiong (2000) believes that respectfulness is respecting the other's positive face. The perception of modesty differs in different cultures, but it is interpreted as belittling oneself only in Chinese culture. Brown and Levinson (1987) believe that the concept of attitudinal warmth not only violates the freedom of others but also threatens others' negative face. In contemporary Chinese language, this is not believed to be an FTA. The concept of refinement is the representative of the politeness formativeness. Although politeness is universal, there is no mention of "refinement" in Brown and Levinson's research. Gu (1992) proposed a sequence of principles on the basis of the combination of four basic concepts in traditional Chinese "politeness" and Leech's (1983) politeness principle—respectfulness, modesty, attitudinal warmth, refinement, tact maxim and generosity maxim, which are suitable for contemporary Chinese language.

Politeness is a common phenomenon in all social groups. People from different cultural backgrounds express politeness in different ways, and every ethnic group has particular principles or standards. As politeness in Western culture and Chinese culture has been discussed above, the following parts will then focus on the differences of politeness in the two cultures.

There is a big difference between the Chinese politeness principle and that of Western countries. Chinese politeness principle puts emphasis on distinction. This is the mark of grade differences. Such a mark is reflected in the aspect of showing social rank relationships. In modern society, it is also used to reflect and maintain class distinction. However, this kind of politeness principle is not preferred in Western countries; instead, the interpersonal relationship of Westerners is based on a parallel

relation. Western society will pursue self-realization and individual struggle and pay much attention to individual power and individual privacy.

The tact maxim is the most important in Leech's (1983) politeness principle. It is the principle that is often used in interpersonal communication, constituting the core of the politeness principle in Western culture. In Western society, personal interest, individual power, and privacy are all believed sacred and inviolable. For instance, in communication between employer and employee, parents and children, teachers and students, communicators must follow the tact maxim to reduce the threat to other person's negative face or reduce the compulsive tone. In Western culture, when people ask someone to do something, they express their intentions in an indirect and euphemistic way most of the time (Gu 1992). Considering Chinese tradition, people's behavior is restricted by social expectation. Some people have the right to give the others commands, requests, suggestions, advice, warnings, threats, etc. while other people have to accept or to do what is required. For example, directive language can only be used by elderly people to younger people, employers to their employees, teachers to students, and parents to children; it would be impolite when it is used on other occasions. In Chinese culture, the respectfulness principle is the politeness phenomenon with strong Chinese cultural characteristics. It lies in the core part of Chinese culture. Chinese tend to debase themselves to show modesty when being praised. In all cultures, modesty is regarded as the performance of politeness.

The modesty maxim is also included in Leech's (1983) politeness principle, but there are differences in the degree of following the principle between Westerners and Chinese. Westerners respect others but do not debase themselves. They will accept others' praise with modesty and reply with expressions such as "*you're very kind to*

*say so*” or “*that’s very nice of you,*” whereas Chinese will say “*Oh, no, no, it isn’t so good*” in the same situation (Jia 1997).

Leech’s (1983) modesty maxim has different importance in English and Chinese cultural backgrounds. Different politeness strategies are used to respond to complimentary speech in English and Chinese. For English and American people, the acceptance of compliment is a kind of respect to the counterpart, and it can avoid threatening the positive face of the counterpart. But for Chinese people, self-depreciation is to show self-abasement and respect to the counterpart. In expressing invitation and acceptance of the invitation, Chinese people tend to use a threadlike thinking model, and the whole structure of communication includes many rounds. A deal could be made after much negotiation. In the polite conversation of inviting and accepting, this situation is more apparently reflected. The inviters may very often make an invitation many times to show sincerity. And traditional Chinese attitudinal warmth is also mirrored in this situation. The invitee refuses many times while the inviter insists. The invitee intends to figure out whether the inviter is sincere, or whether it is just a kind of courtesy but not a real invitation. To accept an invitation immediately is considered to be impolite<sup>2</sup>. Only in this insisting way can sincerity be shown. Therefore, the inviters and invitees usually have to negotiate many times before reaching an agreement. It demonstrates the Chinese threadlike thinking model and euphemistic expressions in communication.

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<sup>2</sup> In Chinese culture, such an invitation could be used as a strategy to keep in touch and show one’s friendliness instead of an invitation in its literal meaning. For example, friends meeting up after a long time may invite each other to have tea or a meal together to show friendliness and to stay in touch; such an invitation is offered in a causal way and is a social strategy.

In Brown and Levinson's (1987) opinion, the insisting invitation is a threat to the hearer's negative face, for the freedom of the hearer is restricted. Because of this, Westerners regard the speech acts of suggestion and invitation as ones that may threaten the negative face of others. Once the speech acts are refused, the speaker will not insist, in order to make sure that he or she is polite to the hearer.

Chinese politeness and Western politeness are put forward respectively on the basis of Chinese language cultural characteristics and English language cultural characteristics. They cover many aspects of principles and will be different from each other due to different cultures. As a pragmatic principle, the politeness principle of China and of Western countries is restricted by their own culture. In cross-cultural communication, people should do their best to use the correct politeness principle in order to avoid cultural conflict and get the best effect of communication.

The goal of all communication is to reach mutual understanding. It is important to use strategies to make ourselves understood by using understandable speech acts.

## **2.7 Pragmatic Framework by Wu Weiping**

Wu Weiping proposes a Pragmatic Framework for communication involving pragmatic competence (Wu 2011). He points out that the language proficiency is based on two basic systems: language itself is of course a system and language use in communication can also be a system. The latter has its own units, which can be called pragmatic points (Wu 2006). This basic unit of a pragmatic is the use of a specific linguistic function in a specific context. Speakers' cultural background and other non-linguistic factors and specific contexts determine the content of the language and the effect of communication.

In addition, Wu believes that there is some relationship between language, pragmatic framework, and social culture. Whether written or spoken, successful communication via language depends on three key components: language itself as the inner layer, the pragmatic framework as the middle layer, and the larger sociocultural context as the outer layer. All three layers—language, pragmatic framework, and the larger sociocultural context—contribute to the meaning, both intended and received. Language is what we speak and hear in oral communication, as well as what we read (or feel in the case of Braille) in written communication. What is meant by pragmatic framework needs further exploration. Despite the fact that people come from different cultural backgrounds and speak different languages, languages all have the same nature and serve the same function: to help people communicate based on their shared knowledge and the shared linguistic codes. Moreover, the internal relationship among the three key components, language, pragmatic framework, and sociocultural context, remain the same regardless of the shapes they have (Wu 2006).

Furthermore, Wu states that pragmatic framework contains three factors that cover the following details: first is speaker information, which includes the speaker's age, gender, social status, and the relationship with the hearer; second are speaking occasions, which can be formal or informal, official or casual (e.g. family reunion), public or private; finally is the timing for speaking, which also contributes to meaning, as well as the success or failure in communication.

Language learners may be viewed as lacking pragmatic competence even if they have correct pronunciation, vocabulary, and grammar; and if it cannot be combined with the three aforementioned factors, the content of the speech may be incompatible with what is intended at that time and become an example of “linguistically correct” and “pragmatically inappropriate” (Wu 2009).

## **2.8 Tests of Pragmatic Competence**

Pragmatic competence tests mainly measure how foreign language learners use target language to do things and how they use target language to communicate in different contexts (Kasper & Roever 2005). However, it is difficult and challenging to test learners' pragmatic language skill considering the nature of pragmatics. And it is almost impossible to construct a standardized test to accurately capture the essence of social communication. Previous assessments obtained from tasks assess learners' underlying linguistic or cognitive skills rather than their actual social communicative skills. Due to these difficulties, only a few relevant tests are available in this field.

Hudson, Detmer, and Brown (1995) develop a test of English when it is taken as a second language (ESL), which can be counted as a seminal endeavor. In their article, they identified some indirect measures to test learners' socio-pragmatics. The measures are a free response discourse completion test (DCT), and a cued response multiple-choice discourse completion test (MDCT). Billmyer and Varghese (2000) propose using detailed prompts; however, the length of these prompts made it impractical.

There has been much research concerning the reliability and validity of pragmatic competence testing tools in English when it is learned as a second foreign language. For example, Hudson, Detmer, and Brown (1992, 1995) examine six ways of testing pragmatic competence. The six measures are: written discourse fills (written discourse completion tasks), multiple-selection discourse fills (multiple-choice discourse completion tasks), heard discourse fills (listening discourse completion tasks), discourse role-playing (discourse role-play tasks), discourse self-assessment (discourse self-assessment tasks), and role-playing self-evaluation (role-play self-assessment). Rose (1994) then tests the validity of discourse filling in Asian context.

Rose and Ono (1995) test the validity of multiple choice based on Japanese speech acts. In 1998, the test of the effectiveness of multiple choice was echoed by Johnston, Kasper, and Ross (1988). Yoshitake (1997) tests the effect of discourse filling and role-play by a qualitative research method. Also, some researchers turned to the speech acts of making greetings, apologies, inquiries, accolades, requests, good-byes, and proposed and introduced testing the pragmatic competence of fourth-year English majors, with emphasis on the analysis of the students' pragmatic competence instead of the analysis of the test tools. Martinez-Flor (2005) resorts to the four tests (written discourse filling test, oral discourse filling test, role-play, and role-play self-assessment) in order to test the three speech acts (request, rejection, and apology) from three levels (power, distance, and imposition). This research aimed to explore different pragmatic functions. Liu Jianda (2006, 2007, 2008) is the first scholar in China who introduced pragmatic competence testing and conducted some empirical research about it. Liu (2006) develops six test methods based on Hudson, Dettmer, and Brown (Hudson, Detmer, & Brown 1992, 1995); to be specific, the filling in of written words, the filling in of multiple-choice discourse, and the evaluation of discourse. The situation of Chinese students using English request and apology was investigated too.

However, despite the rich research on the testing of pragmatic competence or pragmatic competence tools of other languages, there has rarely been any study on the pragmatic competence of Chinese as a second foreign language.

What is more, it was discovered that the main test methods of pragmatic competence focus on the filling of written discourse, multiple selection discourse fills, and discourse self-assessment, as these three methods are operable. A test of pragmatic competence of inter-language also mainly focused on English as the target

language learners. In “Pragmatic Failure of Chinese Students in English Communication—Chinese-English Difference” (He & Yan 1986a), it is pointed out that pragmatic language failures including the language habits of non-native speakers and misuse of English expressions, and set English according to the semantics and structure of native language. Social pragmatic failure is the lack of cultural background knowledge in verbal communication, which leads to the failure of language form choice, which is mainly related to the identity, register, and topic familiarity of both sides of the conversation (He & Yan 1986). What is usually defined pragmatic failure is: “In verbal communication, people fail to achieve the perfect communicative effect, collectively referred to as pragmatic failure” (He & Yan 1986b: 52-57), including pragmatic language failure and social pragmatic failure, pragmatic failure “dichotomy” (He 1988). However, many scholars also raise the question of the second locutionary, which ignores the pragmatic behavior and process in verbal communication, and does not clearly classify pragmatic failure and cross-cultural pragmatic failure of the identification criteria, neglecting pragmatic failure and pragmatic, not to say whether communicative interruption will certainly cause pragmatic failure to respond accordingly.

However, most of the relevant studies interpret the causes of pragmatic failures and propose different strategies to reduce or avoid pragmatic failures and find ways to improve the pragmatic competence of people learning English. There is little research exploring the pragmatic problems of Chinese-language learners. As the study on Chinese language has started late, Chinese learners then seem to have lost the initiative to set pragmatic rules.

## **2.9 Summary**

It can be safely concluded that to have a good command of pragmatic competence, people need to have mastery over various speech act strategies to show they are pragmatically competent and ready to accomplish effective negotiations or communications in actual language situations. And from the above, it can be concluded that the field of Chinese pragmatic competence does not draw as much attention as English does when it is taken as a second language; therefore, there is a great need to study CSL learners' pragmatic competence.

Based on previous literature, it is expected that CSL learners in this study are not competent enough to perform effectively though at higher language levels. This shows that CSL learners need more training in pragmatic competence, which might have been neglected in the previous training of the learners involved in the current study. Also, it is expected that the findings of the study are in line with the previous research findings recorded in the related literature. In Chapter 3, the theoretical framework and research methods in the current study will be elaborated in detail.

## **Chapter 3 Methodology**

### **3.1 Overview**

This thesis aims to uncover and analyze the pragmatic competence differences in oral communication for CSL learners whose proficiency level is advanced high according to their “official rating” by certified COPA raters. In real-life communication, these learners are usually referred to as advanced- and advanced-high-level Chinese learners. The first section of this chapter will describe the research design, research methodology, research process, and the research framework. The second section is about the collection of samples from the COPA corpus and its background. The third section deals with the research steps and research questions.

### **3.2 Research Design**

#### **3.2.1 Data analysis**

Language data analysis (data analysis), referred to as corpus analysis, is the main method applied in the field of second language acquisition. It takes the language learners’ language output as the research object to explore the development of the target language through the analysis of its form and the features of its functional change.

Different from error analysis, which has the limitation of simply taking language output with errors as the base of study, corpus analysis covers language learners’ overall actual language performance. In general, there are two types of analysis methods in corpus analysis: longitudinal research and cross-sectional study. Longitudinal study is on the language use of the same language learner or the same group of language learners in one time; in other words, the language use of the same language learners between two times is documented and compared by using a

longitudinal study. Cross-sectional study is on the language use of different language learners in different times. The features of the language use among these objects are then documented and compared.

This research is a cross-sectional study. It is said that CSL learners' language knowledge can be classified into implicit and explicit knowledge. Of the two types, implicit knowledge comes from the first language, which is unconscious and programmed and is automatically used in the output of the first language. It is widely believed by researchers studying second language acquisition such as Krashen (1994) and Foster et al. (2002) that language ability is composed of language knowledge and that most studies on second language acquisition mainly illustrate language learners' implicit knowledge. However, testing language learners' implicit knowledge seems to be impossible. Hence, researchers have to judge language learners' capability via their language performance, which is the basis of this research. To be specific, the author of this research investigates the language capability of language learners from their use of Chinese and at the same time collect language samples of language learners. In this research, samples from the oral test of CSL are used.

This research takes pragmatics as the framework and bases itself on the function of pragmatic point to analyze the pragmatic competence differences of CSL learners with different first languages and different language levels from the aspects of discourse structure, discourse appropriateness, and cultural factors in oral expression.

### 3.2.2 Stages of the research and the connotation of pragmatic point

On the basis of the theory of Chinese pragmatic competence, the present study explores the differences of the pragmatic competence of advanced- and advanced-high-level Chinese learners with different first language backgrounds.

In general, the present research focuses on the pragmatic competence of CSL learners. And in order to explore CSL learners' pragmatic competence, the author concentrates on CSL learners' discourse cohesion competence, specifically their use of causality conjunctions, and coordinating and subordinating conjunctions in certain contexts. In addition, whether CSL learners are able to use politeness language appropriateness on different occasions is taken into consideration for the analysis of their pragmatic competence. After the collection of the corpus and the data, the author makes some analyses based on some pragmatic principles.

To illustrate, the three stages of the corpus analysis refer to the cohesion function of the discourse, the analysis of the appropriateness of pragmatic politeness, and based on the two analyses the interference analysis in view of cultural factors. Indeed, it is worth noting that the author pays so much attention to the influence that cultural factors exert on CSL learners' pragmatic competence that she takes cultural factors as an independent section when making analyses. The corpus analysis in each stage contains different steps and discourse markers. In the course of the study, the language materials of language learners are first analyzed; then the results of corpus analysis are marked, and after the observation of CSL learners' pragmatic competence features and differences from the angle of the oral discourse markers of language learners of different levels, teaching suggestions are made on the basis of the statistical analysis results.

The analysis of discourse cohesion in pragmatic functions mainly focuses on causality conjunctions, high-frequency conjunctions, and repeated words and expressions in the corpus. And via the statistical data and the comparison of usage frequency and the correct and error rate of the use of the mentioned conjunctions and

expressions, the differences in the discourse cohesion competence in expressing the same meaning are detected.

The appropriateness analysis of politeness in pragmatic functions mainly explores the differences of appropriateness competence in pragmatic politeness in the expression of the same meaning by language learners with different first languages and different levels. More specifically, such an appropriateness analysis focuses on the beginning and the end of conversations as well as on apology expressions retrieved from the corpus. Later, the usage frequency and the correct and error rate are counted and compared.

The discussion of this thesis will take into consideration the cultural backgrounds and the transfer habits of the first language of learners with different first language backgrounds. Based on the learners' discourse cohesion competence and appropriateness of politeness, the author of this thesis will analyze the differences of expressing mode and thinking structure of learners with different first language backgrounds, as well as the distinct features of words and word order, hence further explaining the influence that cultural factors exert on pragmatic competence.

### **3.3 Research Steps and Research Questions**

#### **3.3.1 Research steps**

The current research employs qualitative analysis because such an analysis enables the researcher to make a comparison and contrast of the language performance of examinees and make a relatively detailed analysis of their language performance in natural language contexts and the influence of interactive factors such as situations and contexts, thus more adequately explaining the influences that social culture have on language use. The qualitative analysis method adopted in this thesis is

to transcribe and generalize the first-hand corpus on which the forming of hypotheses or theories (including classification function system) is based. Also included in this analysis are a comprehensive and holistic exploration and analysis of discourse structure, appropriateness, and cultural factors. Although such an analysis is not suitable for a large-scale social survey and accurate measurement at a macro level due to its particular emphasis on the illustration and discussion of the research process, it is suitable for a thorough and detailed study at a micro level, which is helpful to understand the psychological state of research objects and to expound the factors that influence pragmatic competence, further forming theories of hypothesis.

### 3.3.2 Research questions

By resorting to the oral test corpus of advanced- and advanced-high-level Chinese learners with different first languages and by analyzing different discourse markers of pragmatic points retrieved from the spoken corpus from the aspects of appropriateness of politeness expressions and discourse cohesion methods, the author will answer the following questions:

The present study serves to contribute to the existing understanding of how CSL learners perform concerning their pragmatic competences. The research questions for the study are:

- 1) How well do the CSL learners of different language levels use discourse cohesive devices such as causality relations, connectives, and repeated words and expressions?
- 2) Are there any differences between native speakers of English and native speakers of Cantonese in their competence in using cohesive devices?

- 3) How well do the CSL learners of different language levels use politeness strategies?
- 4) Are there any differences between native speakers of English and native speakers of Cantonese in their competence in using politeness strategies?
- 5) Is it true that CSL learners with higher language level or longer period of learning Chinese would demonstrate higher level of pragmatic competence?

To answer these questions, the author intends to use the following research process, which consists of four stages:

The first stage is discussion of research questions and literature. It contains the following content: detecting the phenomenon that there exist Chinese pragmatic competence differences among CSL learners, establishing the research direction, literature review and collection of 90 copies of the spoken corpus by advanced- and advanced-high-level CSL learners with different first languages, and transcribing the spoken corpus into written texts.

The second stage deals with functional markers of pragmatic point in the corpus, containing the following parts: collecting data and analyzing learners' pragmatic competence by using spoken corpus, and marking pragmatic functions of the language output by CSL learners of different backgrounds and different levels.

The next stage is corpus analysis: the discourse cohesion analysis of pragmatic function in view of causality relation, connectives, and repeated words and expressions. It also contains analyses related to appropriateness of politeness. Specifically, they are the appropriateness of politeness analysis of pragmatic function from the perspective of beginning greeting markers, ending markers, and apology

expression markers. Also, these analyses take into consideration the influence exerted by CSL learners' cultural backgrounds and the effect of first language transfer.

After these stages comes the final stage, the observation and analysis of research results. In this stage, the analysis of statistical results and the discussion of cultural factors will be presented. After this, the author comes to a conclusion by pointing out the limitations of this thesis and offering research prospects and teaching suggestions.

### **3.4 The Collection of Corpus**

#### **3.4.1 Source of the corpus**

The corpus of this research is retrieved from the Computerized Oral Proficiency Assessment (COPA) of The Chinese University of Hong Kong. This assessment originates from the research project of CAL in the United States, which aims to assess language learners' oral proficiency via the collection of language samples and the evaluation of the retrieved samples. In 1986, with the support of the US Department of Education, CAL developed and launched the first Simulated Oral Proficiency Interview (SOPI), also known as the Chinese Speaking Test (CST). In operation, it records answers of the examinees and gives them an assessment according to the marking criteria. Currently, such a test mode of assessing second language<sup>3</sup> learners' oral proficiency has been applied to more than ten languages, for example, Chinese, Japanese, Arabic, German, French, Spanish, and Russian (CAL 2008). The key point of the test is language competence rather than language knowledge. The structure of the COPA test bank is to gather different test items according to a certain structure and system; each test item in the test bank is encoded and hence unique. By

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<sup>3</sup> The grades and marking criteria will be given in the next section in detail.

using these codes, the computer will group the test items randomly to make up a test paper under programmed instructions.

### 3.4.2 Features of the corpus

The test items in COPA have the following features: offer the contexts related to the test items, group test papers randomly, and have a clear-cut grade classification. All these features will be discussed in detail in the following part.

#### 3.4.2.1 Offering contexts related to the test items

As this test focuses on examinees' pragmatic competence instead of language competence, some contextual factors related to the language function of the test items have to be included for each test item. Specifically, the following three aspects of information will be included: information about the speaker, which should include age, gender, social status, and relationship with the listener; the occasion in which the conversation happens, for example, is it in a formal way or an informal way? Is it officially or casually initiated? Is it taking place in public or in private? Next is relevant background; for instance, is the speaker speaking to several persons at the same time, or only one? Or is the speaker speaking on behalf of himself/herself only, or a certain institution? To be specific, each test item counts as a pragmatic point, which refers to language function plus context, and different test tasks require different contexts. The situations and contexts can be an academic seminar or an official conference, a discussion, a tea party, or simply a gathering with friends or a family gathering; the conversation partner of the speaker can be his/her superior, subordinate, colleagues, teachers, students, friends or children; in a word, the occasions are all based on the commonly seen activities in daily life. Keeping the language function and contexts of test items fixed and changing the content of the

item tests creates different test items. Different content requires examinees to use different words and expressions. When the language function and contexts are unchanged, the test items in effect examine the vocabulary size and the diversity of language expression of the participant. In the aspect of cultural connotation, the most difficult test items involve the examinees' comprehension and expressions of some specific cultural concepts or phenomena. Also, the complex points of the COPA test bank are in each pragmatic point having specific attributes; for example, language level is confined to three fixed levels: advanced, advanced high, and senior. Each test item belongs to only one level. One more thing deserving notice is that all the test items are presented to the examinees in their first language; in other words, what the examinees read and hear are all in their first language, which avoids the negative influence caused by misunderstanding the test items.

#### 3.4.2.2 Test papers grouped randomly

Such a test does not exist in the form of a test paper; instead, it is stored in the computer in two relatively original forms: test bank and computer program. The computer program is instructed to randomly group the test items to make a test paper at the beginning of the test, hence making each test unique. Although the form and item types of the test paper are identical for every examinee, what examinees have to do is different. Even though the same examinee takes the test again in the same computer right after just finishing one, the two tests are completely different in content. One of the greatest advantages of such an operation is that not one person, including the examiner, the developer, or the administrator, knows anything about the test paper, which is grouped randomly before the examinees are seated and before the start of the computer program. This frees the common worry of test developers, to

keep test papers confidential. The number of test items in the test bank should be large enough. There are 600 test items in total, so each time 12 test items are used, there is almost no chance that a whole test paper would be copied, not to mention the diversity of the content, 12 test items containing 12 diverse contents.

#### 3.4.2.3 Grade classification

COPA divides grades into four levels and eight grades: novice, advanced, advanced high, and superior level (Wu 2008). The description of the mentioned levels is presented below:

##### **NOVICE**

Language ability: Learners are able to give responses to simple questions, convey minimal meaning, and satisfy a very limited number of immediate needs.

Language characteristics: Influenced by the first language, it is difficult for the learners to make themselves understood, as utterances are word pieces and broken sentences; even sympathetic listeners may have difficulty understanding learners of this level.

##### **ADVANCED**

Language ability: Learners are able to join in simple conversation and to raise questions and give answers as well exchange information. Also, learners at this level are capable of making flexible use of learned words and of expressing their will to a certain degree if needed. They can satisfy basic personal needs and social demands.

Language characteristics: The learners can make themselves understood to those whose language backgrounds are similar to theirs. And learners of this level have a certain degree of vocabulary and are able to form sentences.

## **ADVANCED HIGH**

Language ability: Learners at this level are able to join in various conversations on different occasions. They are also capable of employing different strategies to communicate and deal with possible variables in conversation. Also, they can satisfy the requirements of school and work situations.

Language characteristics: Most interlocutors can understand learners of this level due to the accuracy in the language used, including pronunciation, grammar, and vocabulary. They are able to use language correctly and to make descriptions or narrations in segments if needed.

## **SUPERIOR**

Language ability: Learners at this level are able to actively join in various conversations on formal or informal occasions from a concrete or abstract perspective; for example, in daily life, in specialty fields, in society, and in academic fields. In all these fields, they are capable of employing language skills and strategies to communicate and are qualified to meet the language requirements in their study and work.

Language characteristics: There is no difficulty for learners at this level to make conversations with people speaking Chinese as their first language. They are able to speak fluently and can make arguments and deliver speeches if needed as they have a good command of vocabulary; learners at this level are seldom affected by mistakes either in language or paralinguistic features.

### **3.4.3 Description of the corpus**

This research sampled 90 advanced- and advanced-high-level CSL learners randomly whose first language is either Cantonese or English. Of those whose first

language is Cantonese, 31 were advanced-level learners and 14 advanced-high-level learners. There were 31 advanced-level and 14 advanced-high-level learners whose first language is English. Altogether, 90 test samples were collected, shown in Table 3.1.

**Table 3.1: ID of Spoken Samples**

P4C	P4C	P4E	P4E
A(31)	AH(14)	A(31)	AH(14)
ac0507	ay0913	an9542	br0730
ac0628	ca1130	br0521	cc0208
ay1028	cc2808	cb0525	cs1109
cc0316	ch0520	ce0428	fl0710
cc0602	ch1109	cs0911	gm0721
cc0810	ck0203	hs0921	IBCE-B1204
cc0925	ck0710	IBCE-B1211	kw0129
cc1125	ck1004	IBCE-B1230	mc1009
cd1111	cl0115	jw0402	ts0127
cg1110	cl0920	la0422	wd0913
ch0225	cm0511	mj0816	we0603
ch0805	cs0404	mk0303	wh0628
ch0812	cs0514	nv0917	yl0620
ch0824	cs0517	pf1013	IBI407
ch0904		ph0605	
ch0915		ra1208	
ch1118		sa0610	
ck0101		sd0615	
ck0331		sj0212	
ck0723		sn1220	
ck0829		tm0807	
ck1125		uk0712	
cl0318		usc211	
cl0624		usc217	
cm0328		yt0527	
cm0502		IBI403	
cm0618		IBI408	
cm0702		IBI409	
cw0417		058573	
cw0628		058581	
cw0714		IBI204	

**Table 3.2: Frequency of the Test Samples**

Item Types	P4CA	P4CAH	P4EA	P4EAH
Apologizing	3	2	1	1
Comparing and contrasting	18	9	1	1
Complaining	4	2	1	1
Congratulating	1	2	1	1
Defending	0	1	0	0
Delivering a speech	8	2	0	0
Describing	8	5	1	1
Discussing	10	7	4	5
Explaining	7	6	2	2
Expounding	11	8	0	0
Expressing an opinion	58	19	7	7
Expressing thanks in public	3	4	1	1
Expressing thanks	2	0	0	0
Illustrating	9	8	2	2
Introduction (daily life)	0	1	4	4
Introduction (formal)	2	1	0	0
Introduction (semi-formal)	8	4	1	1
Leaving a message	1	1	0	0
Narrating	2	1	1	1
Offering information	9	1	2	2
Persuading	0	0	1	1
Promoting	2	0	0	0
Providing directions	10	8	2	2
Rebutting	1	0	0	0
Refusing	8	3	1	1
Speaking at meetings	3	3	1	1
Suggesting	23	10	3	3

From the table, it is observed that of the sampled test items, those involving expressing an opinion appear most frequently in the test of advanced-level Cantonese CSL learners, and it takes a high percentage for advanced high Cantonese CSL learners. Compared with other test items, those involved in expressing opinions account for a relatively high percentage in the test of advanced-level and advanced-high-level English CSL learners. Therefore, this study will take the items involving expressing an opinion as one of the targets of analysis.

The reason why this research covers only 90 samplings in total is that the principle guiding the selecting of samplings is based on the Chinese proficiency---that the samples have a higher Chinese proficiency level are required. For English-speaking people, there are only 45 samplings available whose language proficiency meets the requirement, and this is also the requirement for the selecting of Cantonese-speaking people. Besides, for the sake of comparison, the number of Cantonese-speaking people is then set as 45 too, thus this research ending up with 45 English-speaking people, and 45 Cantonese-speaking people.

The most obvious sign of pragmatic competence is whether the speaker can express himself or herself appropriately in a particular context and what the context and culture require at that time. Whether the speaker is able to express himself/herself appropriately in a specific context is the most obvious sign marking pragmatic competence; therefore, whether CSL learners with different first languages can express themselves appropriately is taken as one of the research targets of this thesis. As appropriateness embodies itself on different occasions, the author then selects several contexts to analyze which require speaking in public; for instance, congratulating, speaking at meetings, delivering a speech, and expressing thanks in public.

### **3.5 Summary**

Taking an overview of the research on pragmatic competence at home and abroad, it is observed that most of the time the focus is on the observation of learners who study English as a second language. When it comes to learners who study Chinese as a second language, researchers tend to concentrate on the lexicon and grammar, unaware of the importance of pragmatic competence in language teaching and testing. To add some knowledge to the research on Chinese as second language,

this research employs both quantitative and qualitative analysis to observe CSL learners' frequency of use of some specific corpus. By doing this, the author of this research hopes to discover some relevant pragmatic rules, similarities, and differences between learners of different language backgrounds.

In the end, something has to be made clear here. This thesis focuses on Putonghua, which is the spoken code. Cantonese is also a spoken code. When talking about learning Putonghua in this thesis, it does not mean leaning Chinese as a foreign language. If it is about learning Chinese, then distinctions should be made. But in this thesis, there is no need as only spoken code is the focus. In other words, CSL in this research refers to speaking language, rather than every aspect of language, i.e. listening, speaking, writing and writing. If viewed from the perspective of speaking ability, it is definitely second language. And Cantonese-speaking people also have cultural problems, but theirs are different from English-speaking people.

## **Chapter 4 The Analysis of Discourse Cohesion Competence**

### **4.1 Overview**

In oral expression, discourse coherence counts as one of the factors that measure a language learner's pragmatic competence. In general, discourse coherence includes at least three aspects: framework of discourse rhetoric, discourse cohesion and speech style (Wu 2001); of the three, discourse cohesion is a difficult one in CSL learning. And inappropriate discourse cohesion would lead to rigid tones and incomplete expression. This chapter is mainly based on the spoken corpora of advanced and high level language learners whose first language is either Cantonese or English. Via the analysis and collection of the connectives and repeated words, this research aims to figure out the differences and regularity of different learners' use of discourse cohesion, thus further explaining the role discourse cohesion plays in CSL pragmatic competence.

This chapter first explores the functions of connectives in discourse cohesion. The discourse linguists de Beaugrande and Dressler believe that a discourse, as a kind of "communicative activity", has to include seven standards: cohesion, coherence, intentionality, acceptability, contextuality, informality and intertextuality (de Beaugrande & Dressler 1981). Of the seven criteria, coherence and cohesion outweigh the others, and serves as the basic measurements to achieve other standards. Cohesion is an important part of discourse features, and is a semantic concept which reflects the surface structure of a discourse. The importance of discourse analysis lies in the study of the relations among sentences and that among sentence groups and in the exploration of the signals indicating these relations to which demonstratives are the key. Demonstratives can be divided into three categories: subordinates, conjuncts, and lexical signals respectively. This thesis will only focus on how conjuncts and

repeated words collected in the spoken corpora function in discourse cohesion. Statistic data and observation of the spoken corpora show that causality conjuncts appear frequently with a high percentage; hence, this chapter will take causality conjuncts as an independent part and at the same time, an analysis of continuing conjuncts and disjunctives as well as repeated words will be made so as to further explain the pragmatic competence of advanced and advanced high level learners with different first languages.

## **4.2 Measures of Discourse Cohesion Competence**

### **4.2.1 The use of connectives**

#### **4.2.1.1 The use of causality conjunctions**

For advanced examinees whose first language is Cantonese, altogether, there are 94 test items concerning offering opinions, and 89 were related to the use of causality conjuncts. And of the 256 times of the use of these conjuncts, 201 times were used correctly, 55 used wrong.

(Reasons for errors: causality conjuncts were used to achieve detailed expression, and enhancement of the topic as well as make summarization for 54 times; 1 is used incorrectly because the context is actually in disjunctive relation)

**Table 4.1: The Analysis of offering opinions for Advanced Examinees who are Native Speakers of Cantonese**

Test items	Examinees	Used or not	Used correctly	Used mistakenly	Error analysis
What's your opinion of buying pirated software?	Ac0507(2) Cc0316(12) Cc0925(2)	Yes Yes Yes	1 4 3	1 0 1	-Detailed description without cause and effect relation -Disjunctive relation, corrected after a slip of tongue
Please give your point of view on the issues of physical training and discipline for young people.	Ac0507(10) Ch0812(10) Ck0331(10) Cm0328(10) Cm0618(10)	Yes Yes Yes Yes Yes	3 1 4 4 4	0 0 1 0 0	-Expressing enhancement, but no direct cause and effect elation
Please show your opinion on the status of English after the return of Hong Kong.	Ac0507(11)	Yes	2	1	-Detailed description -Cause and effect conjuncts lead to redundancy.
Please give your opinion on spending nights in the streets.	Ac0507(12) Cc0925(11) Ck0101(10)	Yes No Yes	6 0 2	0 0 1	progressive relation, not cause and effect relation
What's your opinion on making money via real-estate speculation?	Ac0628(1)	Yes	2	0	
Please offer your opinion on whether to enact legislation on spam advertisements.	Ac0628(10) Ch0824(10) Ck1125(10)	Yes Yes Yes	2 2 3	0 1 0	-Detailed description of another opinion, no cause and effect relation
Please give your opinion on legitimizing	Ac0628(11) Cw0417(11)	Yes Yes	4 2	0 0	

abortion.					
What do you think of college students doing part-time jobs?	Ay1028 (1) Cl0318(1)	Yes Yes	4 4	1 0	-Extending enhancement relation, causing redundancy by the use of causality relation.
Now please offer your opinion on the legal age of marriage.	Ay1028(10)	Yes	4	1	-Detailed description, causality conjuncts lead to redundancy
Please give your opinion on Hong Kong people's Chinese proficiency.	Ay1028(11)	Yes	3	1	-Detailed description, causality conjuncts lead to redundancy
Please offer your point of view on how to promote Chinese proficiency.	Ch0812(11) Cm0618(11)	Yes Yes	2 0	0 1	-Detailed description, causality conjuncts lead to redundancy
What's your opinion on people's speaking loudly in public?	Cc0316(2) Ch0812(3)	Yes Yes	1 3	0 0	
Please give your opinion on Hong Kong's land reclamation.	Cc0316(10) Ch1118(10)	Yes	1 5	0 1	-Detailed description, causality conjuncts lead to redundancy
Now please show your opinion on Hong Kong people's illegitimate children coming to settle in Hong Kong.	Cc0316(11) Ck0101(9)	No Yes	0 1	0 1	-Detailed description, causality conjuncts lead to redundancy
Please give your opinion on the phenomenon of primary school and	Cc0602(2)	Yes	3	0	

middle school extra-curricular tutoring.					
Please offer your opinion on achieving peace via war.	Cc0602(10)	Yes	2	0	
Now please give your opinion on abolishing death penalty.	Cc0602(11)	Yes	3	0	
What do you think of wax burning on Middle Autumn Festival?	Cc0810(1)	Yes	2	0	
Now please give your opinion on whether to legislate against telephone sales.	Cc0810(10)	Yes	3	1	-Detailed description, no direct cause and effect relation
What do you think of encouraging fertility in order to alleviate the aging of the population?	Cc0810(11)	Yes	5	0	
Now please offer you opinion on giving children pocket money.	Cc0925(10) Ch0225(11) Ch1118(11)	Yes Yes Yes	3 2 2	0 0 0	
Now please give your opinion about the impact of high technology on life.	Cc0925(12)	Yes	2	1	-Expressing opinions, no direct cause and effect relation
Now please offer your point of view on disabled people's right to life rights.	Cc1111(10)	Yes	3	0	
Please give your	Cc1111(11)	Yes	4	0	

opinion on negative assets.					
Now please show your thoughts on legitimizing ball games.	Cc1111(12) Cm0328(12)	Yes Yes	2 3	0 0	
Now please give your opinion on the cultural climate in Hong Kong.	Cd1125(10) Ch0904(11)	Yes Yes	1 1	1 1	-Summarizing opinions, causality conjuncts lead to redundancy; -Detailed description, no direct cause and effect relation
Now please offer your opinion on Secondary school Places Allocation.	Cg1110(1) Ch0904(1)	Yes Yes	3 2	0 1	-Detailed description, no cause and effect relation
Now please show your opinion on the prohibition of strikes in certain types of work.	Cg1110(10)	Yes	2	0	
Many Hong Kong people like playing mahjong, what do you think of this?	Ch0225(2) Cm0618(2)	Yes Yes	1 1	0 1	-Detailed description, causality conjuncts lead to redundancy.
Now please give your opinion on the spreading of traditional Chinese sports and drama as well as the promotion of traditional Chinese culture.	Ch0225(10)	No	0	0	
Now please show	Ch0225(12)	Yes	1	0	

your thoughts on the relation between environment protection and economic development.	Cm0328(11)	Yes	3	0	
What do you think of wasting foods in buffet?	Ch0805(1)	Yes	2	0	
Now please give your opinion on the rising rate of suicide among youths.	Ch0805(10) Cw0628(10)	Yes Yes	3 5	1 1	-Detailed description, causality conjuncts lead to redundancy. -Detailed description, no cause and effect relation, redundancy
Many Hong Kong people like traveling, how do you like this?	Ch0812(2) Cm0328(2)	Yes Yes	3 2	0 0	
Now please give your opinion on overusing credit card.	Ch0812(12)	Yes	1	1	-Detailed description, no cause and effect relation, redundancy
What do you think of artificial beauty?	Ch0824(2)	Yes	2	2	-intend to express summarizing and extending, no cause and effect relation (the same causes of error )
Now please give your opinion on whether to set up Islamic festivals and Taoist festivals.	Ch0824(11)	Yes	0	3	-Detailed description, no cause and effect relation Redundancy(the same causes of error)
What's your opinion of the practice of	Ch0904(4)	Yes	3	0	

collecting a deposit before the admission to hospital?					
Now please offer your opinion of on-the-job training.	Ch0904(10)	Yes	4	0	
Now please give your point of view on the plan made by the government.	Ch0904(12)	Yes	2	1	-Express opinions, causing redundancy
Could you please tell me where those lovable animals go after their death in your opinion?	Ch0915(5)	Yes	0	1	-Detailed description no cause and effect relation, causing redundancy
Now offer your opinion on the claim that people may not be so generous to their compatriots.	Ch0915(10)	Yes	0	1	-Detailed description no cause and effect relation, causing redundancy
Now please give your opinion on strengthening the supervision of food quality.	Ch0915(11)	Yes	1	1	-Detailed description no cause and effect relation, causing redundancy
Now please offer your opinion on young people's use of soft drugs.	Ch1118(12)	Yes	1	2	-Express opinions, no direct cause and effect relation; -Detailed description, no cause and effect relation
Now please give your opinion on privacy right.	Ck0101(11)	Yes	2	1	-Detailed description, no cause and effect relation, causing redundancy

Now please state your view on whether government should establish minimum wage.	Ck0331(11)	Yes	1	0	
Now please give your opinion on the pros and cons of the technology of biological replication.	Ck0723(10)	Yes	1	0	
How do you like the issue of investment?	Ck1125(1)	Yes	4	0	
Now please give your opinion on the vandalism behavior of some people in the places of interest.	Ck1125(4)	Yes	0	1	-Express opinions, no direct cause and effect relation
Now please offer your opinion on legitimizing that children should support the elderly.	Ck1125(11)	Yes	1	1	-Detailed description, no cause and effect relation, causing redundancy.
Please give your opinions on the issue of excessive drinking of professional women and the social problems ensuing it.	Cl0318(10)	Yes	1	0	
Now give your opinion on the criticism opinions of the decline of	Cl0318(12)	Yes	1	0	

college students' quality.					
What do you think of child star?	Cl0624(2)	Yes	1	0	
Now please give your opinion on how governments should deal with terrorists.	Cl0624(10) Cw0417(10)	No Yes	0 2	0 0	
Now please offer your points of view on whether traditional culture is wealth or a burden.	Cl0624(11)	Yes	1	5	-Detailed description no cause and effect relation, causing redundancy (the same causes of error)
What do you think of Hong Kong people speaking Chinese mixed with English?	Cm0502(2) Cw0417(1)	Yes Yes	2 2	0 1	-Detailed description no cause and effect relation, causing redundancy
Please offer your opinions on the issue of the old.	Cm0502(10)	Yes	1	1	-Detailed description, causing redundancy
Now please give your opinion on whether public hospitals should increase their fees.	Cm0502(11)	Yes	2	2	-Detailed description, causing redundancy -Detailed description no cause and effect relation
Now please give your opinion on choosing residence.	Cm0618(12) Cw0714(10)	Yes Yes	5 1	1 1	-Detailed description no cause and effect relation, causing redundancy -Detailed description no cause and effect relation, causing redundancy
Now please offer	Cm0702(4)	No	0	0	

your opinion on some supermarkets' selling of expired foods.					
Now please give your opinion on whether to grant sexual workers legal status?	Cm0702(10)	Yes	3	2	-Express opinions, no direct cause and effect relation (the same reasons of error)
Now please offer your opinion on the criticism of pet cloning.	Cm0702(12)	Yes	4	3	-Detailed description, no cause and effect relation, causing redundancy (the same reasons of error)
What do you think of charging for using the public toilet in the mainland?	Cw0417(4)	Yes	2	1	-Express opinions, no direct cause and effect relation
Now please give your opinion on public transportation company's intention to raise ticket fees.	Cw0417(12)	Yes	2	1	-Express opinions, no direct cause and effect relation
What do you think of Hong Kong people speaking Cantonese mixed with Mandarin Chinese?	Cw0628(1)	Yes	2	1	-Detailed description, no cause and effect relation, causing redundancy
Now please offer your opinion on bidding for large-scale international sport events.	Cw0714(12)	Yes	0	1	-Express opinions, no direct cause and effect relation

As to giving thanks in public, there are 3 test items involved, all of them are related to the use of causality conjuncts. Among the 8 times of the use of these conjuncts, 7 times were in the right expression, 1 in wrong expression. (Reasons for errors: for the wrong one, causality conjuncts were used to express detailed description.)

**Table 4.2: The Analysis of Giving Thanks for Advanced Examinees who are Native Speakers of Cantonese**

Test items	Examinees	Used or not	Used correctly	Used mistakenly	Error analysis
Now we give the floor to our graduate representatives.	Ay1028(12)	Yes	1	0	
Now we invite charity organizations to express their thanks.	Ch0915(12)	Yes	3	0	
Now please accept the donated electrical appliances on behalf of the elderly welfare agency and deliver a speech.	Cw0628(11)	Yes	3	1	-Express opinions, no direct cause and effect relation

In speaking at meetings, there are 7 test items involved; only 5 concerned the use of causality conjuncts. Of the 17 causality conjuncts used altogether, 11 times were right, 6 wrong. (Reasons for errors: for 6 times, causality conjuncts were used to express the detailed description of the topic.)

**Table 4.3: The Analysis of Speaking at Meetings for Advanced Examinees who are Native Speakers of Cantonese**

Test items	Examinees	Used or not	Used Correctly	Used mistakenly	Error Analysis
Thank you all. Now let's give time to the host to give us an introduction of the next speaker.	Cc0810(12)	Yes	2	0	-Detailed description, no cause and effect relation, causing redundancy
	Ch0805(11)	No	0	0	
	Cl0624(12)	Yes	1	2	
	Cm0502(12)	No	0	0	
Thank you. Now let's give the floor to the spokesman of the chief executive office to introduce the new chief executive.	Cd1125(12)	Yes	0	1	-Progressive relation;  no cause and effect relation
Now we invite the host to introduce to us the purpose and content of today's lecture.	Cg1110(11)	Yes	2	0	-Detailed description, no cause and effect relation, causing redundancy  (Same reasons for the three errors.)
	Cm0702(11)	Yes	6	3	

In making explanations, there are 8 test items involved, and all of were related to the use of causality conjuncts. Of the 19 times of the use of causality conjuncts, 14 are correct, 5 wrong. (Reasons for errors: causality conjuncts were used to express a detailed description of the topic for 5 times)

**Table 4.4: The Analysis of Making Explanations for Advanced Examinees who are Native Speakers of Cantonese**

Test items	Examinees	Used or not	Used correctly	Used mistakenly	Error analysis
Why do you want to leave earlier?	Ay1028(3)	Yes	4	0	
Why can't snacks be counted as dinner?	Ay1028(6)	Yes	3	1	-Detailed description, no cause and effect relation, causing redundancy
Why don't you travel to the mainland?	Cc0602(6)	Yes	1	1	-Detailed description, no cause and effect relation, causing redundancy
Why can't I eat much and do little sports?	Cd1125(6)	Yes	1	0	
	Ch0805(6)	Yes	1	0	
Why do you resign when you are doing well?	Cg1110(3)	Yes	1	2	-Detailed description, no cause and effect relation, causing redundancy

Why can't people eat vegetables only?	Ck1125(6)	Yes	2	1	-Detailed description, no cause and effect relation, causing redundancy
Why were you late today? What happened?	Cw0714(4)	Yes	1	0	

When it comes to making apologies, there are 4 test items involved, 2 of them related to the use of causality conjuncts. Of the 6 times of the use of causality conjuncts, 3 are correct, 3 wrong. (Reasons for errors: for 2 times, causality conjuncts were used to give detailed description of opinions and attitudes, 1 expressing disjunctive relation by using causality conjuncts.)

**Table 4.5: The Analysis of Making Apologies for Advanced Examinees who are Native Speakers of Cantonese**

Test items	Examinees	used or not	Used correctly	Used mistakenly	Error analysis
What will you say to the public about such an event?	Ac0628(4)	No	0	0	
	Cl0318(4)	No	0	0	
Manager, I demand that you compensate for all the losses involved in this tour group.	Ay1028(4)	Yes	0	2	-Expressing attitudes towards events in contexts that have no cause and effect relation
What do you say as the service in your hotel is so unfair?	Cg1110(4)	Yes	3	1	-Disjunctive relation

When making rejections, all of the 8 test items involved were related to the use of causality conjuncts. Of the 23 times of the use of these conjuncts, 21 are correct, 2 wrong. (Reasons for errors: the two errors were caused because causality conjuncts were used to give detailed description of the topic.)

**Table 4.6: The Analysis of Making Rejections for Advanced Examinees who are Native Speakers of Cantonese**

Test items	Examinees	used or not	Used correctly	Used mistakenly	Error analysis
Come with me to pick presents, won't you?	Ac0628(6)	Yes	3	0	
How about taking care of your little brother's homework at the same time?	Cc0810(4)	Yes	5	0	
Give me one more chance, will you? I promise this would be the last time.	Cd1125(3)	Yes	0	1	-Detailed description, causality conjuncts lead to redundancy
How about investing in the dessert shop with me?	Ch0805(3)	Yes	3	1	-explain no direct cause and

					effect relation
Could you please help me bring something to my acquaintances abroad?	Ck0331(4)	Yes	2	0	
Could you lend me your library card to borrow several books?	Ck0723(4)	Yes	2	0	
Will you come to my birthday party next week?	Cl0318(5)	Yes	3	0	
Is it OK that you help me buy some stocks?	Cw0628(4)	Yes	3	0	

From the above, among the 124 test items, 115 were related to the use of causality conjuncts, taking up 92.47%. Of the 329 times of the use of causality conjuncts, 257 are correct, 72 wrong, with the accuracy rate at 78.12%. As to the 72 errors, for 70 times, causality conjuncts were used to give a detailed description of the topic or to express progressive relationship; for the last two, causality conjuncts were mistakenly used instead of disjunctives in certain contexts.

For advanced high earners who are native speakers of Cantonese, there are 37 test items involved in total in offering opinions, 32 of them related to the use of causality conjuncts. Of the 80 times of the use of causality conjuncts, 52 are correct, 28 wrong. (Reasons for errors: for 28 times, causality conjuncts were used to give detailed description of opinions and attitudes.)

**Table 4.7: The Analysis of Offering Opinions for Advanced high Examinees who are Native Speakers of Cantonese**

Test items	Examinees	used or not	used correctly	used mistakenly	Error analysis
What's your opinion of buying pirated software?	Ay0913(2) Ck0203(2) Ck0710(2) Cs0404(12)	No Yes Yes Yes	0 3 4 1	0 0 0 1	-Detailed description without cause and effect relation  the use of causality conjuncts leads to redundancy
Please offer your opinion on the issue of old people.	Ay0913(10)	Yes	0	1	-Detailed description of opinions, causality conjuncts leads to redundancy
Now please offer your opinion on young people's use of soft drugs.	Ay0913(11)	Yes	3	1	-Detailed description of opinions, no direct cause and effect relation
Now please give your opinion about the impact of high technology on life.	Ay0913(12)	Yes	2	0	
Could you please tell me where do those lovable animals go after their death in your opinion?	Ca1130(6)	Yes	1	0	
Now please give your opinion on the rising rate of	Ca1130(10)	Yes	1	0	

suicide among youths.					
Many Hong Kong people like traveling, how do you like this ?	Cc2808(2)	No	0	0	
Now please offer your opinion of on-the-job training.	Cc2808(10)	Yes	3	0	
Now please offer you opinion on giving children pocket money.	Cc2808(11)	Yes	3	0	-Detailed description of opinions, no direct cause and effect relation
	Cs0404(11)	Yes	0	1	
	Cs0517(10)	Yes	3	1	
Now please give your opinion on overusing credit card.	Cc2808(12)	Yes	2	0	-Detailed description, no cause and effect relation; causality conjuncts lead to redundancy.
	Ck0710(12)	Yes	3	2	
Now please give your opinion on the cultural climate in Hong Kong.	Ch052(10)	Yes	1	2	-Detailed description, no cause and effect relation; causality conjuncts lead to redundancy.
In your eyes, what are the advantages and disadvantages of using credit card payment and cash payment, respectively?	Ch1109(2)	Yes	1	1	-Detailed description, no cause and effect relation; causality conjuncts lead to redundancy.

Now please talk about your opinions on Heaven and Hell.	Ch1109(10)	Yes	0	2	-Detailed description, no cause and effect relation; causality conjuncts lead to redundancy.
Now please give your points of view on the influences Chinese and Western culture exerted on Hong Kong.	Ch1109(11)	Yes	1	1	-Detailed description of opinions, no direct cause and effect relation  -Detailed description, no cause and effect relation; causality conjuncts lead to redundancy.
	Ck0203(11)	Yes	0	1	
	Ck0710(10)	No	0	0	
Now please offer your opinions on the relation between the development of tourism and environment protection.	Ck0203(10)	Yes	1	3	-Detailed description of opinions, no direct cause and effect relation
Now please share your thoughts on the relation between environment protection and economic development.	Ck0203(12)	Yes	2	0	
Please give your opinion on spending nights in the streets.	Ck0710(11)	Yes	4	1	-Detailed description of opinions, no direct cause and effect relation

Now please give your points of view on whether traditional culture is wealth or a burden.	Ck1004(10)	Yes	2	0	
Now please offer your point of view on disabled people's right to life.	Cl0115(10)	Yes	1	2	-Detailed description, no cause and effect relation;  -Making explanation, no cause and effect relation; causality conjuncts lead to redundancy.
Please give your opinions on the rising number of male victims in domestic violence.	Cl0115(11)	No	0	0	
Now please offer your opinion on the issue of children's education	Cl0920(10)	Yes	1	0	
Please give your opinions on the issue of excessive drinking for professional women and the social problems ensuing it.	Cl0920(11)	Yes	0	1	-Detailed description of opinions, no direct cause and effect relation

Many Hong Kong people like playing mahjong, what do you think of this?	Cs0404(2)	Yes	0	1	-Detailed description of opinions, no direct cause and effect relation
Now please offer your opinions on the issues of employment and further study of the youth.	Cs0404(10)	No	0	0	
What do you think of Hong Kong people speaking Cantonese mixed with Mandarin Chinese?	Cs0514(1)	Yes	0	2	-Detailed description of opinions, no direct cause and effect relation
Please show your opinion on the status of English after the return of Hong Kong.	Cs0514(10)	Yes	4	1	-Detailed description of opinions, no direct cause and effect relation
Now please offer your points of view on the lopsided development between coastal cities and inland areas.	Cs0514(11)	Yes	3	1	-Detailed description of opinions, no direct cause and effect relation
What's your opinion on people's speaking loudly in public?	Cs0517(1)	Yes	1	0	

Now please give your opinion on the pros and cons of biological replication technology.	Cs0517(11)	Yes	1	2	-Detailed description of opinions, no direct cause and effect relation  --Detailed description, no cause and effect relation; causality conjuncts lead to redundancy.
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As to giving thanks in public, there are 4 test items involved, all of the 4 related to the use of causality conjuncts. Among the 9 times of the use of these conjuncts, 8 times were in the right expression, 1 in wrong expression. (Reasons for errors : for the wrong one, causality conjuncts were used to express detailed description.)

**Table 4.8: The Analysis of Giving Thanks for Advance high Examinees who are Native Speakers of Cantonese**

Test items	Examinees	Used or not	Used correctly	Used mistakenly	Error analysis
Now please accept the donated electrical appliances on behalf of the elderly welfare agency and deliver a speech.	Ch1109(12)	Yes	3	0	
Now we give the floor to the person in charge of the ecological protection	Ck1004(11)	Yes	2	0	

organization.					
Now we invite the representative of the police in Hong Kong to deliver a speech.	CI0115(12)	Yes	3	0	
Now we invite the representative to express acknowledgement to the well-intentioned public on behalf of the institution that has accepted the donation.	CI0920(12)	Yes	0	1	-Detailed description of opinions, no direct cause and effect relation

As to speaking at meetings, there are 3 test items involved, and 2 of them were related to the use of causality conjuncts. Among the 3 times of the use of these conjuncts, 2 times were in the right expression, 1 in wrong expression.

(Reasons for errors: for the incorrect one, causality conjuncts were used to express detailed description of a topic.)

**Table 4.9: The Analysis of Speaking at Meetings for Advanced high Examinees who are Native Speakers of Cantonese**

Test items	Examinees	Used or not	Used correctly	Used mistakenly	Error analysis
Now we invite the host to introduce to us the purpose and content of today's lecture.	Ca1130(12)	No	0	0	
Now we invite the representatives from Hong Kong to take the floor.	CI0115(4)	Yes	0	1	-Detailed description, no cause and effect relation; causality conjuncts lead to redundancy.

Thank you all. Now let's give the floor to the spokesman of the chief executive office to introduce the new chief executive.	Cs0517(12)	Yes	2	0	
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In making explanations, there are 5 test items in total, 4 of them related to the use of causality conjuncts. And of the 13 times of the use of causality conjuncts, 9 are correct, 5 wrong.

(Reasons for errors: causality conjuncts were used to express a detailed description of the topic for 4 times)

**Table 4.10: The Analysis of Making Explanations for Advanced high Examinees who are Native Speakers of Cantonese**

Test items	Examinees	Used or not	Used correctly	Used mistakenly	Error analysis
Why don't you travel to the mainland?	Ch052(6)	Yes	2	0	
You mean you won't show up on Thursday night?	Ck1004(6)	Yes	2	1	-Detailed description, no cause and effect relation; causality conjuncts lead to redundancy.
Why can't snacks be counted as dinner?	Cl0115(6)	No	0	0	
Why do you dress in such a formal way?	Cs0514(6)	Yes	2	1	-Detailed description, no cause and effect relation; causality conjuncts

					lead to redundancy.
Really? You won't come to dinner on that day?	Cs0517(3)	Yes	3	2	-Detailed description, no cause and effect relation; causality conjuncts lead to redundancy.

As to the test items concerning making apologies, there are 2 involved in total, both of them related to the use of causality conjuncts. Of the 6 times of the use of causality conjuncts, 5 are correct, 1 wrong. (Reasons for errors: causality conjuncts were used to express a detailed description of the topic for 1 time)

**Table 4.11: The Analysis of Making Apologies Making Apologies for Advanced high Examinees who are Native Speakers of Cantonese**

Test items	Examinees	Used or not	Used correctly	Used mistakenly	Error analysis
It is said that your children's drawing class in summer will not start, isn't it?	Ch1109(4)	Yes	3	1	-Detailed description; causality conjuncts lead to redundancy.
What do you say as the service in your hotel is so unfair?	Cs0517(4)	Yes	2	0	

When making rejections, 2 of the 3 test items were related to the use of causality conjuncts. And of the 4 times of the use of these conjuncts, 3 are correct, 1 wrong. (Reasons for errors: the two errors are caused because causality conjuncts were used to give a detailed description of the topic.)

**Table 4.12: The Analysis of Making Rejections for Advanced high Examinees who are Native Speakers of Cantonese**

Test items	Examinees	Used or not	Used correctly	Used mistakenly	Error analysis
I want to borrow your bank account out of business need, can I?	Ca1130(3)	No	0	0	
Could you please help me move house?	Ch1109(6)	Yes	3	0	
Could you please help me take care of my children and let them have dinner with you when I'm out this month?	Cl0115(3)	Yes	0	1	-Detailed description; causality conjuncts lead to redundancy.

From the above, among the 54 test items, 46 were related to the use of causality conjuncts, taking up 85.19 %. And of the 115 times of the use of causality conjuncts, 79 are correct, 36 wrong, with the accuracy rate at 68.70%. As to the 36 errors, it is because causality conjuncts were used to give a detailed description of the topic.

For advanced examinees who are native speakers of English, there are no test items related to offering opinions for advanced examinees of English background; hence, the author of this thesis does not have relevant statistic data.

As to giving thanks in public, there are 10 test items involved, 6 of them related to the use of causality conjuncts. Of the 10 times of the use of these conjuncts, 7 times were in the right expression, 3 in wrong expression. (Reasons for errors : for the wrong ones, causality conjuncts were used to express a detailed description of the topic.)

**Table 4.13: The Analysis of Giving Thanks for Advanced Examinees who are Native Speakers of English**

Test items	Examinees	Used or not	Used correctly	Used mistakenly	Error analysis
Ladies and gentlemen, this is the student representative of the United States; we now invite her to give a speech.	An9542(15)	No	0	0	-Summarizing opinions, causality conjuncts lead to redundancy;
	Cb0525(14)	Yes	1	0	
	Cs0911(15)	Yes	1	0	
	Jw0402(15)	No	0	0	-Summarizing opinions, causality conjuncts lead to redundancy;
	Pf1013(16)	Yes	1	0	
	Sa0610(16)	Yes	1	1	
	Tm0807(16)	No	0	0	-Summarizing opinions, causality conjuncts lead to redundancy;
	Ph0605(15)	Yes	2	1	
	Uk0712(15)	Yes	1	1	
	Yt0527(15)	No	0	0	

In speaking at meetings, there are 9 test items involved in total, of which 6 were related to the use of causality conjuncts. And of the 11 causality conjuncts used altogether, 8 times are right, 3 wrong. (Reasons for errors: for 2 times, causality conjuncts were used to express detailed description of a topic; for one time, causality conjuncts were used to express purpose.

**Table 4.14: The Analysis of Speaking at Meetings for Advanced Examinees who are Native Speakers of English**

Test items	Examinees	Used or not	Used correctly	Used mistakenly	Error analysis
Ladies and gentlemen, we now invite your representatives to give a speech to us.	Br0521(14)	Yes	1	0	-indicating intention, no cause and effect relation; -giving opinions; Causality conjunctions lead to redundancy. -Detailed description, no cause and effect relation.
	Ce0428(10)	Yes	1	2	
	Hs0921(10)	Yes	2	0	
	La0422(10)	No	0	0	
	Mk0303(10)	Yes	1	0	
	Nv0917(10)	No	0	0	
	Ra1208(10)	Yes	1	1	
	Sj0212(10)	Yes	2	0	
	Sn1220(10)	No	0	0	

Altogether, there are 21 test items involved concerning making explanations, 18 of them related to the use of causality conjuncts. Of the 32 times of the use of causality conjuncts, 28 are correct, 4 wrong. (Reasons for errors: For the 4 times, causality conjuncts were used to express detailed description of the topic.)

**Table 4.15: The Analysis of Making Explanations for Advanced Examinees who are Native Speakers of English**

Test items	Examinees	Used or not	Used correctly	Used mistakenly	Error analysis
Why do you want to learn Chinese?	058573(4)	Yes	1	0	-Detailed description; causality conjuncts lead to redundancy.
	br0521(4)	Yes	3	0	
	IBCE-B1211(4)	Yes	1	0	
	IBCE-B1230(4)	Yes	1	1	
	IBI204(4)	Yes	1	0	
	IBI403(4)	Yes	1	0	
	IBI408(4)	Yes	2	0	
	IBI409(4)	Yes	1	0	
	Sn1220(16)	No	0	0	
	Usc211(16)	No	0	0	
	Usc217(16)	No	0	0	
Why do you resign when you are actually doing well?	058573(6)	Yes	2	0	-Detailed description, no cause and effect relation;  -Summarizing and indicating progressive relation; no cause and effect relation;  -Detailed description, no cause and effect relation;
	058581(6)	Yes	1	0	
	IBCE-B1211(6)	Yes	2	1	
	IBCE-B1230(6)	Yes	0	1	
	IBI204(6)	Yes	2	0	
	IBI403(6)	Yes	2	0	
	IBI408(6)	Yes	1	1	
	IBI409(6)	Yes	2	0	
	Usc211(2)	Yes	1	0	
	Usc217(2)	Yes	4	0	

In making apologies, there are 10 test items involved in total, of which 7 were related to the use of causality conjuncts. And of the 17 times of the use of causality conjuncts, 14 are correct, 3 wrong. (Reasons for errors: For the 3 times, causality conjuncts were used to express detailed description of the topic)

**Table 4.16: The Analysis of Making Apologies for Advanced Examinees who are Native Speakers of English**

Test items	Examinees	Used or not	Used correctly	Used mistakenly	Error analysis
What happened to you this afternoon? Why didn't you come to the examination?	An9542(10)	No	0	0	-Detailed description, no cause and effect relation;
	Cb0525(9)	No	0	0	
	Cs0911(10)	Yes	3	0	
	Jw0402(10)	Yes	2	1	-Detailed description; causality conjuncts lead to redundancy
	Pf1013(11)	Yes	1	1	
	Sa0610(11)	No	0	0	
	Tm0807(11)	Yes	1	0	-Detailed description; causality conjuncts lead to redundancy.
	Ph0605(10)	Yes	3	0	
	Uk0712(10)	Yes	3	1	
	Yt0527(10)	Yes	1	0	

When making rejections, 8 of the 10 test items were related to the use of causality conjuncts. Of the 13 times of the use of these conjuncts, 11 were correct, 2 wrong. (Reasons for errors: the two errors were caused because causality conjuncts were used to give detailed description of the topic.)

**Table 4.17: The Analysis of Making Rejections for Advanced Examinees who are Native Speakers of English**

Test items	Examinees	Used or not	Used correctly	Used mistakenly	Error analysis
How about investing in the dessert shop with me?	058573(8)	Yes	1	0	-Detailed description and many explanations; further use of causality conjunctions lead to redundancy;  -Making explanation, no cause and effect relation;
	058581(8)	Yes	2	0	
	IBCE-B1211(8)	Yes	3	0	
	IBCE-B1230(8)	Yes	1	1	
	IBI204(8)	No	0	0	
	IBI403(8)	Yes	1	0	
	IBI408(8)	Yes	1	0	
	IBI409(8)	No	0	0	
	Usc211(4)	Yes	0	1	
	Usc217(4)	Yes	2	0	

It is found from the above that among 60 test items, 45 of them related to the use of causality conjuncts, taking up 92.47%. Of the 83 times of the use of causality conjuncts, 68 were correct, 15 wrong, with the accuracy rate at 81.93%. As to the 15 errors, for 14 times, causality conjuncts were used to give detailed description of the topic or opinions; for the last one, causality conjuncts were mistakenly used to indicate intention.

For advanced high CSL examinees who are native speakers of English, there are no test items related to offering opinions for advanced high examinees of English background; hence, the author of this thesis does not have relevant statistic data.

When it comes to giving thanks in public, there are 5 test items involved, 2 of them related to the use of causality conjuncts. Of the 5 times of the use of these conjuncts, 3 times were in the right expression, 2 in wrong expression. (Reasons for errors : for the wrong ones, causality conjuncts were used to express detailed description of the topic or used to summarize the topic.)

**Table 4.18: The Analysis of Giving Thanks for Advanced High Examinees who are Native Speakers of English**

Test items	Examinees	Used or not	Used correctly	Used mistakenly	Error analysis
Ladies and gentlemen, this is the student representative of the United States; we now invite him to give us a talk.	Cs1109(15)	Yes	2	1	-Summarizing; no cause and effect relation; causality conjuncts lead to redundancy.  -Summarizing; no cause and effect relation; causality conjuncts lead to redundancy.
	Mc1009(15)	No	0	0	
	Yl0620(15)	No	0	0	
	Kw0129(15)	Yes	1	1	
	Fl0710(15)	No	0	0	

In speaking at meetings, 2 of the 6 test items were related to the use of causality conjuncts. And of the 3 times concerning the use of causality conjuncts, 1 time was right, 2 wrong. (Reasons for errors: for 2 times, causality conjuncts were used to express the detailed description of the topic or to make explanations.)

**Table 4.19: The Analysis of Speaking at Meetings for Advanced High Examinees who are Native Speakers of English**

Test items	Examinees	Used or not	Used correctly	Used mistakenly	Error analysis
Ladies and gentlemen, we now	Wh0628(10)	No	0	0	-Detailed description of

invite your representatives to deliver a speech.	Wd0913(10)	Yes	1	0	opinions; causality conjuncts leads to redundancy
	Cc0208(10)	No	0	0	
	Br0730(10)	No	0	0	
	We0603(10)	Yes	0	2	
	Ts0127(10)	No	0	0	

Three of the four test items were related to the use of causality conjuncts concerning making explanations. All of the 6 times of the use of these conjuncts were correct.

**Table 4.20: The Analysis of Making Explanations for Advanced High Examinees who are Native Speakers of English**

Test items	Examinees	Used or not	Used correctly	Used mistakenly	Error analysis
Why do you want to learn Chinese?	Ibce-b1204(4)	Yes	1	0	
	Ibi407(4)	Yes	3	0	
Why do you resign when you are actually doing well?	Ibce-b1204(6)	Yes	2	0	
	Ibi407(6)	No	0	0	

In making apologies, there are 5 test items involved, 3 of them related to the use of causality conjuncts. Of the 12 times of the use of causality conjuncts, 11 were correct, 1 wrong. (Reasons for errors: for the wrong one, causality conjuncts were used instead of disjunctives)

**Table 4.21: The Analysis of Making Apologies for Advanced High Examinees who are Native Speakers of English**

Test items	Examinees	Used or not	Used correctly	Used mistakenly	Error analysis
What happened this morning? Why didn't you come to the exam?	Cs1109(10)	Yes	4	0	-Disjunctive relation
	Mc1009(10)	No	0	0	
	Yl0620(10)	Yes	1	0	
	Kw0129(10)	Yes	6	1	
	Fl0710(10)	No	0	0	

When making rejections, both of the 2 test items were related to the use of causality conjuncts. And of the five times of the use of these conjuncts, 4 times were correct, 1 wrong. (Reasons for errors: the error was caused because causality conjuncts were used to give detailed description of the topic.)

**Table 4.22: The Analysis of Making Rejections for Advanced High Examinees who are Native Speakers of English**

Test items	Examinees	Used or not	Used correctly	Used mistakenly	Error analysis
How about investing in the dessert shop with me?	Ibce-b1204(8)	Yes	2	0	-Detailed description; causality conjuncts lead to redundancy.
	Ibi407(8)	Yes	2	1	

It can be concluded from the above that among the 22 test items involved, 12 were related to the use of causality conjuncts, taking up 54.55%. Of the 31 times of the use of causality conjuncts, 25 are correct, 6 wrong, with the accuracy rate at 80.65 %. As to the 6 errors, for 5 times, causality conjuncts were used to give a detailed description of the topic or to make explanations, for the last 1 time, causality conjuncts were mistakenly used instead of disjunctives.

The findings will be presented in the following parts. Firstly, the data presented above show that there are 178 test items involved for advanced and advanced high CSL examinees who are native speakers of Cantonese, 161 of them related to the use of causality conjuncts, which accounts for 90.45%; as to advanced and advanced high CSL examinees whose first language is English, there are 82 in total, with 57 involved in using causality conjuncts, taking up 69.51%.

Secondly, it is found that altogether, advanced and advanced high CSL examinees who are native speakers of Cantonese have used causality conjuncts 444 times in total, with 336 times correctly used and the accuracy rate at 75.68%; and advanced and advanced high CSL examinees who are Native Speakers of English used the causality conjuncts 114 times in total, with 93 times correctly used and the accuracy rate at 81.58%. It can be observed that on the whole, native speakers of Cantonese used causality conjuncts with a higher frequency compared with those who are Native Speakers of English; however, native speakers of English have a higher accuracy rate of the use of causality conjuncts.

To give it a detailed description, altogether, advanced CSL learners who are native speakers of Cantonese have used causality conjuncts 329 times, 257 times correctly used, 72 wrong with the accuracy rate at 78.12%; for advanced high CSL

examinees who are native speakers of Cantonese, they used causality conjuncts 115 times in total, 79 times correctly used, 36 wrong, with the accuracy rate at 68.70%. As to advanced CSL examinees who are native speakers of English, they used causality conjuncts 83 times in total, 68 times correctly used, 15 wrong, with the correct rate at 81.93% while for advanced high CSL examinees who are Native Speakers of English, they used causality conjuncts 31 times, 25 times correctly used, 6 wrong, with the accuracy rate at 80.65%. All the data are shown in the table below:

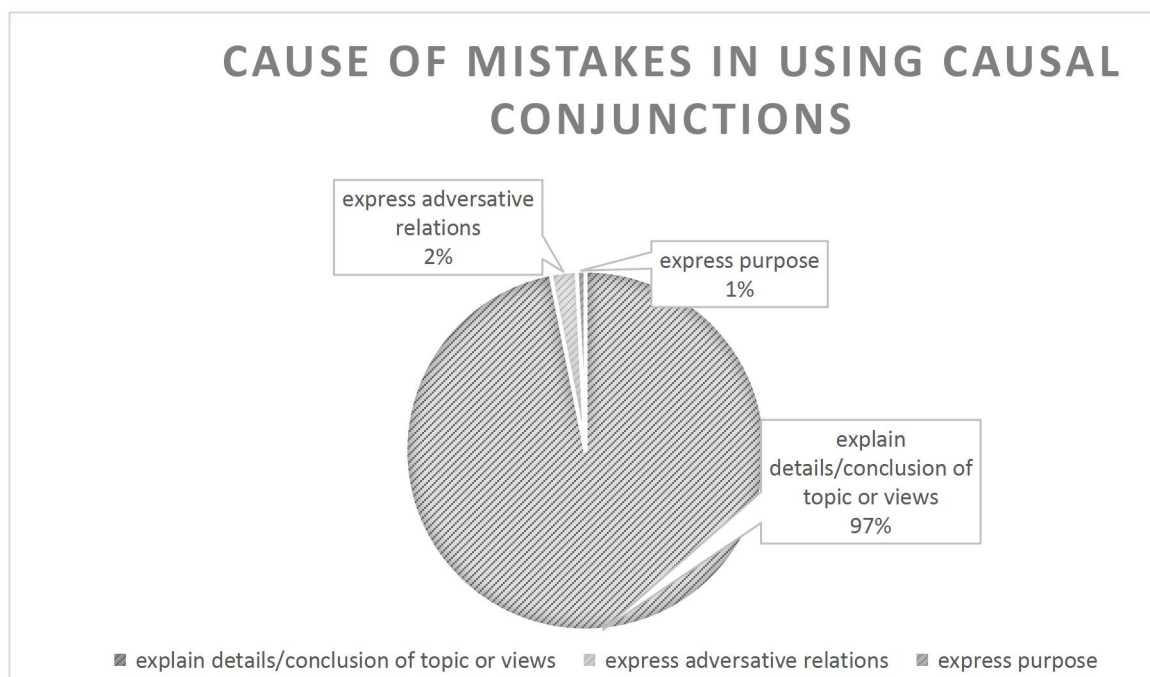
**Table 4.23: Data Collected for all the Examinees**

Level	Accuracy Rate
Advanced CSL examinees who are native speakers of Cantonese	78.12%
Advanced high CSL examinees who are native speakers of Cantonese	68.70%
Advanced CSL examinees who are native speakers of English	81.93%
Advanced high CSL examinees who are native speakers of English	80.65%

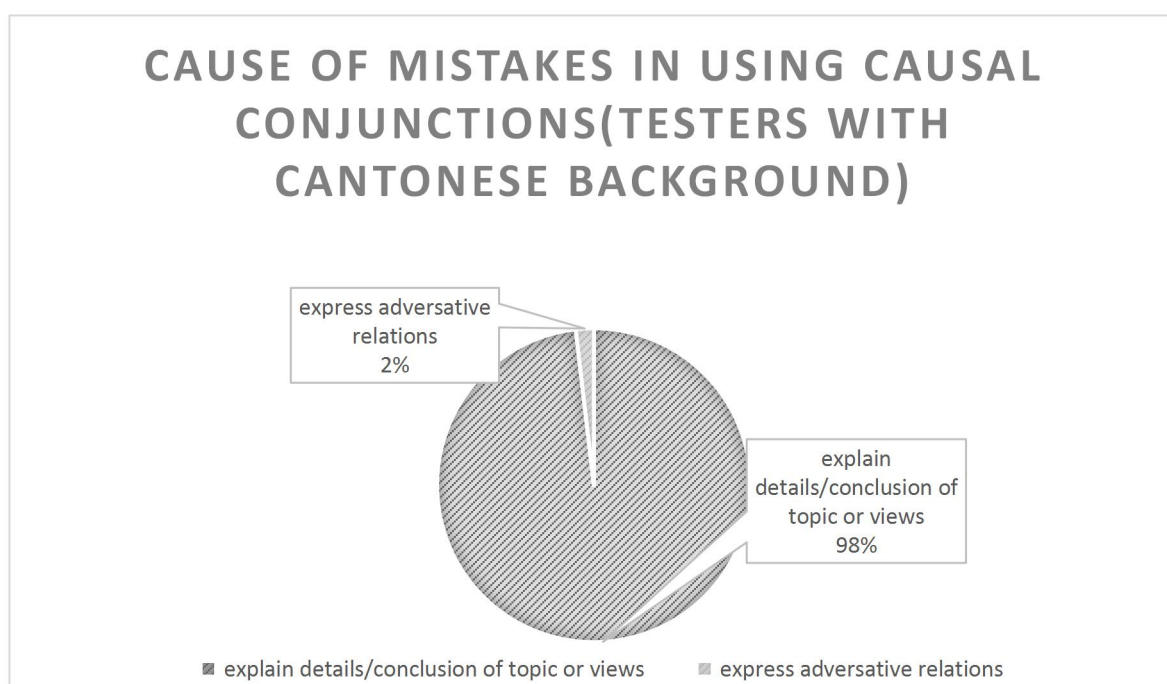
It is discovered that the advanced examinees whose first language is Cantonese have a much higher accuracy rate of the use of causality conjuncts compared with advanced high CSL examinees of the same language background, that is, the level of Chinese is inversely proportional to the accuracy rate of the use of causality conjunctions. As to examinees that are native speakers of English, although there is no conspicuous gap between the accuracy rate of the use of causality conjuncts among advanced and advanced high examinees; still, it shows the inversely-proportional relationship between the level of Chinese and the accuracy rate

of the use of causality conjuncts. Therefore, it can be assumed that there is no direct relationship between the level of Chinese and the pragmatic competence on the use of causality conjuncts.

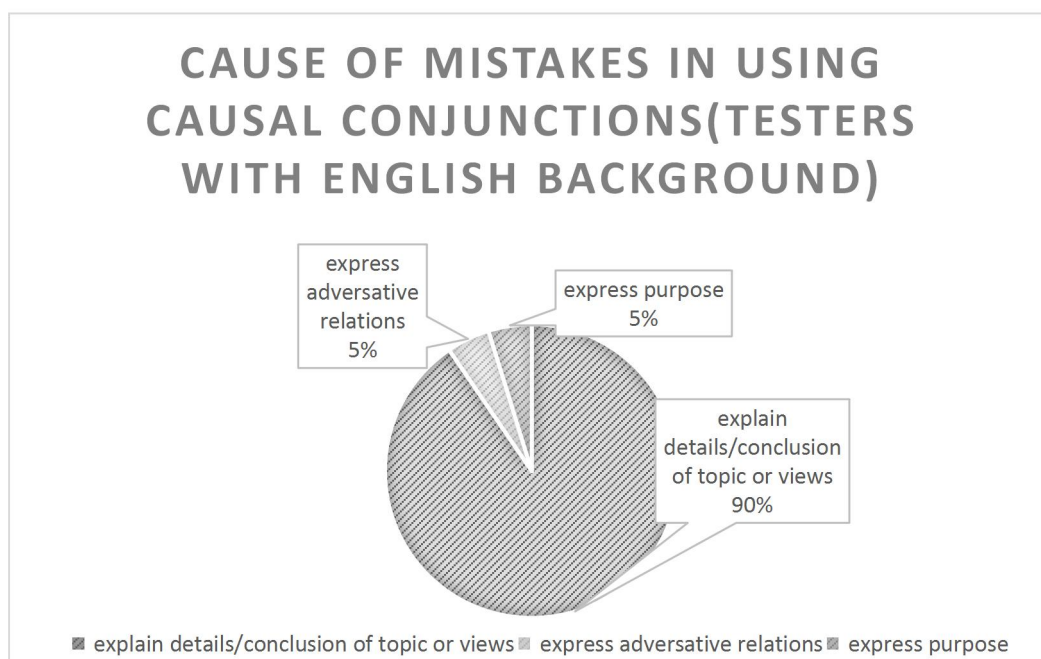
As to the reasons of errors for advanced CSL examinees that are native speakers of Cantonese, they used causality conjuncts instead of disjunctives in contexts for 2 times, and used causality conjuncts to give a detailed description of a topic or of opinions for 70 times, while it's 36 times for advanced high CSL examinees of the same language background. When it comes to advanced CSL examinees who are native speakers of English, they mistakenly used causality conjuncts to give detailed description and explanations of a topic or of points of view for 14 times, and for 1 time, causality conjuncts were used to indicate intention. On the other hand, for 5 times, advanced high CSL examinees who are native speakers of English used causality conjuncts to give detailed description and explanation of a topic or of points of view, and they used causality conjuncts to express intention for 1 time. It can be seen from the data that causality conjuncts were mistakenly used to give detailed description and explanation of a topic or of points of view or to make a summary, regardless of whether they are Native Speakers of Cantonese or English. The specific and detailed data are shown in the graph below:



**Chart 4.1: Error analysis of the Use of Causality Conjunctions**



**Chart 4.2: Error analysis of the Use of Causality Conjunctions for Examinees who are Native Speakers of Cantonese**



**Chart 4.3: Error Analysis of the Use of Causality Conjunctions for Examinees who are Native Speakers of English**

#### 4.2.1.2 The use of subordinating and coordinating conjunctions

For advanced examinees who are native speakers of Cantonese, there are 66 test items in total concerning offering opinions,. Among the given answers, the disjunctive *danshi*(但是) appeared 86 times, *keshi*(可是) 11 times, *buguo*(不过) 4 times, and *name*(那么) 32 times; the connective *ranhou* (然后) came into view 22 times.

**Table 4.24: Analysis of the use of Subordinating and Coordinating Conjunctions for Advanced Examinees who are Native Speakers of Cantonese**

Types of Test items	Test items	Examinees	Subordinating conjunctions			Coordinating conjunctions	
			但是	可是	不過	那麼	然後

Opinion	What's your opinion of buying pirated software?	Ac0507(2) Cc0316(12) Cc0925(2)	6	0	0	1	1
	Please give your point of view on the issues of physical training and discipline for young people	Ac0507(10) Ch0812(10) Ck0331(10) Cm0328(10) Cm0628(10)	8	0	0	0	2
	Please show your opinion on the status of English after the return of Hong Kong.	Ac0507(11)	3	0	0	0	0
	Please give your opinion on spending nights in the streets	Ac0507(12) Cc0925(11) Ck0101(10)	3	1	1	0	1
	What's your opinion on making money via real-estate speculation?	Ac0628(1)	1	0	0	0	1
	Please offer your opinion on whether to enact legislation on spam advertisements.	Ac0628(10) Ch0824(10) Ck1125(10)	3	0	0	1	1
	Please give your opinion on legitimizing abortion	Ac0628(11) Cw0417(11)	1	0	0	0	1
	What do you think of college students doing part-time jobs?	Ay1028 ( 1 ) Cl0318(1)	0	2	0	0	0
	Now please offer your opinion on the legal age of marriage.	Ay1028(10)	1	0	0	1	0

Please give your opinion on Hong Kong people's Chinese proficiency	Ay1028(11)	1	0	0	0	0
Please offer your point of view on how to promote Chinese proficiency.	Ch0812(11) Cm0618(11)	2	0	0	3	2
What's your opinion on people's speaking loudly in public?	Cc0316(2) Ch0812(3)	4	0	0	2	1
Please give your opinion on Hong Kong's land reclamation.	Cc0316(10) Ch1118(10)	1	0	0	1	2
Now please show your opinion on Hong Kong people's illegitimate children coming to settle in Hong Kong.	Cc0316(11) Ck0101(9)	2	0	0	0	0
Please give your opinion on the phenomenon of primary school and middle school extra-curricular tutoring.	Cc0602(2)	2	0	0	0	1
Please offer your opinion on achieving peace via war.	Cc0602(10)	1	0	0	0	0
Now please give your opinion on abolishing death penalty.	Cc0602(11)	1	0	0	0	0
What do you think of wax burning on Middle Autumn Festival?	Cc0810(1)	0	0	0	0	0
Now please give your opinion on whether to legislate against telephone sales.	Cc0810(10)	0	0	0	1	0

What do you think of encouraging fertility in order to alleviate the aging of the population?	Cc0810(11)	1	0	0	2	0
Now please offer you opinion on giving children pocket money.	Cc0925(10) Ch0225(11) Ch1118(11)	6	0	0	0	0
Now please give your opinion about the impact of high technology on life.	Cc0925(12)	1	0	0	0	0
Now please offer your point of view on disabled people's life rights.	Cc1111(10)	1	0	0	0	0
Please give your opinion on negative assets.	Cc1111(11)	1	0	0	1	0
Now please show your thoughts on legitimizing ball games.	Cc1111(12) Cm0328(12)	1	0	0	0	0
Now please give your opinion on the cultural climate in Hong Kong	Cd1125(10) Ch0904(11)	1	0	0	0	1
Now please offer your opinion on Secondary school Places Allocation.	Cg1110(1) Ch0904(1)	2	0	0	1	0
Now please show your opinion on the prohibition of strikes in certain types of work.	Cg1110(10)	0	0	0	6	0
Many Hong Kong people like playing mahjong, what do you think of this?	Ch0225(2) Cm0618(2)	2	0	0	0	0

Now please give your opinion on the spreading of traditional Chinese sports and drama as well as the promotion of traditional Chinese culture.	Ch0225(10)	1	0	0	0	0
Now please show your thoughts on the relation between environment protection and economic development	Ch0225(12) Cm0328(11)	3	0	0	1	0
What do you think of wasting foods in buffet?	Ch0805(1)	0	0	0	0	0
Now please give your opinion on the rising rate of suicide among youths.	Ch0805(10) Cw0628(10)	0	0	0	1	0
Many Hong Kong people like traveling, how do you like this?	Ch0812(2) Cm0328(2)	0	0	0	0	0
Now please give your opinion on overusing credit card.	Ch0812(12)	1	0	0	0	4
What do you think of artificial beauty?	Ch0824(2)	0	0	0	1	0
Now please give your opinion on whether to set up Islamic festivals and Taoist festivals.	Ch0824(11)	1	0	0	0	0
What's your opinion of the practice of collecting a deposit before the admission to hospital?	Ch0904(4)	2	0	0	0	0
Now please offer your opinion of on-the-job training.	Ch0904(10)	0	0	0	0	0

Now please give your point of view on the plan made by the government.	Ch0904(12)	0	0	0	0	0
Could you please tell me where those loveable animals go after their death in your opinion?	Ch0915(5)	0	0	1	0	0
Now offer your opinion on the claim that people may not be so generous to their compatriots.	Ch0915(10)	1	0	0	0	0
Now please give your opinion on strengthening the supervision of food quality.	Ch0915(11)	1	0	0	0	0
Now please offer your opinion on young people's use of soft drugs.	Ch1118(12)	1	0	0	1	3
Now please give your opinion on privacy right.	Ck0101(11)	0	0	1	0	0
Now please state your view on whether government should establish minimum wage.	Ck0331(11)	0	0	0	6	0
Now please give your opinion on the pros and cons of biological replication technology.	Ck0723(10)	4	0	0	2	0
How do you like the issue of investment?	Ck1125(1)	2	0	0	0	0
Now please give your opinion on the vandalism behavior of some people in the places of interest.	Ck1125(4)	0	0	0	0	0

	Now please offer your opinion on legitimizing that children should support the elderly.	Ck1125(11)	2	0	0	0	0
	Please give your opinions on the issue of excessive drinking of professional women and the social problems ensuing it.	Cl0318(10)	1	1	0	0	0
	Now give your opinion on the criticism opinions of the decline of college students' quality.	Cl0318(12)	0	1	0	0	0
	What do you think of child star?	Cl0624(2)	0	3	0	0	0
	Now please give your opinion on how governments should deal with terrorists.	Cl0624(10) Cw0417(10)	0	0	0	0	0
	Now please offer your points of view on whether traditional culture is wealth or a burden.	Cl0624(11)	0	0	0	0	0
	What do you think of Hong Kong people speaking Chinese mixed with English?	Cm0502(2) Cw0417(1)	1	0	0	0	0
	Please offer your opinions on the issue of the old.	Cm0502(10)	1	0	0	0	0
	Now please give your opinion on whether public hospitals should increase their fees	Cm0502(11)	1	0	0	0	0
	Now please give your opinion on choosing residence.	Cm0618(12) Cw0714(10)	2	0	0	0	1
	Now please offer your opinion on some supermarkets' selling	Cm0702(4)	0	1	0	0	0

	of expired foods.						
	Now please give your opinion on whether to grant sexual workers legal status?	Cm0702(10)	0	1	0	0	0
	Now please offer your opinion on the criticism of pet cloning.	Cm0702(12)	0	1	0	0	0
	What do you think of charging for using the public toilet in the mainland?	Cw0417(4)	0	0	0	0	0
	Now please give your opinion on public transportation company's intention to raise ticket fees.	Cw0417(12)	1	0	1	0	0
	What do you think of Hong Kong people speaking Cantonese mixed with Mandarin Chinese?	Cw0628(1)	4	0	0	0	0
	Now please offer your opinion on bidding for large-scale international sport events.	Cw0714(12)	0	0	0	0	0
Total			86	1 1	4	3 2	22

For advanced high examinees who are native speakers of Cantonese, there are 29 test items for them in total. Of the collected answers, *danshi* (但是) appeared 40 times, *keshi* (可是) 8 times, *buguo* (不过) 4 times and *name* (那么) 8 times; *ranhou* (然后) came into view 17 times.

**Table 4.25: The Analysis of the use of Subordinating and Coordinating Conjunctions for Advanced High Examinees who are Native Speakers of Cantonese**

Types of Test items	Test items	Examinees	Subordinating conjunctions			Coordinating Conjunctions	
			但是	可是	不過	那麼	然後
Expressing an opinion	What's your opinion of buying pirated software?	Ay0913(2) Ck0203(2) Ck0710(2) Cs0404(12)	4	2	0	0	1
	Please offer your opinion on the issue of the old people.	Ay0913(10)	2	0	0	0	0
	Now please offer your opinion on young people's use of soft drugs.	Ay0913(11)	2	0	0	1	0
	Now please give your opinion about the impact of high technology on life.	Ay0913(12)	2	0	0	0	0
	Could you please tell me where those	Ca1130(6)	1	0	0	0	0

	loveable animals go after their death in your opinion?						
	Now please give your opinion on the rising rate of suicide among youths.	Ca1130(10)	0	0	0	0	0
	Many Hong Kong people like traveling, how do you like this?	Cc2808(2)	0	0	0	0	0
	Now please offer your opinion of on-the-job training.	Cc2808(10)	0	0	0	0	0
	Now please offer you opinion on giving children pocket money.	Cc2808(11) Cs0404(11) Cs0517(10)	2	2	1	2	2
	Now please give your opinion on overusing credit card.	Cc2808(12) Ck0710(12)	4	0	1	0	0
	Now please give your opinion on the cultural climate in Hong Kong	Ch052(10)	3	0	0	0	2
	In your eyes, what are the advantages and disadvantages of using credit card payment and cash payment, respectively?	Ch1109(2)	2	0	0	0	0
	Now please talk about your opinions on	Ch1109(10)	2	0	0	0	0

	Heaven and Hell						
	Now please give your points of view on the influences Chinese and Western culture exerted on Hong Kong.	Ch1109(11) Ck0203(11) Ck0710(10)	7	0	0	0	0
	Now please offer your opinions on the relation between the development of tourism and environment protection.	Ck0203(10)	0	0	0	0	0
	Now please share your thoughts on the relation between environment protection and economic development.	Ck0203(12)	0	1	0	0	2
	Please give your opinion on spending nights in the streets.	Ck0710(11)	0	0	0	0	0
	Now please give your points of view on whether traditional culture is wealth or a burden.	Ck1004(10)	1	0	0	0	1
	Now please offer your point of view on disabled people's right to life rights.	Cl0115(10)	2	0	0	0	0

Please give your opinions on the rising number of male victims in domestic violence.	Cl0115(11)	0	0	0	0	2
Now please offer your opinion on the issue of children's education	Cl0920(10)	1	0	0	1	1
Please give your opinions on issue excessive drinking of professional women and the social problems ensuing it.	Cl0920(11)	1	0	0	3	0
Many Hong Kong people like playing mahjong, what do you think of this?	Cs0404(2)	1	0	0	0	1
Now please offer your opinions on the issues of employment and further study of the youth.	Cs0404(10)	3	0	0	0	0
What do you think of Hong Kong people speaking Cantonese mixed with Mandarin Chinese?	Cs0514(1)	0	1	1	0	3
Please show your opinion on the status of English after the return of Hong Kong.	Cs0514(10)	0	2	1	0	0
Now please offer your	Cs0514(11)	0	0	0	0	2

	points of view on the lopsided development between coastal cities and inland areas.						
	What's your opinion on people's speaking loudly in public?	Cs0517(1)	0	0	0	0	0
	Now please give your opinion on the pros and cons of biological replication technology.	Cs0517(11)	0	0	0	1	0
Total			4 0	8	4	8	17

For advanced examinees who are native speakers of English, there appeared 7 test items concerning offering opinions. Of the given answers, *danshi* (但是) appeared 63 times, *keshi* (可是) 36 times, *buguo* (不过) 3 times; however, *name* (那么) did not appear in examinees' answers. But *ranhou* (然后) came into view 6 times.

**Table 4.26: The Analysis of the use of Subordinating and Coordinating Conjunctions for Advanced Examinees who are Native Speakers of English**

Test items	Examinees	Used or not	Used correctly			Used mistakenly	
			但是	可是	不過	那麼	然後
Expressing an opinion	What's your opinion on	058573(5)	1 0	5	0	0	0

	people's speaking loudly in public?	058581(5) IBCE-B1211(5) IBCE-B1230(5) IBI204(5) IBI403(5) IBI408(5) IBI409(5) Usc211(1) Usc217(1)					
	Now please offer your point of view on disabled people's right to life.	058573(14) 058581(14) IBCE-B1211(14) IBCE-B1230(14) IBI204(14) IBI403(14) IBI408(14) IBI409(14) Usc211(10) Usc217(10)	1 2	10	0	0	1
	Now please offer your opinions on the issue of working mother educating children.	058573(15) 058581(15) IBCE-B1211(15) IBCE-B1230(15) IBI204(15) IBI403(15)	6	9	0	0	2

		IBI408(15) IBI409(15) Usc211(11) Usc217(11)					
	Could you please share with us your points of view on the issue of immigration?	An9542(12) Cb0525(12) Cs0911(13) Jw0402(13) Pf1013(14) Sa0610(14) Tm0807(14) Ph0605(13) Uk0712(13) Yt0527(13)	8	6	0	0	0
	It is said just now that Chinese culture differs from that of the United States. Now please share with us how you like this argument.	An9542(14) Cb0525(13) Cs0911(14) Jw0402(14) Pf1013(15) Sa0610(15) Tm0807(15) Ph0605(14) Uk0712(14) Yt0527(14)	1 3	2	1	0	3

	Just now, it is stated that there are different opinions on the issue of educating children between China and the United States. Now please offer our opinions on this issue.	Br0521(16) Ce0428(12) Hs0921(12) La0422(12) Mk0303(12) Nv0917(12) Ra1208(12) Sj0212(12) Sn1220(12)	7	3	1	0	0
	How do you like it? In your eyes, do all American students have to learn another language?	Ce0428(11) Hs0921(11) La0422(11) Mk0303(11) Nv0917(11) Ra1208(11) Sj0212(11) Sn1220(11) Br0521(15)	7	1	1	0	0
Total			6 3	36	3	0	6

For advanced high examinees who are native speakers of English, there are 7 test items related to offering opinions in total. Of the collected answers, *danshi* (但是) appeared 14 times, *keshi* (可是) 12 times, *buguo* (不过) 4 times, but *name* (那么) only appeared one time in examinees' answers; *ranhou* (然后) came into view 5 times.

**Table 4.27: The Analysis of the use of Subordinating and Coordinating Conjunctions for Advanced High Examinees who are Native Speakers of English**

Types of Test items	Test items	Examinees	Subordinating conjunctions			Coordinating conjunctions	
			但是	可是	不過	那麼	然後
Expressing an opinion	How do you like it? In your eyes, do all American students have to learn another language?	Wh0628(11) Wd0913(11) Cc0208(11) Br0730(11) We0603(11) Ts0127(11)	0	5	3	0	0
	Just now, it is stated that there are different opinions on the issue of educating children between China and the United States. Now please offer your opinions on this issue.	Wd0913(12) Cc0208(12) Br0730(12) We0603(12) Ts0127(12)	0	5	1	0	1
	What do you think of the issue of immigration?	Cs1109(13) Mc1009(13) Yl0620(13) Kw0129(13) Fl0710(13)	1	0	0	1	0
	It is said just now that Chinese culture differs from that of the United States. Now please share with us how you	Cs1109(14) Mc1009(14) Yl0620(14)	5	1	0	0	1

	like this argument.	Kw0129(14) Fl0710(14)					
	What's your opinion on people's speaking loudly in public?	Ibce-b1204(5) Ibi407(5)	1	0	0	0	2
	Now please offer your point of view on disabled people's life rights.	Ibce-b1204(14) Ibi407(14)	3	0	0	0	1
	Now please offer your opinions on the issue of working mother educating their kids.	Ibce-b1204(15) Ibi407(15)	4	1	0	0	0
Total			14	12	4	1	5

For advanced examinees who are native speakers of Cantonese, there are 7 test items related to offering opinions. Of the collected answers, *danshi* (但是) appeared six times, *keshi* (可是) three times. However, *buguo* and *name* (那么) did not appear in examinees' answers. But *ranhou* (然后) came into view three times.

**Table 4.28: The Analysis of the use of Subordinating and Coordinating Conjunctions for Advanced Examinees who are Native Speakers of Cantonese in Offering Opinions**

Types of Test items	Test items	Examinees	Subordinating conjunctions			Coordinating conjunctions	
			但是	可是	不過	那麼	然後
Explaining	Why do you want to leave earlier?	Ay1028(3)	0	0	0	0	1

	Why can't snacks be counted as dinner?	Ay1028(6)	1	0	0	0	0
	Why don't you travel to the mainland?	Cc0602(6)	1	0	0	0	0
	Why can't I eat much and do little sports?	Cd1125(6) Ch0805(6)	1	1	0	0	0
	Why do you resign when you are doing good?	Cg1110(3)	2	0	0	0	0
	Why can't people eat vegetables only?	Ck1125(6)	1	0	0	0	0
	Why were late today? What happened?	Cw0714(4)	0	2	0	0	2
Total			6	3	0	0	3

For advanced high examinees whose first language is Cantonese, altogether there are 6 test items. Of the given answers, *danshi* (但是) appeared two times, *keshi* (可是) one time; however, *buguo* (不过) and *name* (那么) did not appear in examinees' answers. But *ranhou* (然后) came into view four times.

**Table 4.29: The Analysis of the use of Subordinating and Coordinating Conjunctions for Advanced High Examinees who are Native Speakers of Cantonese**

Types of Test items	Test items	Examinees	Subordinating conjunctions			Coordinating conjunctions	
			但是	可是	不過	那麼	然後
Explaining	Why don't you travel to the mainland?	Ch052(6)	2	0	0	0	0
	You are saying that you cannot come on Thursday night?	Ck1004(6)	0	0	0	0	1
	Why can't snacks be counted as dinner?	Cl0115(6)	0	0	0	0	0
	What happened to you? Are you feeling good today?	Cl0920(6)					
	Why did you dress in such a formal way today?	Cs0514(6)	0	0	0	0	3
	Really, you cannot come for dinner that	Cs0517(3)	0	1	0	0	0

	day?						
Total			2	1	0	0	4

For advanced examinees who are native speakers of English, there appeared 2 test items concerning making explanations. In the collected answers, *danshi* (但是) appeared 8 times, *keshi* (可是) 8 times, while *buguo* (不过) and *name* (那么) did not appear; *ranhou* (然后) came into view only 1 time.

**Table 4.30: The Analysis of the use of Subordinating and Coordinating Conjunctions for Advanced Examinees who are Native Speakers of English in Giving Explanations**

Types of Test items	Test items	Examinees	Subordinating conjunctions			Coordinating conjunctions	
			但是	可是	不過	那麼	然後
Explaining	Why do you want to learn Chinese?	058573(4) br0521(4) IBCE-B1211(4) IBCE-B1230(4) IBI204(4) IBI403(4) IBI408(4) IBI409(4) Sn1220(16) Usc211(16)	1	1	0	0	0

		Usc217(16)					
	Why do you resign when you are actually?	058573(6) 058581(6) IBCE-B1211(6) IBCE-B1230(6) IBI204(6) IBI403(6) IBI408(6) IBI409(6) Usc211(2) Usc217(2)	7	7	0	0	1
Total			8	8	0	0	1

For advanced high examinees who are native speakers of English, the test items related to making explanations appeared 2 times. In the given answers, *danshi* (但是) appeared 6 times, while the remaining 4 connectives, *keshi* (可是), *buguo* (不过) and *name* (那么) did not appear.

**Table 4.31: The Analysis of the use of Subordinating and Coordinating Conjunctions for Advanced High Examinees who are Native Speakers of Englishin Making Explanations**

Types of Test items	Test items	Examinees	Subordinating conjunctions			Coordinating conjunctions	
			但是	可是	不過	那麼	然後
Explaining	Why do you want to learn Chinese?	Ibce-b1204 (4) Ibi407(4)	1	0	0	0	0
	Why do you resign when you are actually doing good?	Ibce-b1204 (6) Ibi407(6)	5	0	0	0	0
Total			6	0	0	0	0

When it comes to making thanks in public, there are 3 test items for advanced examinees who are native speakers of Cantonese. Of the collected answers, *danshi* (但是) appeared 3 times, *name* (那么) one time while *keshi* (可是) *buguo* (不过) and *ranhou* (然后) did not appear.

**Table 4.32: Analysis of the use of Subordinating and Coordinating Conjunctions for Advanced Examinees who are Native Speakers of Cantonese in Giving Thanks**

Types of Test items	Test items	Examinees	Subordinating conjunctions			Coordinating conjunctions	
			但是	可是	不過	那麼	然後

Expressing thanks in public	Now we give the floor to our graduate representatives.	Ay1028(12)	0	0	0	0	0
	Now we invite the representatives of charity agency to give us a speech.	Ch0915(12)	0	0	0	0	0
	Now please accept the donated electrical appliances on behalf of the elderly welfare agency and deliver a speech.	Cw0628(11)	3	0	0	1	0
Total			3	0	0	1	0

When it comes to advanced high examinees whose first language is Cantonese, there appeared 4 test items in total. Of the collected answers, *danshi* (但是), *keshi* (可是), *buguo* (不过) and *name* (那么) did not appear in examinees' answers. But *ranhou* (然后) appeared 1 time.

**Table 4.33: The Analysis of the use of Subordinating and Coordinating Conjunctions for Advanced Examinees who are Native Speakers of Cantonese in Giving Thanks**

Types of Test items	Test items	Examinees	Subordinating conjunctions			Coordinating conjunctions	
			但是	可是	不過	那麼	然後
Expressing thanks in public	Now please accept the donated electrical appliances	Ch1109 (12)	0	0	0	0	0

	on behalf of the elderly welfare agency and deliver a speech.						
	Now we give the floor to the person in charge of the ecological protection organization.	Ck1004 (11)	0	0	0	0	0
	Now we invite the representative of the police in Hong Kong to deliver a speech.	Cl0115(12)	0	0	0	0	1
	Now we invite the representative to give acknowledgements to the well-intentioned public on behalf of institutions accepting the donation.	Cl0920(12)	0	0	0	0	0
Total			0	0	0	0	1

For advanced examinees who are native speakers of English, test items concerning giving thanks in public appeared 1 time. And of the collected answers, *danshi* (但是) appeared three times, *keshi* (可是) two times. However, *buguo* (不过), *name* (那么) and *ranhou* (然后) did not appear in examinees' answers.

**Table 4.34: The Analysis of the use of Subordinating and Coordinating Conjunctions for Advanced Examinees who are Native Speakers of English in Giving Thanks**

Types of Test items	Test items	Examinees	Subordinating conjunctions			Coordinating conjunctions	
			但是	可是	不過	那麼	然後
Expressing thanks in public	Ladies and gentlemen, this is the student representative of the United States; we now invite her to give a speech.	An9542(15) Cb0525(14) Cs0911(15) Jw0402(15) Pf1013(16) Sa0610(16) Tm0807(16) Ph0605(15) Uk0712(15) Yt0527(15)	3	2	0	0	0

Same to advanced English-speaking examinees, test items related to giving thanks in public appeared 1 time in total for advanced high examinees whose first language is English. Of the collected answers, *danshi* (但是) appeared 1 time, *keshi* (可是) 2 times. And also similarly, *buguo* (不过), *name* (那么) and *ranhou* (然后) did not appear once.

**Table 4.35: The Analysis of the use of Subordinating and Coordinating Conjunctions for Advanced High Examinees who are Native Speakers of English in Giving Thanks**

Types of Test items	Test items	Examinees	Subordinating conjunctions			Coordinating conjunctions	
			但是	可是	不過	那麼	然後
Expressing thanks in public	Ladies and gentlemen, this is the student representative of the United States; we now invite her to give a speech.	Cs1109(15) Mc1009(15) Yl0620(15) Kw0129(15) Fl0710(15)	1	2	0	0	0

For advanced examinees who are native speakers of Cantonese, there are 8 test items of making rejections in total. Of the given answers, *danshi* (但是) appeared 3 times, *buguo* (不过) 1 time and *ranhou* (然后) came into view 6 times. However, *keshi* (可是) and *name* (那么) did not appear in examinees' answers.

**Table 4.36: The Analysis of the use of Subordinating and Coordinating Conjunctions for Advanced Examinees who are Native Speakers of Cantonese in Making Rejections**

Types of Test items	Test items	Examinees	Subordinating conjunctions			Coordinating conjunctions	
			但是	可是	不過	那麼	然後
Refusing	Come with me to pick presents,	Ac0628(6)	0	0	0	0	2

	won't you?						
	How about taking care of your little brother's homework at the same time?	Cc0810(4) Ch0915(4)	1	0	0	0	0
	Give me one more chance, will you? I promise this would be the last time.	Cd1125(3)	0	0	0	0	4
	How about investing in the dessert shop with me?	Ch0805(3)	0	0	1	0	0
	Could you please help me bring something to my acquaintances abroad?	Ck0331(4)	1	0	0	0	0
	Could you lend me your library card to borrow several books?	Ck0723(4)	1	0	0	0	0
	Will you come to my birthday party next week?	Cl0318(5)	0	0	0	0	0
	Is it ok that you help me buy some stocks?	Cw0628(4)	0	0	0	0	0

Total			3	0	1	0	6

When it comes to advanced high examinees who are native speakers of Cantonese, there appeared 3 test items concerning offering opinions. Of the collected answers, both *danshi* (但是) and *name* (那么) appeared 1 time, *keshi* (可是) *buguo* (不过) and *ranhou* (然后) did not appear in examinees' answers.

**Table 4.37: The Analysis of the use of Subordinating and Coordinating Conjunctions for Advanced High Examinees who are Native Speakers of Cantonese in Making Rejections**

Types of Test items	Test items	Examinees	Subordinating conjunctions			Coordinating conjunctions	
			但是	可是	不過	那麼	然後
Refusing	I want to borrow your bank account out of business need, can I?	Ca1130(3)	1	0	0	0	0
	Could you please help me move house?	Ch1109(6)	0	0	0	0	0
	Could you please help me take care of my children and let them have dinner with you when I'm out this month?	Cl0115(3)	0	0	0	1	0
Total			1	0	0	1	0

Altogether, there is only 1 test item related to making rejections for advanced examinees who are native speakers of English. In the answers given by the examinees, *danshi* (但是) appeared eleven times, *keshi* (可是) 7 times. *Buguo* (不过), *name* (那么) and *ranhou* (然后) did not appear once.

**Table 4.38: The Analysis of the use of Subordinating and Coordinating Conjunctions for Advanced Examinees who are Native Speakers of English in Making Rejections**

Types of Test items	Test items	Examinees	Subordinating conjunctions			Coordinating conjunctions	
			但是	可是	不過	那麼	然後
Refusing	How about investing in the dessert shop with me?	058573(8) 058581(8) IBCE-B1211(8) IBCE-B1230(8) IBI204(8) IBI403(8) IBI408(8) IBI409(8) Usc211(4) Usc217(4)	11	7	0	0	0

There appears only 1 test item concerning making rejections for advanced high examinees who are native speakers of English. In the given answers, *danshi* (但是) appeared 5 times. However, connectives such as *keshi* (可是), *buguo* (不过), *name* (那么) and *ranhou* (然后) did not appear.

**Table 4.39: The Analysis of the use of Subordinating and Coordinating Conjunctions for Advanced High Examinees who are Native Speakers of English in Making Rejections**

Types of Test items	Test items	Examinees	Subordinating conjunctions			Coordinating Conjunctions	
			但是	可是	不過	那麼	然後
Refusing	How about investing in the dessert shop with me?	Ibce-b1204(8) Ibi407(8)	5	0	0	0	0

In speaking at meetings, there are 3 test items in total for advanced examinees who are native speakers of Cantonese. Of the collected answers, *danshi* (但是) appeared 1 time, and *ranhou* (然后) 4 times. However, *keshi* (可是), *buguo* (不过) and *name* (那么) did not appear in examinees' answers.

**Table 4.40: The Analysis of the use of Subordinating and Coordinating Conjunctions for  
Advanced Examinees who are Native Speakers of Cantonese in Speaking at Meetings**

Types of Test items	Test items	Examinees	Subordinating conjunctions			Coordinating conjunctions	
			但是	可是	不過	那麼	然後
Speaking at meetings	Thank you all. Now let's give time to the host to give us an introduction of the next speaker.	Cc0810(12) Ch0805(11) Cl0624(12) Cm0502(12)	1	0	0	0	0
	Thank you. Now let's give the floor to the spokesman of the chief executive office to introduce the new chief executive.	Cd1125(12)	0	0	0	0	4
	Now we invite the host to introduce to us the purpose and content of today's lecture.	Cg1110(11) Cm0702(11)	0	0	0	0	0
Total			1	0	0	0	4

For advanced high examinees who are native speakers of Cantonese, test items related to speaking at meetings appear 3 times. Of the answers given by them, *danshi* (但是) appeared two times while *keshi* (可是), *buguo* (不过), *name* (那么) and *ranhou* (然后) did not appear once.

**Table 4.41: The Analysis of the use of Subordinating and Coordinating Conjunctions for Advanced High Examinees who are Native Speakers of Cantonese in Speaking at Meetings**

Types of Test items	Test items	Examinees	Subordinating conjunctions			Coordinating conjunctions	
			但是	可是	不過	那麼	然後
Speaking at meetings	Now we invite the host to introduce to us the purpose and content of today's lecture.	Ca1130(12)	2	0	0	0	0
	Now we invite representatives from Hong Kong to give us a talk.	Cl0115(4)	0	0	0	0	0
	Thank you. Now let's give the floor to the spokesman of the chief executive office to introduce the new chief	Cs0517(12)	0	0	0	0	0

	executive.						
Total			2	0	0	0	0

For advanced examinees who are native speakers of English, test items related to speaking at meetings appear only 1 time. Of the answers given by them, *danshi* (但是) appeared 6 times while *keshi* (可是), *buguo* (不过), *name* (那么) and *ranhou* (然后) did not appear once.

**Table 4.42: The Analysis of the use of Subordinating and Coordinating Conjunctions for Advanced Examinees who are Native Speakers of English in Speaking at Meetings**

Types of Test items	Test items	Examinees	Subordinating conjunctions			Coordinating conjunctions	
			但是	可是	不過	那麼	然後
Speaking at meetings	Ladies and gentlemen, we now invite your representatives to give a speech to us.	Br0521(14) Ce0428(10) Hs0921(10) La0422(10) Mk0303(10) Nv0917(10) Ra1208(10) Sj0212(10) Sn1220(10)	6	0	0	0	0

Also, the test items related to speaking at meetings appear only 1 time for advanced high examinees who are native speakers of English. Of the collected answers, both *danshi* (但是) and *keshi* (可是) appeared only 1 time while *buguo* (不过), *name* (那么) and *ranhou* (然后) did not appear once.

**Table 4.43: The Analysis of the use of Subordinating and Coordinating Conjunctions for Advanced High Examinees who are Native Speakers of English in Speaking at Meetings**

Types of Test items	Test items	Examinees	Subordinating conjunctions			Coordinating conjunctions	
			但是	可是	不過	那麼	然後
Speaking at meetings	Ladies and gentlemen, we now invite your representatives to give a speech to us.	Wh0628(10) Wd0913(10) Cc0208(10) Br0730(10) We0603(10) Ts0127(10)	1	1	0	0	0

The use of Subordinating and Coordinating Conjunctions (*danshi* (但是), *keshi* (可是) *buguo* (不过), *name* (那么) and *ranhou* (然后) :

Firstly, it is the analysis of the use of *danshi* (但是) for advanced examinees who are native speakers of Cantonese. Of the five types of test items, *danshi*(但是) appeared 99 times in total. Of the 99 times, it appeared 86 times in test items of offering opinions, taking up 86.87%, 6 times in those of making explanations ,

accounting for 6.06%. As to test items related to giving thanks in public and making rejections, it appeared 3 times, taking up 3.03% respectively. In test items concerning speaking at meetings, it came into view only 1 time, accounting for 1.01%.

Secondly, it is the analysis of the use of *danshi* (但是) for advanced high examinees who are native speakers of Cantonese. For these examinees, altogether *danshi* (但是) appeared 45 times in the five types of test items. Of the 45 times, it appeared 40 times in test items of offering opinions, taking up 88.89%. When it comes to test items related to making explanations and speaking at meetings, it appeared 2 times, accounting for 4.44% respectively. As to test items concerning making refusals, it appeared only once, taking up 2.22%. However, it did not appear in the test items related to giving thanks in public.

Then comes the analysis of the use of *danshi* (但是) by advanced examinees who are native speakers of English. Of the five types of test items, *danshi* (但是) appeared 91 times in total. Of the 91 times, it appeared 63 times in test items of offering opinions, taking up 69.23%, 8 times in those of making explanations , accounting for 8.79%. As to test items related to giving thanks in public, it appeared 3 times, taking up 3.29%. In test items concerning making rejections, it appeared 11 times, accounting for 12.09%, and 6 times in test items related to speaking at meetings, which accounts for 6.59%.

Finally, it is the analysis of the use of *danshi* (但是) by advanced high examinees who are native speakers of English. Altogether *danshi* (但是) appeared 27 times in the five types of test items. Of the 27 times, it appeared 14 times in test items of

Expressing Opinions, taking up 51.85%. When it comes to test items related to making explanations s, it appeared 6 times, accounting for 22.22% and 5 times in making rejections, which takes up 18.52%. As to giving thanks in public and speaking at meetings, it appeared only one time, accounting for 3.70% respectively.

### ***Danshi* (但是)**

**Table 4.44: Data Collected for danshi (但是)**

	P4C-A	<b>P4C-AH</b>	P4E-A	P4E-AH
Opinion	86	40	63	14
Explaining	6	2	8	6
Giving Thanks in Public	3	0	3	1
Refusing	3	1	11	5
Speaking at Meetings	1	2	6	1
Total	99	45	91	27

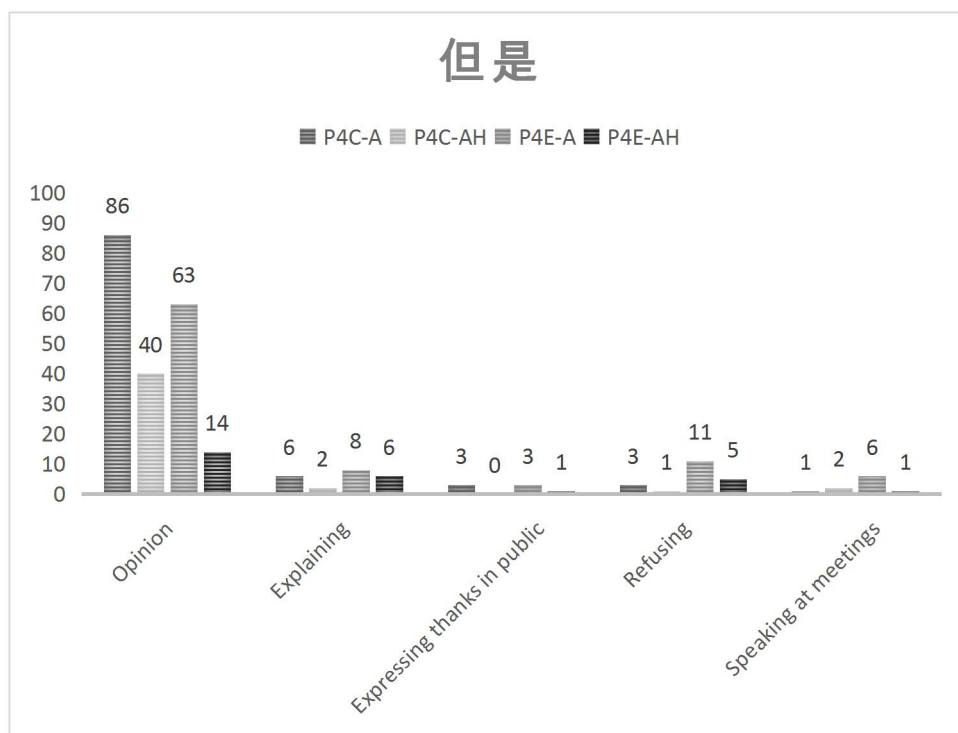


Figure 4.1: The Analysis of danshi (但是) in the Test items

First of all, it is the analysis of the use of *keshi* (可是) for advanced examinees who are native speakers of Cantonese. Of the five types of test items, *keshi* (可是) appeared 14 times in total. It appeared 11 times in test items of Expressing Opinions, taking up 78.57%, 3 times in those of making explanations, accounting for 21.42 %. However, it did not appear in test items concerning giving thanks in public and making refusals as well as speaking at meetings.

Secondly, it is the analysis of the use of *keshi* (可是) for advanced high examinees who are native speakers of Cantonese. For advanced high examinees speaking Cantonese, altogether *keshi* (可是) appeared 9 times in the five selected categories of test items. Of the 9 times, it appeared 8 times in offering opinions, taking up 88.89% and only one time in making explanations. However, it did not

appear once in test items related to giving thanks in public, making rejections, and speaking at meetings.

Thirdly, it is the analysis of the use of *keshi* (可是) by advanced examinees who are native speakers of English. Of the five types of test items, *keshi* (可是) appeared 53 times in total. It appeared 36 times in test items of offering opinions, taking up 67.92%, 8 times in those of making explanations, accounting for 15.09%. As to test items related to giving thanks in public, it appeared 2 times, taking up 3.77%. In test items of making rejections, it appeared 7 times, accounting for 13.20%; yet it did not appeared in expressions of speaking at meetings.

Finally, it is the analysis of the use of *keshi* (可是) by advanced high examinees who are native speakers of English. In the five types of test items, *keshi* (可是) appeared 15 times in total. Of the 15 times, it appeared 12 times in test items of offering opinions, taking up 80%, 2 times in those of giving thanks in public, accounting for 13.33% and 1 time in test items concerning speaking at meetings, which constitutes a proportion of 6.66%. As to test items related to making explanations and refusing, it did not appear once.

### ***keshi* (可是)**

**Table 4.45: Data Collected for *keshi* (可是)**

	P4C-A	P4C-AH	P4E-A	P4E-AH
Opinion	11	8	36	12
Explaining	3	1	8	0

Expressing thanks in public	0	0	2	2
Refusing	0	0	7	0
Speaking at meetings	0	0	0	1
Total	14	9	53	15

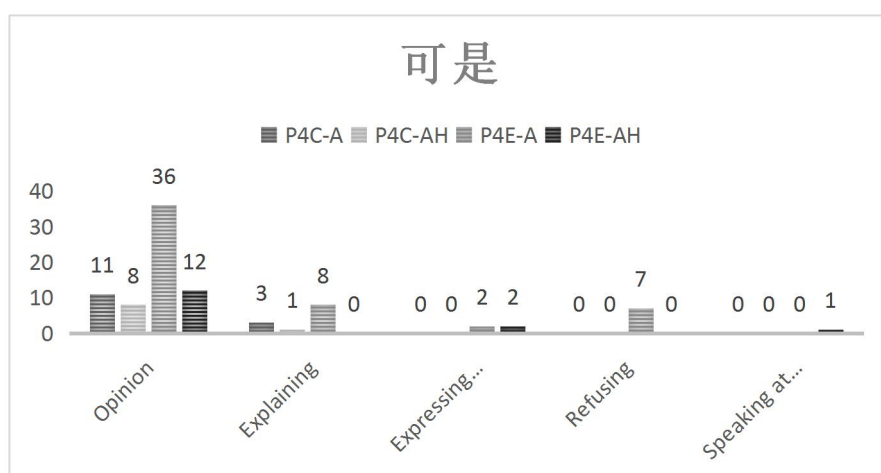


Figure 4.2: The Analysis of keshi (可是) in the Test items

Firstly, it is the analysis of the use of *buguo* (不过) for advanced examinees who are native speakers of Cantonese. In the five types of test items, *buguo* (不过) appeared 5 times in total. Of the 5 times, it appeared 4 times in the test items of offering opinions, taking up 80%, and 6 times in making rejections, accounting for 20%. However, neither did appear once in test items concerning making explanations and giving thanks in public, nor did it appear in speaking at meetings.

Secondly, it is the analysis of the use of *buguo*(不过) for advanced high examinees who are native speakers of Cantonese. For these examinees, *buguo*(不过)

appeared only 4 times in test items requiring offering opinions in the five types of test items.

Thirdly, the analysis of the use of *buguo* (不过) by advanced examinees who are native speakers of English. A similar situation was detected for advanced examinees speaking English in the five types of test items, to give a Detailed description, *buguo* (不过) appeared only 3 times in offering opinions.

Finally, it is the analysis of the use of *buguo* (不过) by advanced high examinees who are native speakers of English. Similar to what happened for advanced examinees who are native speakers of English, *buguo* (不过) appeared only 4 times in test items concerning offering opinions in the five types of test items.

### ***Buguo* (不過)**

**Table 4.46: Data Collected for *buguo* (不过)**

	P4C-A	P4C-AH	P4E-A	P4E-AH
Opinion	4	4	3	4
Explaining	0	0	0	0
Expressing thanks in public	0	0	0	0
Refusing	1	0	0	0
Speaking at meetings	0	0	0	0

Total	5	4	3	4

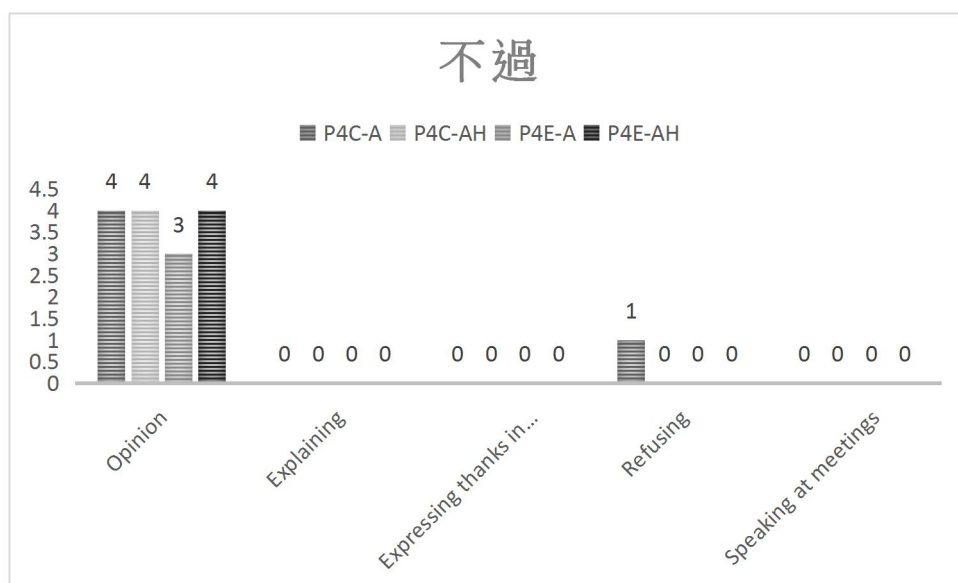


Figure 4.3: The Analysis for buguo (不过) in the Test items

Firstly, it is the analysis of the use of *name*(那么) for advanced examinees who are native speakers of Cantonese. In the five types of test items, *name*(那么) appeared 33 times in total. Of the 33 times, it appeared 32 times in test items of offering opinions, taking up 96.97%, and one time in giving thanks in public, accounting for 3.03%. However, neither did it appear in the expression of explaining and refusing, nor in speaking at meetings.

For advanced high examinees whose first language is Cantonese, altogether *name* (那么) appeared 9 times in the five types of test items. Of the 9 times, it appeared 8 times in test items of offering opinions, taking up 88.89% and 1 time in the expression of refusing, accounting for 11.11%, while it did not appear once in making explanations and giving thanks in public as well as speaking at meetings.

*Name* (那么) did not appear once in the five types of test items for advanced examinees who are native speakers of English.

For advanced high examinees who are native speakers of English, *name*(那么) appeared only once in the test items of offering opinions.

***name*(那么)**

**Table 4.47: Data Collected for name (那么)**

	P4C-A	P4C-AH	P4E-A	P4E-AH
Opinion	32	8	0	1
Explaining	0	0	0	0
Expressing thanks in public	1	0	0	0
Refusing	0	1	0	0
Speaking at meetings	0	0	0	0
Total	33	9	0	1

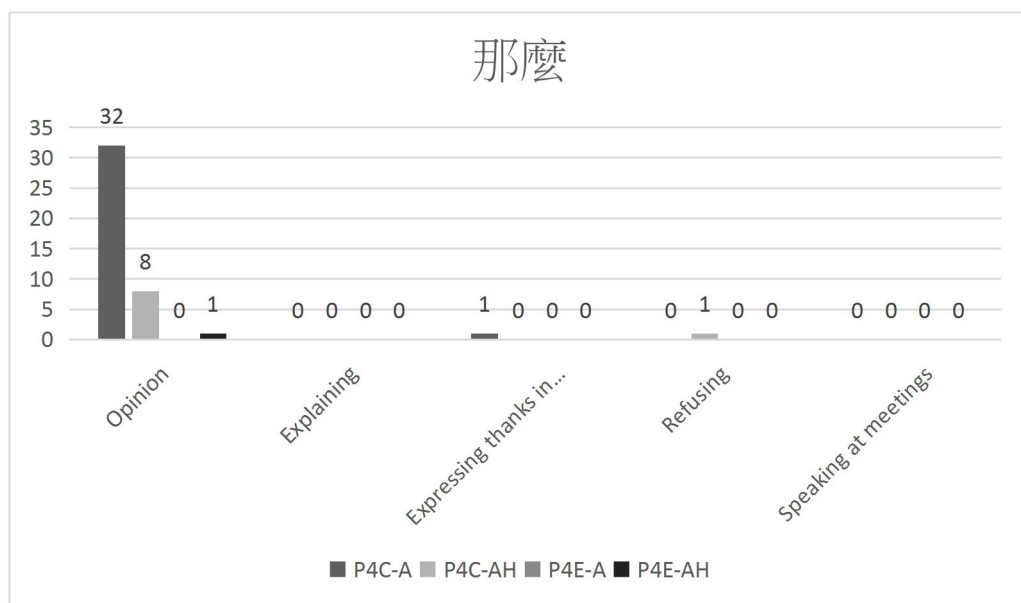


Figure 4.4: The Analysis for name (那麼) in the Test items

Firstly, it is the analysis of the use of *ranhou* (然后) for advanced examinees who are native speakers of Cantonese. Of the five types of test items, *ranhou* (然后) appeared 35 times in total. Of the 35 times, it appeared 22 times in test items of offering opinions, taking up 62.86%, 3 times in those of making explanations, accounting for 8.57%. As to test items related to Expressing Refusing, it appeared 6 times, taking up 17.14%. The connective *ranhou* (然后) also appeared 4 times in speaking at meetings, which accounts for 11.42%. However, it did not appear in giving thanks in public.

For advanced high examinees who are native speakers of Cantonese, altogether *ranhou* (然后) appeared 22 times in the five types of test items. Of the 22 times, it appeared 17 times in test items of offering opinions, taking up 77.27%. When it comes to test items related to making explanations, it appeared 4 times, accounting for 18.18%. As to test items concerning giving thanks in public, it appeared only once,

taking up 4.55%. However, it did not appear in the test items related to making rejections and speaking at meetings.

As to the analysis of the use of *ranhou* (然后) by advanced examinees who are native speakers of English. In the five types of test items, *ranhou* (然后) appeared 99 times in total. Of the 7 times, it appeared 6 times in test items of offering opinions, taking up 85.71%, one time in those of making explanations, accounting for 14.29%. However, it did not appear once in test items related to giving thanks in public and making rejections as well as speaking at meetings.

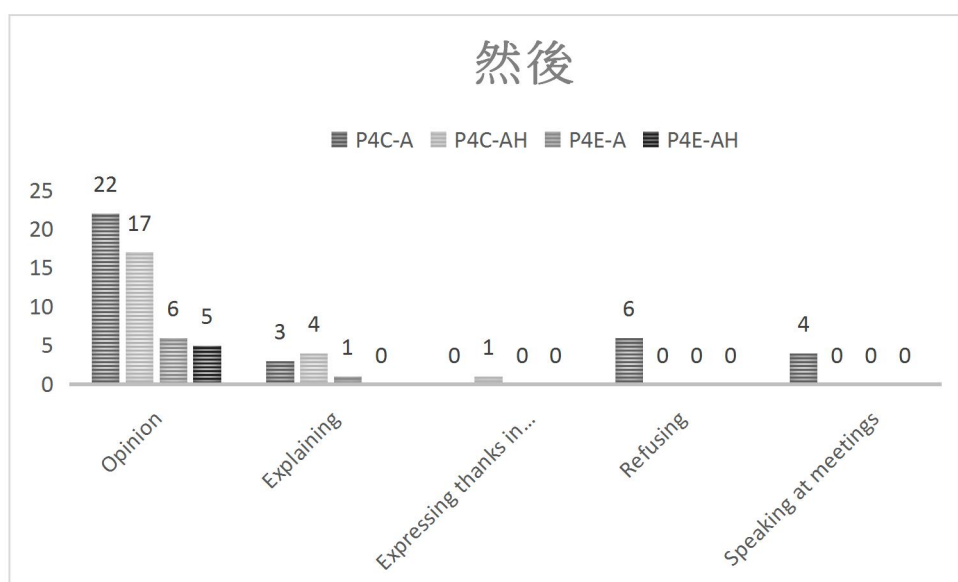
When it is the analysis of the use of *ranhou* (然后) by advanced high examinees who are native speakers of English. Different from what happens for advanced examinees, the connective *ranhou* (然后) appeared only 5 times in offering opinions in the five types of test items.

### ***Ranhou* (然后)**

**Table 4.48: Data Collected for *ranhou* (然后)**

	P4C-A	P4C-AH	P4E-A	P4E-AH
Opinion	22	17	6	5
Explaining	3	4	1	0
Expressing thanks in public	0	1	0	0
Refusing	6	0	0	0

Speaking at meetings	4	0	0	0
Total	35	22	7	5



**Figure 4.5: The Analysis of ranhou (然後) in the Test Items**

#### 4.2.2 Repetition of words and expressions

The use of repeated words is also one of the measures to achieve discourse cohesion. However, it should be made clear in which way word repetition functions in a text, to be specific, whether word repetition refers to meaning repetition, semantic repetition or anaphors. Hence, also analyzed is the use of repeated words in the several types of test items.

**Table 4.49: The Analysis of Repetition Words for Advanced Examinees who are Native Speakers of Cantonese**

Types of Test items	Test items	Examinees	Repetition of Words and Expressions	Word sense repetition	Semantic repetition	Anaphor
Opinion	What's your	Ac0507(2)	去(1) 呢(1)		1	

	opinion of buying pirated software?	Cc0316(12) Cc0925(2)	容易(1) 其實(5) 呃 (14) 要 qíng hé(1) 呃(15) 這(1) 就是(1) 非常的(1)	2		1
	Please give your point of view on the issues of physical training and discipline for young people.	Ac0507(10) Ch0812(10) Ck0331(10) Cm0328(10) Cm0628(10)	0 呃(16) 義務(1) 呃(9) 覺得(2) 有些人(1) 呃(4) 適合(1) 但是(2) 我們(5) 年輕人(4) 因為(3)	1	1 3 2 2	1 1
	Please show your opinion on the status of English after the return of Hong Kong.	Ac0507(11)	就是(1) 因為(1) 但是(1)		2	1
	Please give your opinion on spending nights in the streets.	Ac0507(12) Cc0925(11) Ck0101(10)	呃(8) 因為(2) 呃(25) 覺得(4) 去(5) 其實(3)	1	2 1 1	1

	What's your opinion on making money via real-estate speculation?	Ac0628(1)	呃(13) 其實(2)	0	2	
	Please offer your opinion on whether to enact legislation on spam advertisements.	Ac0628(10) Ch0824(10) Ck1125(10)	呃(16) 呃(18) 就是(2) 就是(6) 濫發(2) 其他的(4)		2 1 1	1
	Please give your opinion on legitimizing abortion	Ac0628(11) Cw0417(11)	呃(16) 因為(1) 這個是(1) 合法(4) 其實(2)	1	2	
	What do you think of college students doing part-time jobs?	Ay1028 (1) Cl0318(1)	呃(14) 因為(1) 呃(6) 應該(3)		2 1	2
	Now please offer your opinion on the legal age of marriage.	Ay1028(10)	呃(13) 就是(6)	3	2	
	Please give your opinion on Hong Kong people's Chinese proficiency.	Ay1028(11)	呃(21) 就是(5) 非常(1) 中文(1) 所以(2)	1		
	Please offer your point of view on	Ch0812(11) Cm0618(11)	呃(12) 更(2) 去(9)	1	4 1	1

	how to promote Chinese proficiency.		政府(1)			
	What's your opinion on people's speaking loudly in public?	Cc0316(2) Ch0812(3)	呃(16) 一個 (2) 覺得(4) 非常(8) 呃(7) 比如 (2)	5 1	2 2	1
	Please give your opinion on Hong Kong's land reclamation.	Cc0316(10) Ch1118(10)	呢(3) 呃(14) 就是(5) 其實(3) 呃(13) 越來越多(1) 很多很多(3)	1	5 1	
	Now please show your opinion on Hong Kong people's illegitimate children coming to settle in Hong Kong.	Cc0316(11) Ck0101(9)	呃(20) 覺得(2) 呃(5) 其實(4)		1	2 1
	Please give your opinion on the phenomenon of primary school and middle school extra-curricular tutoring.	Cc0602(2)	呃(7) 這個風氣(2)		1	1

	Please offer your opinion on achieving peace via war.	Cc0602(10)	呃(13) 就是(3)		2	
	Now please give your opinion on abolishing death penalty.	Cc0602(11)	呃(12) 覺得(3)		3	
	What do you think of wax burning on Middle Autumn Festival?	Cc0810(1)	而且(1)		2	1
	Now please give your opinion on whether to legislate against telephone sales.	Cc0810(10)	這個(2)		3	
	What do you think of encouraging fertility in order to alleviate the aging of the population?	Cc0810(11)	覺得(2)			1
	Now please offer you opinion on giving children pocket money.	Cc0925(10) Ch0225(11) Ch1118(11)	呃(18) 應該(2) 所以呢(1) 呃(16) 我想(2) 所以呢(1) 呃(7)	1  2	1  3	  1

	Now please give your opinion about the impact of high technology on life.	Cc0925(12)	呃(22) 覺得 (3) 非常的 (1)		1	
	Now please offer your point of view on disabled people's right to life rights.	Cc1111(10)	呃(26) 認為 (3)		1	
	Please give your opinion on negative assets.	Cc1111(11)	呃(37) 認為 (3) 就(3)		1	
	Now please show your thoughts on legitimizing ball games.	Cc1111(12) Cm0328(12)	呃(27) 球類 賭博(3) 就是(2)		2 4	
	Now please give your opinion on the cultural climate in Hong Kong.	Cd1125(10) Ch0904(11)	呃(19) 不但 (1) 就是(1) 不同(10) 呃 (12)	3	2	
	Now please offer your opinion on Secondary school Places Allocation.	Cg1110(1) Ch0904(1)	呃(5) 覺得 (2) 呃(9) 很多 (1)	1	1 2	
	Now please show your opinion on the prohibition of strikes in certain types of work.	Cg1110(10)	如果(3) 呢 (9) 呃(5) 那 麼(2)		1	

Many Hong Kong people like playing mahjong, what do you think of this?	Ch0225(2) Cm0618(2)	嗯(4) 呢(9) 呃(10) 這個(3) 就是(2) 就是說(1) 就(4)	1		2
Now please give your opinion on the spreading of traditional Chinese sports and drama as well as the promotion of traditional Chinese culture.	Ch0225(10)	呃(9) 就是(4) 去(5)			
Now please show your thoughts on the relation between environment protection and economic development.	Ch0225(12) Cm0328(11)	去(5) 呃(6) 覺得(1) 去(2) 還有(1)	2	1	
What do you think of wasting foods in buffet?	Ch0805(1)	啊唔(12) 呃(13)		1	
Now please give your opinion on the rising rate of suicide among youths.	Ch0805(10) Cw0628(10)	呃(23) 就(4) 因為(5) 如果(2) 呃(15)		2	1 1
Many Hong Kong people like	Ch0812(2)	呃(13) 所以		2	

	traveling, how do you like this?	Cm0328(2)	(1) 呃(4) 還有(2)		1	
	Now please give your opinion on overusing credit card.	Ch0812(12)	呃(14) 來(1) 支持(1) 這個(1)	1	2	
	What do you think of artificial beauty?	Ch0824(2)	呃(10) 什麼(2)	1	1	
	Now please give your opinion on whether to set up Islamic festivals and Taoist festivals.	Ch0824(11)	呃(24) 亂(2)		1	
	What's your opinion of the practice of collecting a deposit before the admission to hospital?	Ch0904(4)	呃(12) 很(4) 覺得(1)		2	
	Now please offer your opinion of on-the-job training.	Ch0904(10)	呃(14) 去(6)	2	1	
	Now please give your point of view on the plan made by the government.	Ch0904(12)	呃(11) 阻擋(3) 但是(2)		3	

Could you please tell me where those loveable animals go after their death in your opinion?	Ch0915(5)	呃(5) 會(4)		2	
Now offer your opinion on the claim that people may not be so generous to their compatriots.	Ch0915(10)	其實(1) 呃(5) 一些(3)	1	2	1
Now please give your opinion on strengthening the supervision of food quality.	Ch0915(11)	一些(4) 呃(15) 應該(2)		2	
Now please offer your opinion on young people's use of soft drugs.	Ch1118(12)	要(4) 呃(10) 他們(6)		2	1
Now please give your opinion on privacy right.	Ck0101(11)	呃(3) 知道(7)		2	
Now please state your view on whether government should establish minimum wage.	Ck0331(11)	覺得(5) 呢(5) 呃(15) 那麼(8)		3	
Now please give your opinion on the pros and cons of biological	Ck0723(10)	呃(22) 認為(4)	1		

	replication technology.					
	How do you like the issue of investment?	Ck1125(1)	呃(額)(6) 在 (2) 不穩定 (2)		1	
	Now please give your opinion on the vandalism behavior of some people in the places of interest.	Ck1125(4)	呃(額)(14) 去(4)		1	
	Now please offer your opinion on legitimizing that children should support the elderly.	Ck1125(11)	呃(額)(15) 一個(2) 不 能(2)		2	
	Please give your opinions on the issue of excessive drinking of professional women and the social problems ensuing it.	CI0318(10)	呃(18) 可能 (5)		2	
	Now give your opinion on the criticism opinions of the decline of college students' quality.	CI0318(12)	呃(11)	1	1	
	What do you think of child	CI0624(2)	可是(2) 有 沒有(1)		1	

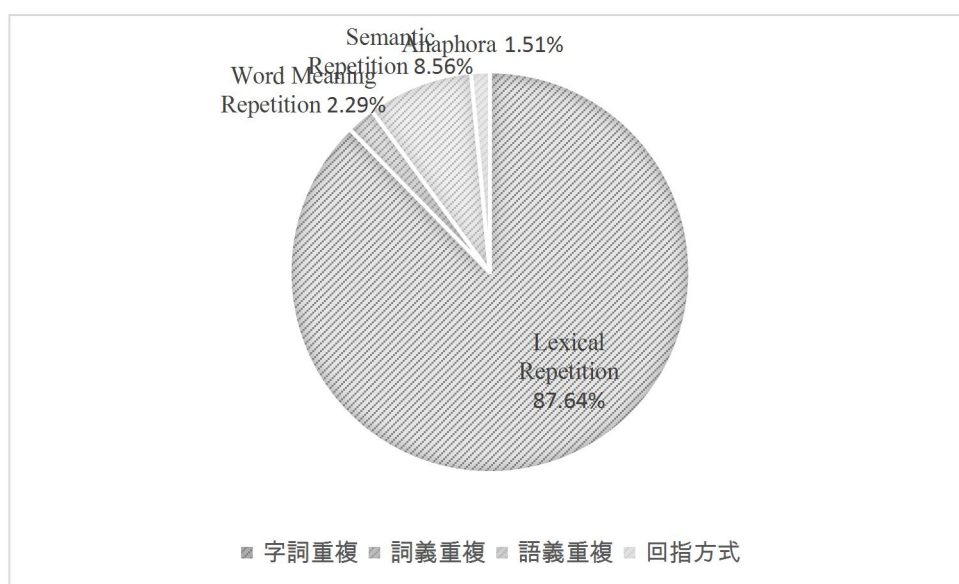
	star?					
	Now please give your opinion on how governments should deal with terrorists.	Cl0624(10) Cw0417(10)	應該(3) 呃 (2) 唉(6) 去(11) 覺得 (6)		3 4	
	Now please offer your points of view on whether traditional culture is wealth or a burden.	Cl0624(11)	諗(呃)(8) 就是(7) 因為 (5) 可以(3)		2	
	What do you think of Hong Kong people speaking Chinese mixed with English?	Cm0502(2) Cw0417(1)	因為(1) 其實(2)		1 2	
	Please offer your opinions on the issue of the old.	Cm0502(10)	噃(3)	1	2	
	Now please give your opinion on whether public hospitals should increase their fees.	Cm0502(11)	呃(10)	1	2	
	Now please give your opinion on choosing residence.	Cm0618(12) Cw0714(10)	因為(3) 就 (9) 一個(10) 呃(5) 其實 (2) 一定(3) 一個(4)		2 1	

	Now please offer your opinion on some supermarkets' selling of expired foods.	Cm0702(4)	呃(10) 吧(4) 會(4)		3	
	Now please give your opinion on whether to grant sexual workers legal status?	Cm0702(10)	呃(21) 認為(8)	1	2	
	Now please offer your opinion on the criticism of pet cloning.	Cm0702(12)	呢(11) 呃(13) 認為(3) 因為(4) 一個(3)		2	
	What do you think of charging for using the public toilet in the mainland?	Cw0417(4)	覺得(3)		1	
	Now please give your opinion on public transportation company's intention to raise ticket fees.	Cw0417(12)	一個(4) 這個(4) 原因(2)	1	1	
	What do you think of Hong Kong people speaking Cantonese mixed with Mandarin	Cw0628(1)	但是(3) 其實(2) 因為(2) 呃(6)		2	2

	Chinese?					
	Now please offer your opinion on bidding for large-scale international sport events.	Cw0714(12)	呃(8) 一定(3) 認為(3) 其實(3)			

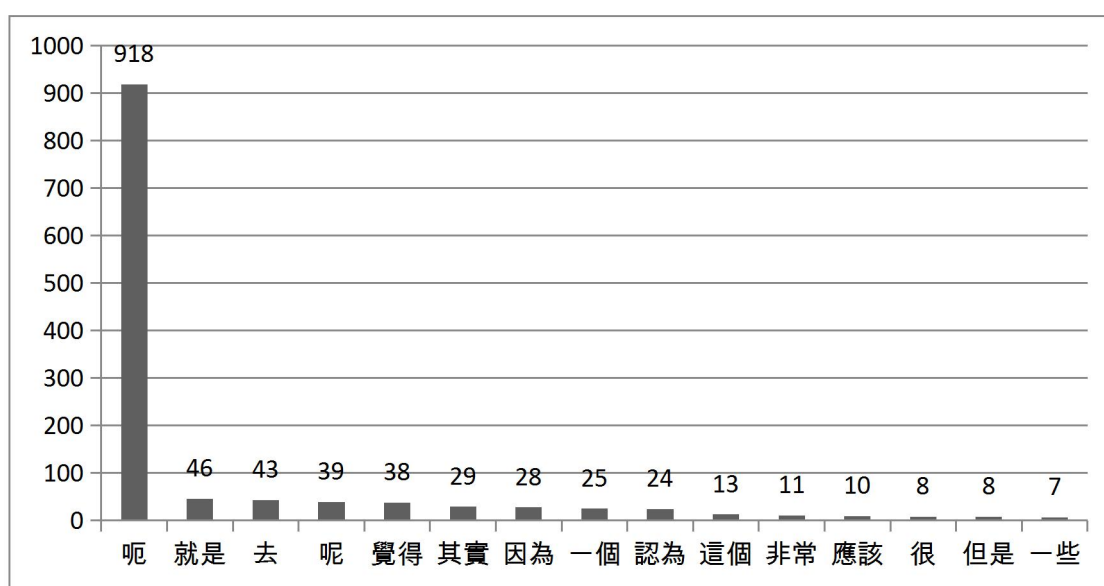
**Table 4.50: Statistic Data of the Application of Repetition by Advanced Cantonese-speaking Examinees**

<b>Repetition of Words and Expressions</b>	<b>Word sense repetition</b>	<b>Semantic Repetition</b>	<b>Anaphor</b>	<b>Total</b>
1453	38	142	25	1658
87.64%	2.29%	8.56%	1.51%	100%



**Chart 4.4: The Proportion of the Application of Repetition by Advanced Examinees who are Native Speakers of Cantonese**

For advanced examinees who are native speakers of Cantonese, there are 94 test items involved related to offering opinions, in total. Altogether they applied repetition 1658 times, of which lexical repetition occurred 1453 times, taking up 87.64%. Next to lexical repetition is semantic repetition which appeared 142 times and accounts for 8.56%. As to word sense repetition and anaphors, they were used not as so often as the others; they were used 38 and 25 times and takes up 2.29% and 1.51% respectively.



**Figure 4.6: Repetition of High-frequency Words by Advanced Examinees who are Native Speakers of Cantonese**

For advanced examinees who are native speakers of Cantonese, the repeated words and expressions appeared 1453 times. And the 15 most frequently used words are shown in Figure 4.6. Of the 15 high-frequency words, *er* (呢) appeared 918 times, outnumbering the remaining words far and away, accounting for 73.62%. As to the rest of the high-frequency words, there is a tendency of decreasing and no significant difference is detected among them, with the frequency gap being from a few times to a dozen times.

**Table 4.51: The Analysis of Repetition Words for Advanced High Examinees who are Native Speakers of Cantonese**

Types of Test items	Test items	Examinees	Repetition of Words and Expressions	word sense repetition	semantic repetition	anaphor
Expressing an opinion	What's your opinion of buying pirated software?	Ay0913(2) Ck0203(2) Ck0710(2) Cs0404(12)	呃(1) 去(1) 呃(9) 知道 (3) 其實(1) 覺得(3) 呃(10) 呢 (6) 其實(1) 這個(6) 呢(9) 呃(5) 就(6)		1   2	1
	Please offer your opinions on the issue of the old.	Ay0913(10)	呃(3) 會(3) 可以(2)			
	Now please offer your opinion on young people's use of soft drugs.	Ay0913(11)	呃(6) 覺得 (1) 可能(1)	1		1
	Now please give your opinion about the impact of	Ay0913(12)	呃(3) 這個 (2) 會(6)		1	

	high technology on life.					
	Could you please tell me where those loveable animals go after their death in your opinion?	Ca1130(6)	呃(7)	1		
	Now please give your opinion on the rising rate of suicide among youths.	Ca1130(10)	呃(15) 覺得(2)		1	
	Many Hong Kong people like traveling, how do you like this?	Cc2808(2)	呃(11) 就是(4)		5	
	Now please offer your opinion of on-the-job training.	Cc2808(10)	呃(19) 呢(5) 覺得(1) 可以(5)		2	
	Now please offer you opinion on giving children pocket	Cc2808(11) Cs0404(11) Cs0517(10)	呃(11) 覺得(2) 應該(3) 覺得(1) 認為(1) 呃(7)	1	2 1 2	

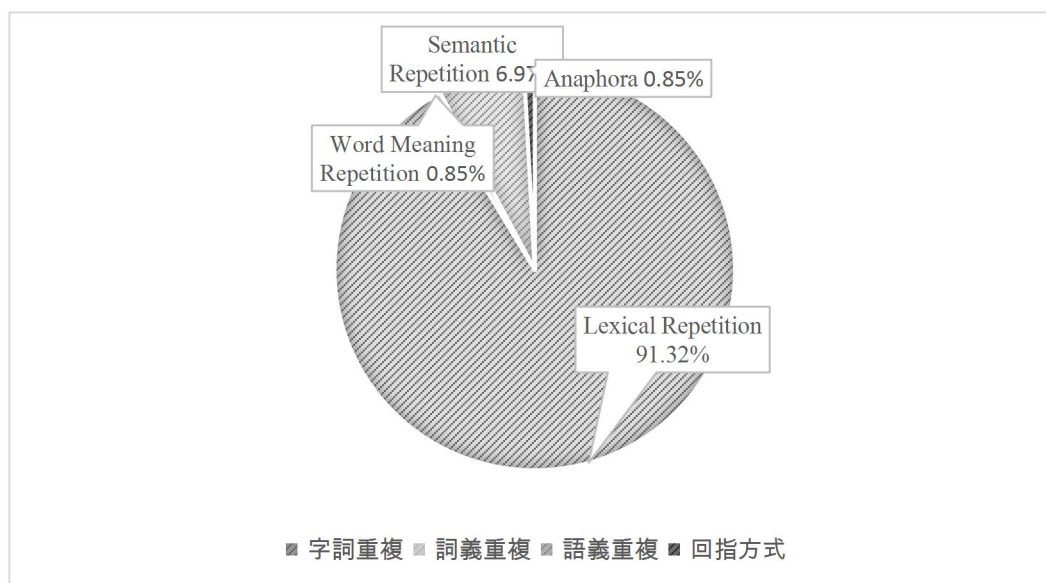
	money.		呃(17) 覺得(4) 常常(2)			
	Now please give your opinion on overusing credit card.	Cc2808(12) Ck0710(12)	會(5) 呃(16) 考慮(2) 覺得(1) 就是(2) 呃(10) 這個(12)		2 2	2
	Now please give your opinion on the cultural climate in Hong Kong	Ch052(10)	呃(16) 覺得(5) 很多(4)		1	
	In your eyes, what are the advantages and disadvantages of using credit card payment and cash payment, respectively?	Ch1109(2)	就(5) 可以(5) 呃(5)		2	
	Now please talk about your opinions on Heaven and Hell.	Ch1109(10)	其實(3) 或者(7)		3	
	Now please give your	Ch1109(11)	覺得(2) 很		1	

	points of view on the influences Chinese and Western culture exerted on Hong Kong.	Ck0203(11) Ck0710(10)	(6) 呃(5) 呃(16) 呢 (7) 會(3) 呃(9) 呃(5) 一個(3) 可以(4) 這個(9)		2 2	
	Now please offer your opinions on the relation between the development of tourism and environment protection.	Ck0203(10)	其實(4) 因為(3) 呃(12)		2	
	Now please share your thoughts on the relation between environment protection and economic development.	Ck0203(12)	呃(10) 其實(1) 覺得(2) 會(2)	1		
	Please give your opinion on spending nights in the streets.	Ck0710(11)	覺得(2) 呃(14) 因為(3) 所以(2) 去(1)		1	
	Now please offer your	Ck1004(10)	覺得(3) 就是(5) 如果		2	

	points of view on whether traditional culture is wealth or a burden.		(2) 可能(2)			
	Now please offer your point of view on disabled people's right to life rights.	CI0115(10)	覺得(4) 呃(9)		2	
	Please give your opinions on the rising number of male victims in domestic violence.	CI0115(11)	呃(11) 就(7) 原因(2)			1
	Now please offer your points of view on the issue of educating children.	CI0920(10)	呃(11) 覺得(4)		1	
	Please give your opinions on the issue of excessive drinking of professional women and	CI0920(11)	呃(11) 覺得(5)	1	1	1

	the social problems ensuing it.					
	Many Hong Kong people like playing mahjong, what do you think of this?	Cs0404(2)	呢(7) 呃(5) 可以(3)	1		
	Now please offer your opinions on the issues of employment and further study of the youth.	Cs0404(10)	啊(10) 但是(2) 如果(2)		1	
	What do you think of Hong Kong people speaking Cantonese mixed with Mandarin Chinese?	Cs0514(1)	覺得(5) 呃(10) 可能(2)		1	
	Please show your opinion on the status of English after the return of Hong Kong.	Cs0514(10)	呃(13) 覺得(4) 其實(3)		4	
	Now please offer your	Cs0514(11)	呃(14) 就是(15) 比			

	points of view on the lopsided development between coastal cities and inland areas.		較(8)			
	What's your opinion on people's speaking loudly in public?	Cs0517(1)	常常(2) 覺得(3) 其實(1)			
	Now please give your opinion on the pros and cons of biological replication technology.	Cs0517(11)	呃(22) 就(5) 覺得(2)		2	



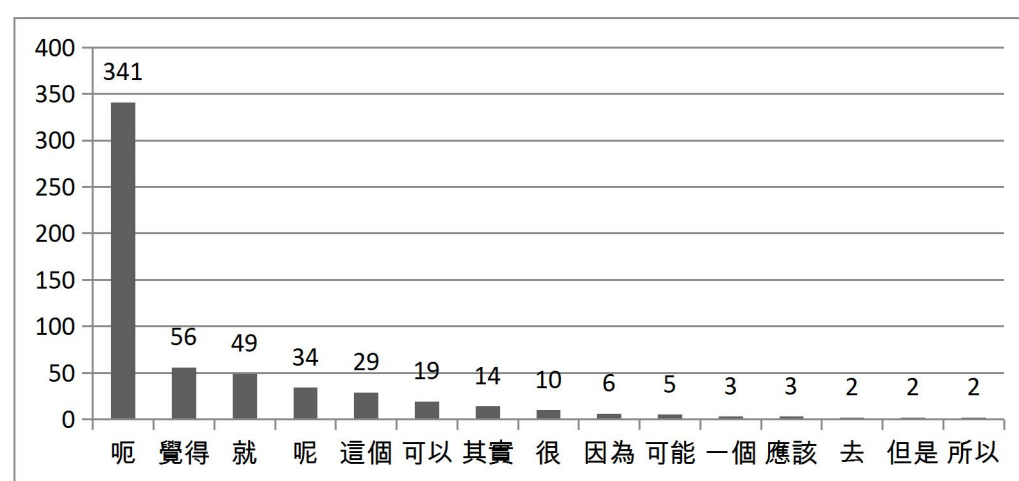
**Chart 4.5: Proportion of the Application of Repetition by Advanced High Examinees who are Native Speakers of**

**Table 4.52: Statistic Data of the Application of Repetition by Advanced High Examinees who are Native Speakers of Cantonese**

Repetition of Words and Expressions	Word sense repetition	Semantic Repetition	Anaphor	Total
642	6	49	6	703
91.32%	0.85%	6.97%	0.85%	100%

For advanced high examinees who are native speakers of Cantonese, there are 37 test items involved in offering opinions. And repetition appears 703 times, of which lexical repetition occurred 642 times, taking up 91.32%. Next to lexical repetition is semantic repetition which appeared 49 times and accounts for 6.97%. As to word

sense repetition and anaphors, they were used not as so often as the others and were used 6 times respectively taking up 0.85%.



**Figure 4.7: High-frequency Words Used by Advanced High Examinees who are Native Speakers of Cantonese**

In total, repeated words and expressions appeared 642 times, the 15 most frequently used words are presented in Figure 4.7. Of the 15 high-frequency words, *er* (呢) was repeated 341 times, outnumbering the remaining words far and away and accounting for 53.12%. As to the rest of the high-frequency words, there is a tendency of decreasing and no significant difference is detected among them, with the frequency gap being from a few times to a dozen times. What deserves noticing is that words ranked from eight to fifteen appeared with a low frequency, precisely, two to six times.

**Table 4.53: The Analysis of Expressing Opinions for Advanced Examinees who are Native Speakers of English**

Types of Test items	Test items	Examinees	Repetition of Words and Expressions	word sense repetition	semantic repetition	anaphor
Expressing an	What's your opinion on	058573(5)	禮貌(2) 地			

opinion	people's speaking loudly in public?	058581(5)	鐵(2)			
		IBCE-B1211(5)	呃(1) 很(4)		1	
		IBCE-B1230(5)	覺得(1)		1	
		IBI204(5)	很(7) 呃(4)		1	
		IBI403(5)	覺得(1) 就		1	
		IBI408(5)	是(1) 很(2)			
		IBI409(5)	就(4) 覺得		2	
		Usc211(1)	(1) 那麼(1)			
		Usc217(1)	覺得(2) 常常(1) 可是(1)			
			所以(2)真的(2) 呃(5) 覺得(1) 很(3)			
	Now please offer your point of view on disabled people's right to life rights.		覺得(4) 可能(2) 很(7) 呃(4)			
			呃(15) 不知道(2) 應該(1)			
			呃(7) 覺得(2) 比較(3)			
		058573(1)	可以(3) 有		2	
		058581(1)	的時候(4)		1	
		IBCE-B1211(14)	可以(3) 覺得(2) 應該(2)		1	
		IBCE-				

		B1230(14)	如果(3) 真的(2) 應該(2)		2	
		IBI204(1)				
		IBI403(1)	呃(7 覺得(2))		3	
		IBI408(14)			1	
		IBI409(14)	覺得(4) 可以(2) 自己(4)			
		Usc211(10)	幫(6) 呃(5) 覺得(4)			
		Usc217(10)	呃(7) 都(3) 覺得(1) 應該(1)			
			覺得(3) 幫(6) 可是(2) 呃(7)			
			呃(21) 覺得(4)			
			呃(9) 覺得(3) 因為(2)			
	Now please offer your opinions on the issue of working mother educating their kids.	058573(15)	覺得(2) 幫助(3)		1	
		058581(15)				
		IBCE-B1211(15)	呃(11) 覺得(2) 不可以(2) 所以(1)		2	
		IBCE-B1230(15)			1	
		IBI204(15)	覺得(1) 所以(2) 一個		2	
		IBI403(15)				

		IBI408(15)	(4) 就(5)		2	
		IBI409(15)	呃(9) 都(2)		2	
		Usc211(11)	比較(1)		1	
		Usc217(11)	比較(2) 呃 (3) 覺得(2)  呃(5) 可是 (2) 所以(1) 覺得(1)  呃(10) 覺 得(2)  覺得(4) 呃 (10) 可是 (3) 自己(5)  知道(2) 呃 (15) 但是 (3)  呃(12) 怎 麼(2) 認為 (1)			
	What do you think of the issue of immigration?	An9542(12)	很(3) 覺得		1	
		Cb0525(12)	(2)			
		Cs0911(13)	覺得(3) 一			
		Jw0402(13)	個(2) 不一		2	
		Pf1013(14)	樣(2) 很多			
		Sa0610(14)	(2)		2	
		Tm0807(14)	因為(2) 大	1	1	1
		Ph0605(13)	部分(2)  所以(1)			

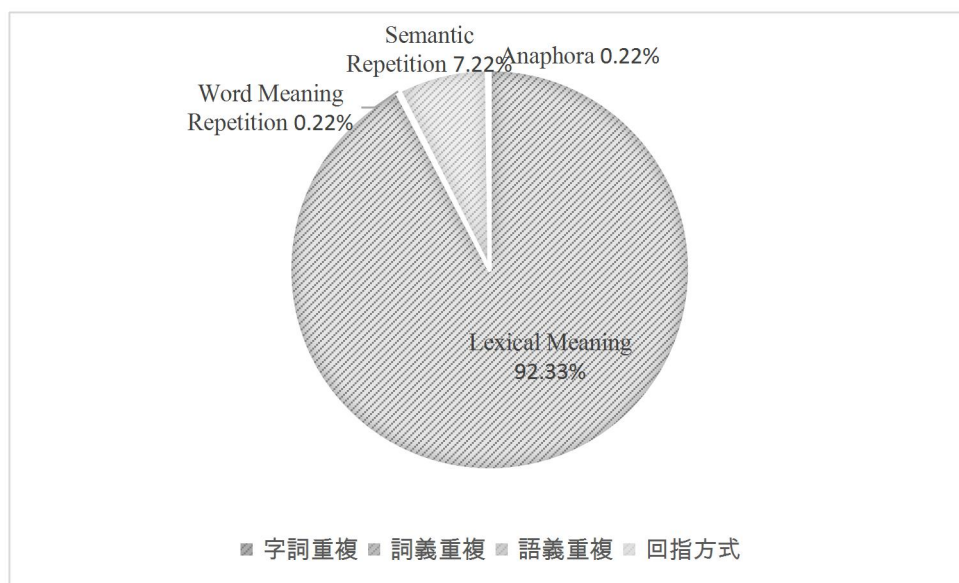
		Uk0712(13)	呃(14) 很		2	
		Yt0527(13)	(6) 可以(4)		2	
			很(4) 覺得			
			(2) 呃(20)			
			一個(4)			
			呃(7)			
			不太(3) 太多(5) 統統			
			(2) 一樣(6)			
			呃(1) 比方			
			說(1)			
			呃(18) 很			
			(3)			
It is said just now that Chinese culture differs from that of the United States. Now please share with us how you like this argument.	An9542(14)	而且(2) 重要(2)	1	3		
	Cb0525(13)			1		
	Cs0911(14)	覺得(6) 一個(5) 會(3)		2		
	Jw0402(14)	一個(3) 比較(2) 但是		3		
	Pf1013(15)	(4) 大部分				
	Sa0610(15)	(3)		1		
	Tm0807(15)	覺得(2) 但是		1		
	Ph0605(14)	是(2) 很(4)		1		
	Uk0712(14)	呃(23) 覺得(1) 需要		1		
	Yt0527(14)	(3)				
		呃(28)要				
		(5)了解(3)				

			<p>一個(4) 覺得(2)</p> <p>呃(9) 很(3)</p> <p>想(3) 很(3)</p> <p>一個(3) 不同(4)</p> <p>很(4) 重視(5)</p> <p>呃(22) 還是(2)</p>			
	<p>Just now, it is stated that there are different opinions on the issue of educating children between China and the United States. Now please offer your opinions on this issue.</p>	<p>Br0521(16)</p> <p>Ce0428(12)</p> <p>Hs0921(12)</p> <p>La0422(12)</p> <p>Mk0303(12)</p> <p>Nv0917(12)</p> <p>Ra1208(12)</p> <p>Sj0212(12)</p> <p>Sn1220(12)</p>	<p>呃(4) 覺得(4)</p> <p>應該(8) 一個(6)</p> <p>呃(3) 非常(2) 很(2)</p> <p>覺得(3)</p> <p>呃(4) 覺得(3)</p> <p>呃(2)</p> <p>重視(4)</p> <p>呃(13) 好多(6)</p> <p>呃(2)</p> <p>重視(3) 呃(13) 覺得(3) 比較(4)</p>		<p>1</p> <p>1</p> <p>1</p> <p>1</p>	<p>1</p>

How do you like it? In your eyes, is it true that all American students have to learn another language?	Ce0428(11)	覺得(4) 因	1	
	Hs0921(11)	為(3) 互相	2	
	La0422(11)	(3)	2	
	Mk0303(11)	覺得(2) 很		
	Nv0917(11)	(3) 呃(7)	2	
	Ra1208(11)	覺得(3) 呃	1	
	Sj0212(11)	(11)		
	Sn1220(11)	應該(2) 呃	1	
	Br0521(15)	(14)		
		覺得(4) 所以(3) 呃(7)		
		覺得(1) 什麼(6) 呃(6)		
		應該(2) 呃(5)		
		很(4) 覺得(5)		
		呃(4) 已經(3) 覺得(2)		

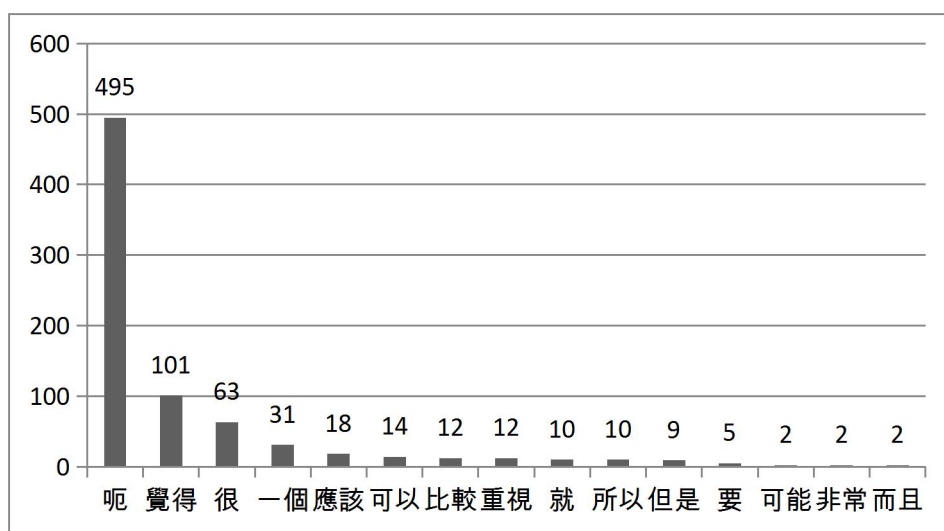
**Table 4.54: Statistic Data of the Application of Repetition by Advanced Examinees who are Native Speakers of English**

<b>Repetition of Words and Expressions</b>	<b>Word sense repetition</b>	<b>Semantic Repetition</b>	<b>Anaphor</b>	<b>Total</b>
831	2	65	2	900
92.33%	0.22%	7.22%	0.22%	100%



**Chart 4.6: Proportions of types of Repetition for Advanced Examinees who are Native Speakers of English**

For advanced examinees who are native speakers of English, there are 68 test items involved in offering opinions. Altogether repetition appears 900 times, of which lexical repetition occurred 831 times, taking up 92.33%. Following lexical repetition is semantic repetition which appeared 65 times and accounts for 7.22%. Word sense repetition and anaphors were both repeated two times, which accounts for 0.22%.



**Figure 4.8: High-frequency Words Used by Advanced Examinees who are Native Speakers of English**

For advanced examinees whose first language is English, the repeated words and expressions appeared 831 times. The 15 most frequently used words are shown in Figure 4.8. Of the 15 high-frequency words, *er* ( 呃 ) appeared 495 times, outnumbering the remaining words far and away and accounting for 59.57%. *Juede* ( 覺得 ) and *hen*( 很 ), ranked second and third, were also repeated frequently, with a frequency of 101 and 63 respectively, taking up 12.15% and 7.58% separately. As to words ranked four to eleven, there is a tendency of decreasing and no significant difference is detected among them, with the frequency gap being from a few times to a dozen times, precisely, from two times to nine times.

**Table 4.55: The Analysis of Expressing Opinions for Advanced High Examinees who are Native Speakers of English**

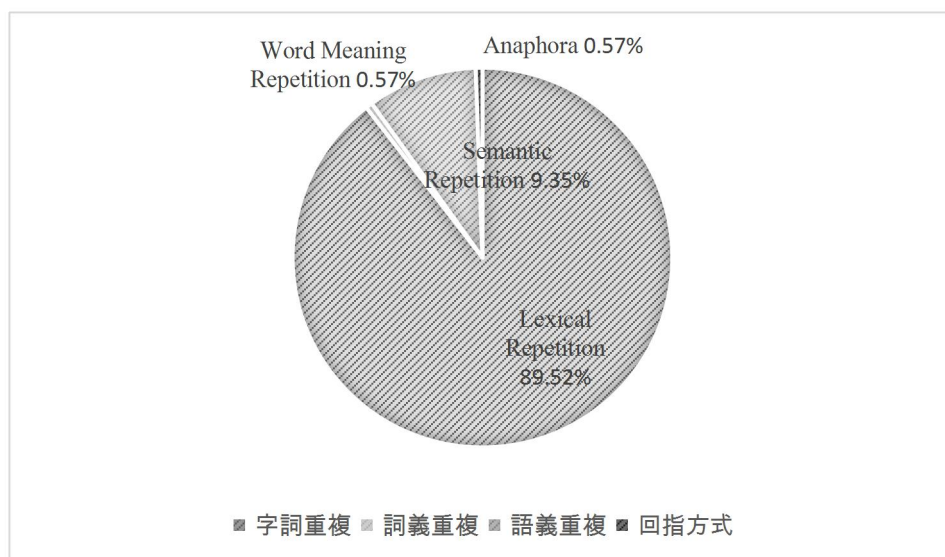
Types of Test items	Test items	Examinees	Repetition of Words and Expressions	word sense repetition	semantic repetition	anaphor
Expressing an opinion	How do you like it? In your eyes, is it true that all American students have to learn another language	Wh0628(11) Wd0913(11) Cc0208(11) Br0730(11) We0603(11) Ts0127(11)	覺得(2) 為了(4) 這個(3) 認為(1) 應該(1) 不過(1) 了解(3) 要(4) 呃(12) 認為(4) 應該(1) 呃(3)	1	2 2 2 2	1
	Just now, it is stated that there are different opinions	Wd0913(12)	比較(4)		1	

on the issue of educating children between China and the United States. Now please offer your opinions on this issue.	Cc0208(12)	非常(6)		1	
	Br0730(12)	那(3) 很(11)		2	
	We0603(12)	要(5)			
What do you think of the issue of immigration?	Ts0127(12)	認為(1) 呃(10)			
		就是(2) 重視(1)			
		呃(2) 必須(1)			
		可以(1)			
It is said just now that Chinese culture differs from that of the United States. Now please share with us how you like this argument.	Cs1109(13)	覺得(3) 因為(2)		1	
	Mc1009(13)	呃(23) 覺得(2)		1	
	Yl0620(13)	可能(2)		4	
	Kw0129(13)	呃(13) 一個(3)		4	
	Fl0710(13)	就是(1)			
		比較(2) 可以(6)			
		覺得(4) 很(13)			
		可以(6)			
	Cs1109(14)	呃(5) 應該(3)		1	
	Mc1009(14)	呃(14) 比較(3)			
	Yl0620(14)	覺得(4)		4	
	Kw0129(14)	呃(15) 非常(4)	1	1	
	Fl0710(14)	照顧(5)		2	
		也(10) 不一樣(2) 就是(3)			
		覺得(3) 就是(2) 呢(11)			

	It is said just now that Chinese culture differs from that of the United States. Now please share with us how you like this argument.	Ibce-b1204 (5)  Ibi407(5)	呃(2) 特別(2) 覺得(2)  呃(7) 覺得(1)		2	
	Now please offer your point of view on disabled people's right to life.	Ibce-b1204 (14)  Ibi407(14)	覺得(4) 應該 (6)  呃(10) 這個(4) 覺得(2) 就是 (4)			
	Now please offer your opinions on the issue of working mother educating their kids.	Ibce-b1204 (15)  Ibi407(15)	覺得(5) 而且 (4)  呃(11) 覺得(2)		1	1

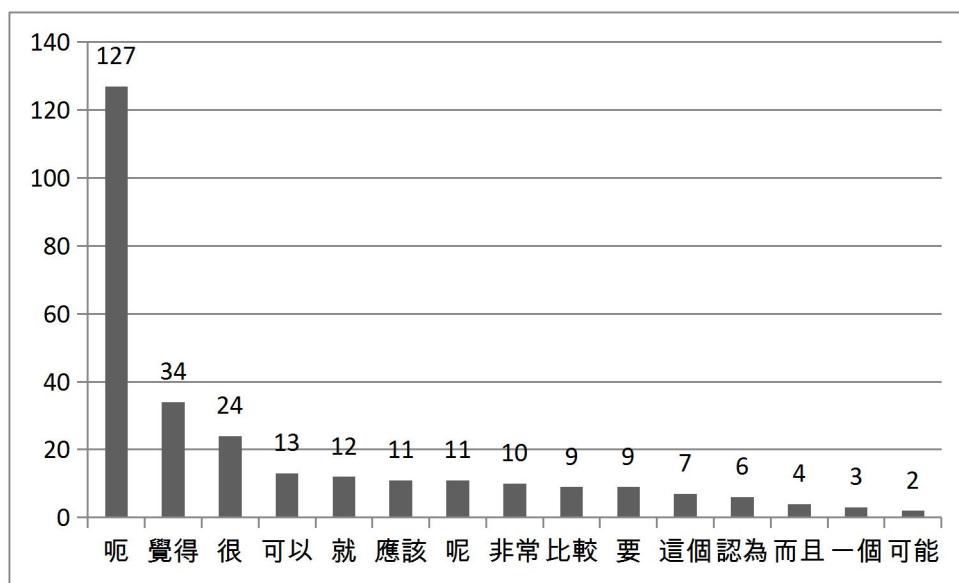
**Table 4.56: Statistic Data of the Application of Repetition by Advanced High Examinees who are Native Speakers of English**

<b>Repetition of Words and Expressions</b>	<b>Word sense repetition</b>	<b>Semantic Repetition</b>	<b>Anaphors</b>	<b>Total</b>
316	2	33	2	353
89.52%	0.57%	9.35%	0.57%	100%



**Chart 4.7: Proportion of Repetition Categories by Advanced High Examinees who are Native Speakers of English**

For advanced high examinees who are native speakers of English, altogether there are 28 test items involved concerning offering opinions. Repetition of words and expressions occurred 353 times, of which lexical repetition occurred 316 times, taking up 89.52%. Next to lexical repetition is semantic repetition which appeared 33 times and accounts for 9.35%. Word sense repetition and anaphors were used not as so often as the others, both of them with a low frequency of two times, which takes up 0.57% respectively.



**Figure 4.9: High-frequency Repeated Words by Advanced High Examinees who are Native Speakers of English**

Of the repeated words and expressions that has occurred 1453 times, the 15 most frequently used words are presented in Figure 12 among which *er* (呢) appeared 127 times, outnumbering the other words far and away, accounting for 35.98%. As to the rest of the high-frequency words, there is a decreasing tendency.

The analysis of the results will be presented in this part. The author of this thesis chooses the spoken corpus of advanced and advanced high CSL learners taking part in COPA who are who are Native Speakers of either Cantonese or English. By using the spoken corpus, the author intends to analyze the measures applied by CSL learners to achieve discourse cohesion in oral expressions. And discourse cohesion competence involves the stylistic features of oral expressions and the measures used to achieve logical and cohesive purpose. It is believed that the clearer the expressions are, the closer relationship between the interlocutors will be.

The range of contents and subjects in oral communication is broad, with different people expressing different contents. Despite the fact that the use of grammar will

definitely affect the accuracy of the contents being exchanged; yet, the key to a complete oral communication is the correct application of logical cohesion measures, which is a vital criterion to judge the quality of oral expressions. However, CSL learners may fail to use logical cohesion measures; in particular, the misuse of connectives will lead to the incomplete and unclear expression. This is because connectives could function to achieve discourse cohesion and the correct use of them would make a discourse cohesively organized. And the contents more clearly expressed. In oral expressions, connectives promote communications and bear some pragmatic meanings. Indeed, the use of connectives is an inseparable part of pragmatic competence, and the analysis of the use of them would embody the pragmatic competence of learners of different language levels.

In order to explore discourse cohesion competence of CSL learners of different language levels and speaking a different first language in oral communications, the author selects the spoken corpus in which the examinees are required to express opinions, refusing and thanks in public. Also they are required to speak in meetings and making explanations in the test as well as making apology. In conclusion, the communications can be divided into formal and informal ones, and personal communications or speeches delivered to the public. After the selection of the corpus, the transcription was made by the author. To explore the function of connectives in discourse cohesion, the author resorts to the Systemic Function Theory put forward by Halliday and the Discourse Analysis Theory by Schiffrin (2001). According to the two theories, connection, as a means of cohesion, mainly includes internal connection and external connection. The classification is made in Systemic Function Theory from the perspective of the abstract aspect of conjunctions. However, Hu Zhuanglin (1994) points out that Systemic Function Theory does not cover spatial connection. Halliday

( 1976 ) puts forward the three elements, concept element, interpersonal element and discourse element respectively, concept element referring to the contents being expressed, interpersonal element the social status and motivation of communication and discourse indicating the text composed by utterances. It would be impossible to understand language without the existence of discourse and connection is a semantic concept which refers to the semantic connection of language components. When the expression of a certain component depends on the expression or explanations of another component, cohesion then comes into being and connectives is a means to achieve cohesion.

Schiffrin (2001) thinks highly of discourse markers and stressed that they are a part of the analysis of cohesion. Discourse markers are quite similar to continuatives, which includes word repetition. It is observed that word repetition appears quite frequently in the selected corpus; however, of the existing literatures concerning Chinese, only a few explore the influence word repetition exerts on discourse cohesion. Based on the theory proposed by Halliday, Hoey (1991) puts forward the repetition mode and points out the meaning of repetition nets. In his opinion, lexical connection, being the major cohesion measure to the yielding of multiple relations in a text is also the major mode to compose a text, and can offer a reasonable interpretation for how lexical cohesion affects the way readers view sentences as a complete unit which is connected. What's more, Hoey (1991) divides lexical repetition into the following categories: simple lexical repetition, complex lexical repetition, simple paraphrase, complex paraphrase, repetition of hypernyms and hyponyms as well as hyponymic reference repetition, and also some other kinds of complex repetition.

However, many scholars do not share with Hoey on the classification of lexical repetition. In their opinion, the classification proposed by Hoey lacks a consistent standard; besides, they think that Hoey do not give a definite definition to lexical unit, which is the basic unit for analysis. Janicki (2002) then re-classifies lexical repetition and splits lexical repetition into unit repetition and repetition of different unit, the former one referring to simple repetition and derived repetition, and the latter one including repetition means such as synonym and antonym, hypernyms and hyponyms as well as meronymy and instantialrelations. In a word, lexical repetition is a major measure to establish the multiple relations in discourse cohesion and plays a significant role in the organization of a text. The theory of lexical repetition mode focuses on how such a repetition measure contributes to making the text a complete and cohesive unit so as to promote readers' process of the discourse content and their comprehensive and correct comprehension of it. Therefore, it is safe to state that the analysis of the application of repetition in the corpus counts as a criterion to judge discourse cohesion competence.

### **4.3 The Analysis of the results**

#### **4.3.1 The analysis of connectives**

##### **4.3.1.1 The analysis of causality conjunction—*yinwei*... *suoyi*(因為...所以)**

The use of the causality connective *yinwei* (因為), *suoyi* (所以) has the function of semantic connection and embodies the hierarchical relation of a discourse. Their co-appearance in a sentence does not mean they are at a same level; only when they are used in a same complex sentence do they belong to a same semantic level. This section focuses on the connection function of causality connective *yinwei* (因為),

*suoyi* (所以) in a complex sentence. Semantic relation manifests itself in the cognitive interpersonal relationships; besides, what else can be reflected via language are people's attitudes towards the world which mirrors psychological relations, and finally the rational relations of the world; the three types of relations then intertwine through the related words. (Wang 1994) Causality conjuncts used in the selected corpus will cause semantic incoherence, and also arbitrary insertion and repetition of causality conjuncts occur often. In oral communication, the consequences are always given before the reasons, which differ from that in written language. In this section, the author mainly focuses on the use of Chinese causality conjuncts *yinwei* (因为), *suoyi* (所以) in the COPA corpus in order to explore the functions of these conjuncts to achieve discourse cohesion.

*Yinwei* (因为) has the following features when it comes to its discourse cohesion function: firstly, to express a semantic transition, that is, CSL learners need to switch what to express or to further express something by using this connective; secondly, to make explanations or to express a point of view; thirdly, to express intention and finally to make adjustments during communication and to pave the way for further information.

**Example 4.1: The Use of Causality Conjuncts in Giving Opinions for Buying Pirated Software (cc0925-AN066)**

問：對買盜版軟件這種現象，請問你有什麼看法？

答：呃，有關，呃，買盜版，軟 jiǎn 的光碟，這，這項，呃，這個，這件事上，我覺得，呃，香港的盜版問題是非常的嚴，非常的嚴重，是**因為**，盜版實在，

盜版實在太便宜了，對比起正版的，軟 jiǎn 的光碟，就是，呃，香港人都喜歡，去買盜版，因為就是，有一些時候，呃，香港人用，的，軟 jiǎn 的時，呃，次數，次數都不算是太多，假如是買正版的話，也是，我想一定不太值得，所以我，呃，但是，盜版，呃，這個，這樣東西，絕對不是值得我們去支持的，因為，呃，盜版，呃，假如人家都去買，呃，盜版的話，那麼，正版，呃，去，製造盜版的，呃，的人的心，呃，的，的工程師還有設計師都，的心血，都，呃，全都，白費了，但是我覺得，就是，並不是一個好.....

What is presented above is the answer by an advanced learner speaking Cantonese. It is observed from the answer that this subject used *yinwei* (因為) three times and used *suoyi* (所以) one time to connect the sentences semantically. It is obvious that the first *yinwei* (因為) is used to make explanations while the second one, which co-appears with *jiushi* (就是) is used to make transition and further explanations. The last one then embodies the English way of thinking and expressing, that is, users are inclined to use the connective alone to make explanations, hypothesis or transition.

#### Example 4.2: The Use of Causality Conjunctions in Giving Opinions for Dressing Formal

Cs0514-aINe015

問：哎，你今天怎麼穿的這麼正式？

答：恩，因為我剛剛去了，去完工作面試，呃，就是一家銀行的工，一家銀行的米那是。我就是沒辦法因為，呃，他們，呃對他們來說就是這個面試他們一定要穿的這麼正式。然後這一家的呃銀行我就是去面試工作就是要當他們的，

呃一個，呃助理經理，呃然後我想應該是一份不錯的工作吧。因為那個福利也挺好啊，然後呃，生（薪）水也不錯我相信，我希望可

The answer presented above is given by an advanced high learner speaking Cantonese. It is also observed from the answer that this subject used *yinwei* (因為) three times, the first time to make explanations; the second one is clearly a misuse of *yinwei* (因為) or it is used because the speaker is trying to make a self-adjustment so as to be connected the subsequent contents; as to the third one, it is used to achieve semantic transition and to achieve the speaker's intention.

Also, there are several features of the discourse cohesion function of *suoyi* (所以): Firstly, it is to make semantic extension and to retrieve the topic as well as start a new topic.

#### Example 4.3: The Use of Causality Conjunctions in Offering Opinions for Resigning

(Usc217-ANd002)

问：你说说做的好好的为什么要走呢？

答：呃我有三个原因让我要走。第一是呃我们的公司离我的家很远，所以我每天要开车开了一个，一个多小时，所以我每天下班的时候很累，但是我还要，还要开，开车开了一个小时，所以即使我每天下班的时候很累，也要开一个多小时的车才能到家。第二是，我觉得这份工作呢不合，不合适，我的专门。呃我认为，我可能呃我的技术可能错配了，这份工作和我掌握的技术不相配。呃第三是呃，呃我正在住的地方离我的老家很远，所以我常常想我的家庭，呃我打算回国，回国。

The above is the answer given by advanced learner speaking English. It can be observed that the learner did not use any *yinwei* (因为); instead, the speaker used *suoyi* (所以) four times to connect sentences semantically. The connective *suoyi* (所以) is used by the speaker four times to indicate progressive relation of the text step by step. The consequence was first given and the four *suoyi* (所以) were used to make explanations for such a consequence; what's more, the use of *suoyi* (所以) here also covers the functions of semantic extension, retrieving the topic and to start a new topic.

It could be concluded after the analysis above that the connective *suoyi* (所以) relies much on the former sentence in that though it is used alone in the collected corpus above, the function of *yinwei* (因为) is also contained in the sentence implicitly.

According to the previous statistical results, although advanced and advanced high learners can comprehend the use of causality conjunctions such as *yinwei* (因为) and *suoyi* (所以), there are also some errors in the use of them; Overuse, misuse, no use or incomplete use of the causality conjunctions occur from time to time. The earlier studies thus pay much attention to collect and analyze the errors made by learners, but the author of this thesis attempts to focus on and explore the correct use of these conjunctions. It is believed by the author that the higher the correct rate is, the higher the pragmatic competence will be reflected. The statistic results show that

the correct rates for advanced and advanced high CSL learners speaking Cantonese are 78.12% and 68.70% respectively; for English speakers of the two levels, the correct rates are 81.93% and 80.65% separately. Therefore, there is no proportional relation between the discourse cohesion competence and the backgrounds as well as learners' language level. On the contrary, advanced high learners even performed worse than advanced learners, and learners speaking English performed better than those speaking Cantonese who has some knowledge about Chinese. However, on the other hand, it is for sure that there are some limitations in these findings by resorting to the selected corpus. An interesting phenomenon found in this thesis is that there is no proportional relation between cultural backgrounds and the pragmatic competence.

To conclude, the use of causality conjunctions is only part of the criterion to evaluate learners' pragmatic competence; hence the subsequent sections will focus on the analysis of the use of disjunctives by learners of different levels and with different backgrounds.

#### 4.3.1.2 The analysis of subordinating and coordinating conjunctions

This section is mainly about the high-frequency connectives *danshi* (但是), *keshi* (可是), *buguo* (不過), *name* (那麼) and *ranhou* (然後).

##### ***danshi* (但是)**

In the discourse, the connective *danshi* (但是) mainly serves to firstly, give firm statements; secondly change the topic; and thirdly make corrections as well as make reminders; finally mark the change of the speaker's attitudes.

Firstly, give firm statement: the behaviors of the speaker and the events involved are discontinuous for the same topic, *danshi* (但是) is then used in this occasion to give a firm statements to the topic.

**Example 4.4: The Use of Causality Conjunctions in Offering Opinions for Buying Pirated Software for Advanced Examinees who are Native Speakers of Cantonese**

**問：對買盜版軟件這種現象，請問你有什麼看法？**

答：我覺得買盜版的問題是很嚴重的，因為這會影響一些的創作人的收入，就是，你，出了正版的時候，只要有一個人買了正版，他就可以把這個正版變成很多的盜版，去，呃，買賣。這樣的話，創作人的收入一定會受很大影響的。但是，這也是沒辦法的事，因為其實，你是創作人，你也有責任去保證你的產品不要那麼容，容易被人去，呃，變作盜版，但是你也沒有這樣做，沒有去付出你的努力去防止這些問題發生。

(Opinion : Ac0507-AN066)

**Example 4.5: The Use of Causality Conjunctions in Offering Opinions on the Issue of the Old People for Advanced High Examinees who are Native Speakers of Cantonese**

**問：現在請就老人問題說說你的見解**

答：其實在香港老年人，呃，已經有增加的現象，呃，有一些老人家被安排到老人院去住，但是有一些家人仍然堅持和他們的父母一起住，但是我對於這個是反對的。因為在香港居住的環境已經很狹窄了，如果再加上老年人一起住的話就會，就會很擁擠。可能會，呃，容易造成摩擦，另外，就是，老年人需要他們自己的生活空間，可能他們住在老人院或者是如果健康許可的話，他們可以搬出去自己住，請一個傭人去照顧他們，這樣他

們就可，可以享受自己的生活模式，不用，呃，想子女...子女的問題。另外就是有一些子女他們對自己的父母不太好，可能與父母同住的話就會安排父母為他們做家務，這個是一個很普通的現象。如果老人不和子女同住的話，就可以避免了這個問題了。

(Opinion:ay0910-SN066)

**Example 4.6: The Use of Causality Conjunctions in Offering Opinions on Cultural Differences between China and America for Advanced Examinees who are Native Speakers of English**

問：剛才的發言都說明中美文化大不相同，各有特點。現在由你發言，請就這一問題發表你自己的見解。

答：一般來說我覺得中國是一個呃稱家庭為本位的社會。反而美國呃我們比較喜，我們比較重視大家應該是獨立的。在美國我們比中國人早點呃搬出去自己找工作，平常是十八歲的時候。雖然我們還跟家庭有關係，但是呃我們的看法是我們應該找自己的出路。上大學的時候我們我們會呃回家，節日的時候回家，但是我們大部分的時間是自己住的。但是在中國，大部分的人，他們上大學的時候，尤其在臺灣和香港，大部分的人呃還跟他們的家人住，他們的家人比較控制他們的生活。呃所以我覺得這是一個缺點，但是這個家庭關係有一個的優點是中國人比較呃，比較可以靠他們的家人。呃我想，在美國，呃一個我們重視獨立的例子是，我們讀書的時候，上大學時候，大部分的家庭會讓他們的孩子自己付錢，但是中國不一樣。

(Opinion : Cs0911-SS007)

**Example 4.7: The Use of Causality Conjunctions in Offering Opinions on Cultural Differences between China and America for Advanced High Examinees who are Native Speakers of English**

問：剛才的發言都說明中美文化大不相同，各有特點，現在，由你發言，請就這一問題發表你自己的見解。

答：我覺得，中國文化的特點就是，他們很孝順，他們很尊重那傳統，比如說，呃……長大了以後呢，那些長者呢，都很多時候都會被那些，他們的孩子照顧。他們的飲食，他們什麼都會被照顧的。我覺得這種呢，是現代社會上在很多地區都在失去這種文化，因為很多時候那些人都在講：啊，怎麼賺錢怎麼努力工作呢，怎麼這樣怎樣那樣。但是就是老是忘記，為什麼他們會在這個地方呢？沒有那長者呢，我們就不會在這兒。所以我覺得另二，第二種，第二個特點就是傳統，傳統也是很重要的，因為我們不會忘記呢，中國人不會忘記呢，他們是，他們的根底，他們是從哪裡來的，他們一定不會忘記的。如果他們把所有的傳統啊，比如說拜山啊、那些團圓飯啊那些都扔掉呢，或者說都忘記呢，他們呢我覺得對將來那些，那些小孩兒呢，或者那些人呢，就會是很大的浪費。因為那些傳統都是，我覺得是很重要的。(Opinion:FI0710-SI007)

Secondly, change the topic: when the topic is not continuous, the connective *danshi* (但是) was used to change the topic;

**Example 4.8: The Use of Causality Conjunctions in Offering Opinions on doing Exercises for Advanced Examinees who are Native Speakers of Cantonese**

問：現在請就年輕人體格鍛煉個紀律問題說一說你的見解。

答：其實我覺得呃，現在香港人的呃，運動量和紀律也有一定的問題，香港人首先就鍛煉自己的心，身體，比如說年輕人在學校應該多運動，有時

候應該呃，有時間的時候應該有打籃球啊，踢足球啊，呃，還有和別人玩啊，不是說就是讀書也不理這些東西，所以體育鍛煉確實是很重要的，**但是**呃，我覺得，呃，紀律也是呃，不，不可以忽略的。因為紀律也是挺重要的，紀律對我們來說，是我們工作時候，也對我們工作事業，對我們與別人溝通，是很重要的。特別是有些人，有些人，會去紀律部隊了，做一些工作，所以了，如果沒有紀律的話，他們做什麼也不會成功。還有了，他們和一些人溝通的時候，可能，如果沒有紀律的話，可能他們會說一些不動聽的說話。呃，對他們自己的原則，還是對別人的影響，帶來一定的影響。所以呢，我覺得呢，年輕人，如果有時間應該用呃，多做運動，但是呃，也是最重要的是你的紀律問題。所以呢，紀律才是最重要的。

(Opinion: Ck0331-SNa006)

**Example 4.9: The Use of Causality Conjunctions in Offering Opinions on buying Pirated Software for Advanced High Examinees who are Native Speakers of Cantonese**

問：對買盜版軟件這個現象，請問你有什麼看法？

答：呃，其實呢，如果看這個盜版軟件呢，這件事我覺得可以從這個消費者跟這個創作人兩個方面來說的。首先是說這個，呃，消費者，因為呢盜版的軟件其實，呃，比這個正版的是便宜很多，所以呢，呃，一般的消費者，如果是因為經濟的問題會選擇這個盜版的軟件，呃，而且第二個方面就是現在收錄呃這個盜版的軟件是非常容易的。呃，而且呢素質也是很好，所以呢這，這個價錢跟這個素質的情況這個因素就吸引了很多人去買這個盜版軟件。**但是**呢，從這個創作人來說呢呃，對他們是很不公平的，為什麼呢？呃，因為這些，呃，光碟其實是他們的創作，他們是花了很多心血

去做這個呢，作品的。如果我們就是買盜版，他們就得不到回報，所以他們就很難……”(Opinion:Ck0710-AN066)

**Example 4.10: The Use of Causality Conjunctions in Offering Opinions on Cultural Differences between China and America for Advanced Examinees who are Native Speakers of English**

問：剛才的發言都說明中美文化大不相同，各有特點。現在由你發言，請就這一問題發表你自己的見解。

答：我覺得中國的文化是，最重要的是，是人際關係。中國人很重視關係。用關係可以解決很多問題。第二個很重，重，重要的文化是。中國人很重視面子，為了面子，他們可以做一些不太理解的事情。反過來，美國的文化是實用主義，他們是資本主義的國家，所以他們不過面子，就賺錢，賺錢是，對他們來說是最重要的。而且他們很努力的工作，而且他們很會表達他們自己的意見。但是在中國，為了保持面子，有的人不喜歡，不敢說自己的意見，而且他們覺得直接說他們的意見是沒有禮貌的，不太禮貌的 (Opinion：An9542-SS007)

**Example 4.11: The Use of Causality Conjunctions in Offering Opinions on Cultural Differences between China and America for Advanced High Examinees who are Native Speakers of English**

問：剛才的發言都說明中美文化大不相同，各有特點。現在由你發言，請就這一問題發表你自己的見解。

嗯，我認為，中國和美國相對來說，中國人，呃，比較重視他們的親戚和家人。好像中國的社會以，以家為本位。但是，美國的社會，嗯，相對來說，比較以個人為本位。在中國，學生畢業的時候不會搬出去。他們還會跟他們的家人一起住。呃，他們的收入，呃，至少一個部分，是給媽媽和

爸爸的，直到他們結婚的時候都會住在他們的父母的家。離開家以後，也可能還會跟他，給他們父母錢。在美國，我們的看法完全不同。呃，我們的想法是，畢業的時候，就應該獨立。無論你是中學或大學畢業的。如果你不會繼續讀書，你就應該獨立。呃，一般來說，這個的意思是你会搬出去，找自己的工作，呃，自己幹活。應該靠你自己的能力和自己的錢來生活。而且一般不會給你父母錢。父母可能覺得，他們不應該依靠他們的孩子，但是中國人的想……” (Opinion: Cs1109-SS007)

Thirdly, make corrections: what is behind the connective *danshi* (但是) could be self-corrections of the speaker, and supplementary descriptions of the previous statements in order to make the expressions more appropriate and logical;

Next is make reminders: the connective *danshi* (但是) used by the speaker also functions to remind the listener of the existence of some certain information, foregrounding the old information, which may be known to both the speaker and the listener but have to be re-stated by the speaker to remind the listener of its existence out of communicative need.

Finally is the function of marking the change of the attitudes of the speaker: the connective *danshi* (但是) could be used to mark the change of the speaker's attitude, for example to put forward opposite opinions in the form of rhetorical questions or negative sentences.

**Table 4.57: The Analysis of the Functions of danshi (但是) for Advanced Examinees who are Native Speakers of Cantonese**

Functions	Frequency	Examples
Make firm statements	32	
change the topic	16	
make corrections	10	<p>問：現在請就電腦盜版軟件這個問題，說一說你的見解。</p> <p>答：其實我覺得有，呃，應該全面地打擊，製造和販賣的人，堵住，絕貨源，這是非常重要的，其實沒有貨源的話，顧客想買也買不到啦，對嗎？其實你們說，有有人說，要，寵，呃，要 qíng hé，那些購賣的顧客，顧客，我覺得這是不，不太好的，其實你要，呃，你要 qíng hé，hé他們，是輕，輕罰，不是懲，重罰。因為他們，只是，呃，想，想買到一些，比較便宜的東西，因為，呃，蒸，正版的，的貨品其實，價錢，有時候是，真的是，定的太高了，這些，翻扁，呃，翻版，盜版的軟，軟件就是讓他們有一些簡介的能，呃，的，呃，的，呃警戒的昨用，作用，讓正版可以，減低一些價錢，呃，然後，但是我不是，當然是，是，呃，覺得，我，我當然也覺得，盜版，的，人是非常差的，他們的做法是，呃，對，正，正版的，的人非常不公平，因為他們，呃，出的，呃，金錢是非常少，少的，他們不要，設計，不要，呃，一些，呃，酸，酸錢，但是，就可以得利，所以我覺得是要全 mián，全面打擊他們的，杜</p> <p>（Opinion：Cc0316-SN068）</p>
make reminders	17	<p>問：現在，請就“香港回歸後英文的地位問題”說一說你的見解。</p> <p>答：我覺得，英文，呃，在香港回歸以後真的變成了官方</p>

		<p>的第二工作語言，但是，這，呃，但是這不能夠說英文不重要。英文成為官方的第二語言，就是因為，政治的考慮，你回歸了中國以後，用的當然應該是中文了。如果還是用英文的話，就是不太合理。一個，地方，始終應該用回他本身的國家的語言嘛。<b>但是</b>，香港依然是一個國際化的地方，跟其他國家仍然有很密切的接觸，所以用英文的情況依然非常的普遍。我相信，一般人在回歸後跟回歸前用英文的次數應該是差不多的，因為英文始終不是中文可以代替的。</p> <p>（Opinion：ac0507-SN058）</p>
the change of the speaker's attitudes	24	<p>問：對買盜版軟件這種現象，請問你有什麼看法？</p> <p>答：呃，有關，呃，買盜版，軟 jiǎn 的光碟，這，這項，呃，這個，這件事上，我覺得，呃，香港的盜版問題是非常的嚴，非常的嚴重，是因為，盜版實在，盜版實在太便宜了，對比起正版的，軟 jiǎn 的光碟，就是，呃，香港人都喜歡，去買盜版，因為就是，有一些時候，呃，香港人用，的，軟 jiǎn 的時，呃，</p> <p>次數，次數都不算是太多，假如是買正版的話，也是，我想一定不太值得，所以我，呃，<b>但是</b>，盜版，呃，這個，這樣東西，絕對不是值得我們去支持的，因為，呃，盜版，呃，假如人家都去買，呃，盜版的話，那麼，正版，呃，去，製造盜版的，呃，的人的心，呃，的，的工程師還有設計師都，的心血，都，呃，全都，白費了，但是我覺得，就是，並不是一個好.....</p> <p>（Opinion：cc0925-AN066）</p>
Total	99	

**Table 4.58: The Analysis of the Functions of danshi (但是) for Advanced High Examinees who are Native Speakers of Cantonese**

Functions	Frequency	Examples
make statements	13	
change the topic	8	
make corrections	7	<p>問：現在請就濫用信用卡的問題說一說你的見解。</p> <p>答：我覺得濫用信用卡的問題，呃，其實雙方面都有責任的。為什麼呢，呃，因為發信用卡的，呃，一些銀行呢，那他們在發信用卡的時候根本沒有考慮到呃就是呃持卡人會，可不可以有足夠的經濟能力去付款。還有呢，呃，持，持卡人呢在申請信用卡的時候應該考慮到自己是是不是有足夠的經濟能力可以呢呃去償還那些貸款。那我覺得雖然是兩方面呃都有責任的，但是持卡人就是申請信用卡的能力呢，他們的責任是比較大的。因為他們在申請信用卡的時候呢，呃，一定要考慮到自己在經濟上可不可以負擔。那他們如果呃就說，呃，不斷在先使他們未來錢的時候呢，那到他們沒有足夠的能力去償還他們所代的款的時候呢，那就會產生很大的一些問題。就是說呃，社會問題。那呃，比如說呃，有一些人他們會呃，家破，呃，子離。就是說，沒有錢的話呢，那他們家庭就會產生很大的問題，還有呃朋友的關係也會惡化。</p> <p>(Opinion:cs2808-SN077)</p>
make reminders	10	<p>問：現在請就小孩兒的零用錢問題說一說你的見解。</p> <p>答：呃，我覺得給不給小朋友零用錢是很決定教那個小朋友是不是有自己能照顧自己的能力，就是他們會不會自己做一些決定。哪有不影響他們日呃，日常生活。那我覺得應該給小朋友零用錢的，不過我們不應該給大量的零用</p>

		<p>錢給小朋友，因為呢小朋友是沒，對自，沒有自製能力的，那他們肯定會亂，呢亂花錢。或者是他們的有很多錢的話呢，呢，就會，呢，招來其他同學或者是呢壞人的一些，呢，不正當的，呢，活動。那所以呢我覺得應該提供一些教育給小朋友，就說去教導他們應該怎麼樣去呢運用他們的零用錢。而不用，不會去亂花錢，所以呢呢，給小朋友零用錢是應該的。但是要提供一些呢，比較適當，正當的教育給小朋友，去教導他們怎麼樣去使用他們的零用錢。</p> <p>(Opinion:cc2808-SN067)</p>
mark the change of the speaker's attitudes	7	<p>問：對買盜版軟件這種現象請問你有什麼看法？</p> <p>答：我看，呢，人們購買盜版軟件和光碟的原因是現在的軟件還有光碟的價錢還是挺貴的。譬如說，軟件，呢，大概要二百多三百元才可以買到一份，而光碟呢，就要大概三十或四十，而且他們覺得自己不喜歡看的電影可能要買一盤光碟試...試試看,然後才去電影院去看。但是我認為這個不是一個藉口。應為我們應，應該尊重知識產權的，如果每一個人也去買盜版的話，我們的電影業會受影響，可能他們會有虧損的時候，就不能再拍一些好的電影給香港人看了。最後損失的也是我們自己香港市民。</p> <p>(Opinion:ay0913-AN066)</p>
Total	45	

**Table 4.59: The Analysis of the Functions of danshi (但是) for Advanced Examinees who are Native Speakers of English**

Functions	Frequency	Examples
give firm statements	29	

change the topic	16	
make corrections	26	<p>對在公共場所大聲講話這種現象，請問你有什麼看法？</p> <p>因為呃有的時候，我，我坐在公共汽車很累，所以我不想聽人們說那麼那麼吵的話，呃我覺得對，對他們附近的人呃有壞處。他們可能呃去工作的時候要看報紙還是要聽音樂。呃我覺得他們影響他們，他們的性格。但是有的時候，我再公共汽車上也說得比較，比較吵，呃比方說如果我和我的朋友一起去，去出出玩兒，呃我們可能比較吵。 <b>但是</b>一般的時候比較安靜。我覺得應該呃尊敬公眾的秩序。</p> <p>（Opinion：Usc217-ANb007）</p>
make reminders	14	<p>問：請問，您對這個移民問題有何見解？</p> <p>答：呃，我覺得香港應該保護，呃，先保護香港人。我，呃，我覺得，呃，因為，香港是一個很，香港的人口已經很大，<b>但是</b>，呃，香港的，呃，陸[lù]地比較小，所以，呃，香港政府一定要，呃，先，呃，保護自己的，呃，自己的人。我覺得，呃，有一個方面，是非常有問題。我，我，呃，聽過了，在香港如果一個，呃，小寶寶在香港生的，他就是，呃，一個自[ji]動的香港人，他可以變，一個，呃，自動香港人。呃，但是，我，我知道很多，呃，大，大陸的人，會特，特地來做，來香港，生，呃，生孩子。呃，這樣的孩子，也有變成，呃，香港的，香港人。但是他們很，很少，那，那些人也會，呃，做真的香港人，因為他們的，他們的心不是在香港，他們的心。</p> <p>（Opinion：Sa0610-SS006）</p>
to mark the change of the speaker's attitudes	6	<p>問：對在公共場所大聲說話這種現象，請問你有什麼看法？</p> <p>答：恩，這幾天很多人說到中國人在公共，公共交通</p>

		<p>上，呃，特別吵。但是我就覺得這，這個就是一個文化，文化差別的問題。<b>但是</b>我也，我，我認為中，中國人也應該小點兒聲音。因為有時候很多人，很多人在，在地鐵上，呃，上班時候就需要，呃，準備一些事情，呃，或者是學習什麼的。恩，這，這些，這些公共，公共交通地方，比如，比如地鐵，公共汽車什麼的，都是很，很小的，很小的，的車。呃，如果很多人呃在裡邊兒很吵，就並不安靜。</p> <p>(Opinion：IBCE-B1211-ANb007)</p>
總計	91	

**Table 4.60: The Analysis of the Functions of danshi (但是) for Advanced High Examinees who are Native Speakers of English**

Functions	Frequency	Examples
give firm statements	10	
change the topic	7	
make corrections	3	<p>ibce-b1204-SNa003</p> <p>問：現在請就殘疾人的生存權利問題說一說你的見解。</p> <p>答：呃，我覺得在中國，政府應該幫助殘疾人，<b>但是</b>我覺得應該有限制，應該要看這個情況有多嚴重，比如說這個殘疾人沒有家庭，沒有親戚可以幫他們生活，那我就覺得政府應該有，應該能幫，應該要幫助這個人。恩，幫助的話，肯定要，那就肯定比如說，吃、住，肯定會有一個，就一個地方會讓他們吃、住，<b>然後</b>還有，會有護士幫他們每天過得好好的。呃，他們要是家庭的話，有親戚在旁邊，那我就覺得政府肯定，不一定要多幫助他們。<b>但是</b>我</p>

		<p>覺得因為要是每人，殘疾人和平常過的人是一樣的話，那應該不太公平，而且比如說你，有公司要找人工作，他們肯定會找就是，不，沒有殘疾的人。</p> <p>(Opinion: ibce-b1204-SNa003)</p>
make reminders	3	<p>問：剛才的發言都說明中美文化大不相同各有特點，現在由你發言，請就這一問題發表你自己的見解。</p> <p>答：對，中國的文化跟美國的文化有大的不一樣的方面，那個中國文化它特意強調的是家庭方面，你要尊敬你的長輩，你要特別好好的照顧你的小孩子，也四代同堂也是很正常的一個情況，有各種，有祖父，祖母，也有父母啊，也有小孩子啊都住在一個地方，所以要尊重啊這個家庭的方面。那美國呢，不一樣，美國很強調的是個人的方面，最重要的是個人，不一定是家庭，所以這就會讓個人可以發揮他們的潛能，也可以發揮他們自己可以做的事情啊。但是這個也有好處有壞處啊。就是香港，中國的文化，他們就強調這個家庭是不錯的，就讓這個大社會環境都有很秩序的一些方面，不會太亂。那美國的文化呢，因為個人化那有很容易吵架，有很容易僵起來，也有家庭的分裂啊，很容易離婚啊等等。可是這個美國的文化也有好處的呢，個人化方面也有好處的呢，就是你可以發揮你自己的意思，這個也不錯的。那中國人他們也有另外一個分別，就是中國人不會想公開的講他們的情緒，比較私人啊，他們不想講。美國人不一樣啊，美國人很喜歡講出來他們自己的情緒，就是很公開的來講啊。</p> <p>(kw0129-SS007)</p>
mark the change of the speaker's attitudes	4	<p>問：現在，請就工作母親與孩子教育問題說說你的見解。</p> <p>答：恩，謝謝。你好！呃，你知道有些人就是說這些母親就不應該去工作，因為工作母親，呃，小孩兒學習，呃，有一些，呃，有害處。但是我完全不同意這個看法。呃，當然了，父母都是望子成龍的，對吧。但是，呃，我想，</p>

		<p><b>但是</b>，我從來沒有聽說過，工作母親，呃，的孩子，在學校裡，呃，成績更差啊，或者，呃，朋友少啊，這一類的。我想問這些人，就是覺得，呃，母親不應該去工作的這些人，有什麼研究，有什麼數字，就說明，呃，工作母親對孩子的學習發展不好？恩，因為我覺得孩子看到母親這樣子用功，這樣子努力地去工作，也會，也就是，呃，讓他們，怎麼說呢，就是也讓他們自己覺得，對，我也可以努力，我也可以用功，就像我媽媽一樣，我媽媽那麼吃苦，那麼辛苦地一直在那兒工作，就是為了我。恩，我也可以努力地為她。</p> <p>(Opinion:Ibi407-SNb003)</p>
Total	27	

The difference between *danshi* (但是) and *keshi* (可是) lies in that *danshi* (但是) can be used to connect fragment words and sentences while *keshi* (可是) cannot. As conjunctions, both *keshi* (可是) and *danshi* (但是) can be put in front of the subject of the clause; however, *danshi* (但是) cannot be put after the clause whereas *keshi* (可是) can; only *keshi* (可是) used in this way should be regarded as a verb, making stress and certainty. In view of this, Yuen Ren Chao (1982) classified *keshi* (可是) as an adverbial conjunction. But on the other hand, when the contents connected by *keshi* (可是) are relatively complex, it is better to be put in front of the subject.

**keshi ( 可是 )**

**Table 4.61: The Analysis of the Functions of keshi (可是) for Advanced Examinees who are Native Speakers of Cantonese**

Functions	Frequency	Examples
Give a firm statements	4	<p>問：你今天怎麼遲到了呢？發生了什麼事兒？</p> <p>答：呃，老闆，如果你有看新聞報告的話也知道今天團（屯），團門（屯門）公路今天有車禍，呃，再加上，呃，西鐵系統再一次出現故障，我就是這個，這個，呃，意外之下的影響受到影響，今天其實我今天出門口的時候，呃，已經比，比平常早了一點兒，呃，因為我在，因為我，我起床以後聽到新聞說，呃，呃，屯門公路有車禍，然後就打，就打，呃，就乘客堵住了，不，不能，都不能動，然後我就決定要，要去，呃，乘著西鐵回，呃，去上班，可是，可是我入閘以後在西鐵入閘以後就，根本這站，就沒有宣佈有車問題。</p> <p>（Opinion：Cw0714-aANd008）</p>
change the topic	3	<p>問：現在請你談談，你對個別超級市場繼續出售過期食品有什麼看法？</p> <p>答：我真是超級生氣啊，那個超級市場居然，呃，換了時間標籤。嗯，我作為一間公司去售賣那些產品呢他們應該是，是從顧客的角度，截度(角度)出發吧。他們應該，呃，注重他們的健康吧。呃，再說要是他們，呃，換了實踐（時間）標籤，呃，的確他們會，呃，可能會有更高的銷售量，可是呢，要是那些，這也會在在長遠來說也會影響到公司的形象吧。呃，那些顧客也不會再去在關顧（光顧）那些，呃，商，戶了吧。還有呢就是，呃那個銷售員呢，他為了個人的擁，永金(傭金)去，呃，還那些實踐（時間）標籤呢實在是令人氣憤的。呃，他不應該為一己的私利去換取別人的健康吧。</p>

		(Opinion : cm0702-cANj004)
make corrections	1	<p>問：現在請就大學生素質下降的批評意見發表你的見解。</p> <p>答：關於這個大學生的素質，呃，可能有些人會說就這個中大的學生可以看到香港的大學生他們的品德是呃有懷疑的，而且比之前是呃，下降了，<b>可是</b>我想說就是一小部份人所做的事情不能做做結論就是大學生的素質下降，其實我想從零方面來看。首先就是大學生的語文的能力還有就是大學生跟別人的呃，相處。從語文能力來看，大學生，呃，素質是，呃，沒有下降的。這可以從，呃，呃，公開的這個英文試，ielts。他們的語文能力是沒有下降還有就是，我們很多的學生也開始學這個普通話，我們的能力是，呃，是應該得到肯定的，還有就是大學生和別人相互方面。現在有很多機會會讓大學生到海外去交流，還有就是呃很多的內地生，他們回來到香港裡面讀書，我們有很多的機會跟他們呃，跟他們溝通跟他們交流的話，我們的普通話相對來說也會進步，所以我不認為，呃，大學生.....</p> <p>(Opinion : cl0318-SNh005)</p>
make reminders	5	<p>問：你對小朋友做明星有什麼看法呢？</p> <p>答：嗯，相信你們的小朋友都去做過明星，<b>可是</b>你有沒有瞭解他們的心智發展，他們的知己（自己）心裡的想法，你們有沒有問過他願不願意去著（做）明星呢？可是他們在電視臺裡的壓力是很大的。就是有日些比曬（比賽），就是他們的壓力，就是，唉，沒有，沒有地方去發，發，發，發表。就是你們要嘗試他們，誒，問他們是否有一個意願，雖然，孩子有這方面的才能，便宜（便利），可是我，我個人認為，就是要問一下自己的意願，因為的是，小朋友做明星，他在出名之後的影響是非常大的，如果你們.....</p>

		(Opinion : cl0624-ANb022)
mark the change of the speaker's attitudes	1	<p>問：你呢？你是怎麼看大學生做兼職這個問題的？</p> <p>答：關於大學生做兼職的這個問題，呃，我，是有些人會說大學生應該做一些兼職因為可以積累經驗，可是我自己，呃，是支持，呃，大學生應該裝心（專心）讀好書的。我一共有三個理由。第一個就是時間方面。從時間來說，大學生，呃，應該有，呃，多一些時間應該呃，放在學習裡面。嗯，他們不一定是在學習課堂上的東西，可是他們也需要再參加一些課外活動去學習吧。所以我想大學生應該專心在自己大學裡面的，呃學習。還有就是金錢的問題，有些人會說大學生做兼職，呃可以幫助他們賺一點錢，是的，有些大學生就是因為賺的多，很多錢就是花費，花費很多，所以我不贊成，還有就是.....</p> <p>(Opinion : Cl0318-ANb047)</p>
Total	14	

**Table 4.62: The Analysis of the Functions of keshi (可是) for Advanced High Examinees who are Native Speakers of Cantonese**

Functions	Frequency	Examples
Give firm statements	2	<p>問：是嗎？那天你不能來吃飯了嗎？</p> <p>答：婆婆對不起啊，本來我是答應你的，可是因為家裡突然出，出現課一些要緊的事，呃，對不起，呃，我想告訴你，呃，我的意義，意，（姨）在上個星期，呃，去世了。所以，在哪天（哪天）我要乘飛機去加拿大去參加她的，呃，喪禮，和，呃，處理她的身後事。你知道吧，呃，她在那邊的親戚不多，呃，所以，呃，呃只有她的朋友會在哪裡（那裡），呃，所以我一定要過去，呃，幫忙一下，和，呃，其實啊，一一（姨）小時候也很疼我，</p>

		<p>所以我也，呃很想呃，去見她最後一面，希望你諒解。</p> <p>(Explaining: Cs0517-aANd012)</p>
change the topic	3	<p>問：對買盜版軟件這個現象，請問你有什麼看法。</p> <p>答：我知道買盜版軟件還有光碟呢，是一個很普遍的東西，那其實我自己呢覺得呢，是一個很壞的習慣。呃，我知道在外國例如加拿大，美國，這個，這個問題雖然存在了可是呢，比，呃，香，香港這裡還有大，呃，大陸的問，呃，這個問題呢，是比較嚴重一點的。那其實買盜版的東西已經是犯法的，所以是不應該的。我覺得呢，我覺得可能是因為，香港還有大，呃，還有中國的政府呢對這個，呃，這個情況呢，是不太，可能是不太，呃，注重的，可能是有其他的問題他們覺得是比較嚴重。其實我自己覺得呢，這是一個很嚴重的問題，因為它侵犯到呃，國際的那些法律。那，呃，可是呢，我也要，我也要說是我知道他們現在呢又開始抓人，例如深圳那裡啊，如果是過境的時候呢，盜版的那些軟件呢，那個海關也會抓的。</p> <p>(Opinion: Ck0203-AN066)</p>
make corrections	1	<p>問：你對香港人說話夾著普通話的現象是怎麼看呢？</p> <p>答：恩，我自己覺得其實香港人講話時候，呃，夾雜著普通話的情況其實還蠻普遍的，因為，呃，可能他們覺得可能啊，香港這幾年啊，普通，學習普通話的風氣很強嘛，然後，呃，他們也覺得普通話很有用，可是呢，他們，呃，是在這個情況之下他們覺得，呃，可能是一種練習的心態，抱著一個好玩的心態。而且，呃有時候，普通話和廣東話都是有一些不同的地方，然後可能也會鬧出一些不同的消化，比方說有個開窗跟開槍，就是完全是不一樣，然後他們就覺得呃，這個應該是好玩，不過我覺得，呃，其實這樣，呃並不是一件太好的事情，因為，呃他們有時候可能是說的不鏢（標）准的，呃，他們如果是把這個單方練習的話我想對他們普通話應該沒有什麼大的進步，如</p>

		<p>果真的想練好普通話應該恩。</p> <p>(Opinion : cs0514-ANb018)</p>
make reminders	1	<p>問：現在，請就小孩兒的零用錢問題說一說你的見解。</p> <p>答：家長們常常呃，也會想到底給不給小孩零用錢好。有的人覺得不應該，呃，因為覺得他們會亂花錢。可是我覺的，呃，我們是應該給小孩零錢的。呃，因為，呃，其實呃，小孩子從小就要培養他們，呃，懂得投資的概念，呃，和儲出（儲蓄），呃，這個良好的習慣。呃，如果從小不給他們零用錢的話，到他們長大以後就不，呃，不會怎麼，呃，會用和管理自己的金錢，這是很嚴重的，你想想常常有大學生，呃，常常花很多的錢，不能給，呃，所以我覺的是從小培養的。還有就是，呃，小孩子也有自己想買的東西。呃，如果其他很多的小孩也有零用錢，可是，呃，你們自己的，呃，子女沒有的話，那麼他們就會很不開心，他們不能跟其他的小孩子一起買零吃（零食），一洗（一起）買零食吃，所以我覺得是應該給小孩子零用錢的。只是我們要教他們怎麼去運用才是</p> <p>(Opinion : Cs0517-aSNa015)</p>
mark the change of the speaker's attitudes	2	<p>問：現在，請就小孩兒的零用錢問題說一說你的見解。</p> <p>答：家長們常常呃，也會想到底給不給小孩零用錢好。有的人覺得不應該，呃，因為覺得他們會亂花錢。可是我覺的，呃，我們是應該給小孩零錢的。呃，因為，呃，其實呃，小孩子從小就要培養他們，呃，懂得投資的概念，呃，和儲出（儲蓄），呃，這個良好的習慣。呃，如果從小不給他們零用錢的話，到他們長大以後就不，呃，不會怎麼，呃，會用和管理自己的金錢，這是很嚴重的，你想想常常有大學生，呃，常常花很多的錢，不能給，呃，所以我覺的是從小培養的。還有就是，呃，小孩子也有自己想買的東西。呃，如果其他很多的小孩也有零用錢，可是，呃，你們自己的，呃，子女沒有的話，那麼他們就會</p>

		很不開心，他們不能跟其他的小孩子一起買零吃（零食），一洗（一起）買零食吃，所以我覺得是應該給小孩子零用錢的。只是我們要教他們怎麼去運用才是  (Opinion : Cs0517-aSNa015)
Total	9	

**Table 4.63: The Analysis of the Functions of keshi (可是) for Advanced Examinees who are Native Speakers of English**

Functions	Frequency	Examples
give firm statements	15	<p>問：現在請就殘疾人的生存權利問題說一說你的見解。</p> <p>答：好啊，我，我先想告訴你，我不太瞭解這個問題，在中國，呃，在，呃，在中國的問題。<b>可是</b>我，試著說一下吧。呃，我覺得這樣，呃，的人，呃，不是政府的義務，呃，可是有的時候，可以政府幫他們一下[語法]，但是，他，我們都，都應該，我們都應該有，我們都應該想他們，不能，不，沒有，不想他們沒有能力做工作，還有，也做別的活動。因為我覺得，他們也可以，呃，有我們，有我們樣的，呃，對不起，我真的不知道怎麼說。</p> <p>(Opinion : IBI408-SNa003)</p>
change the topic	9	<p>問：剛才的發言都說明中美文化大不相同，各有特點。現在由你發言，請就這一問題發表你自己的見解。</p> <p>答：我覺得現在在中國一個很重要的事情是人的關係。一個人有一個需要的時候，他們會先問一個問題：我跟誰有關係？他們就會找這個人，問他們幫助他們怎麼呢怎麼去決這個 or，呃，解決這個問題。在美國不一樣。美國是一個比較自由的國家，包括在關係呃上。美國人會呃，他們常常不太會靠朋友們、家庭做事情。他們會自己做。我覺得所有的方法有好處。而且另外一個事情，有人說：“在</p>

		<p>中國，吃！”我覺得中國人好像法國人，美國人認為食物沒有那麼重要，<b>可是</b>中國人真的覺得是挺重要的。而且他們覺得食物是他們國家的文化。美國人覺得沒有那麼重要的，美國人覺得有更重要的事情，所以，我覺得……</p> <p>(Opinion : Cb0525-SS007)</p>
Make corrections	15	<p>問：現在請就殘疾人的生存權利問題說一說你的見解。</p> <p>答：我覺得最好自己住，<b>可是</b>&lt;殘疾人&gt;不可以自己住[zu]，住，我覺得他們的生活很麻煩，他們不可以，不可能做一樣的東西，比方說他們不可以爬山，跑步，還有，呃，他們不可以走一走，所以我覺得每個人應該幫他們做東西。呃，我，我覺得，呃，房子應該有，呃，應該有，呃，東西，幫助，幫他們，呃，盡，盡力，盡，盡。</p> <p>(Opinion:058581-SNa003)</p>
make reminders	6	<p>問：你說說做得好好的為什麼要走呢？</p> <p>答：我，我決定要走，是因為我心裡說，我現在，呃，不是不高興，可是就是有一點傷心，我很久沒有看到我家人和朋友。所以我覺得我現在要，就是，放鬆一點，然後，用這個機會去陪我最愛的人。呃，我將來可能會回來這邊工作，<b>可是</b>現在的話，我就，要先離開，一會兒。謝謝。</p> <p>(Explaining:IBI204-ANd002)</p>
mark the change of the speaker's attitude	8	<p>問：請問您對這個移民問題有什麼見解？</p> <p>答：我是想說移民是好的，<b>可是</b>那太多不太好。呃，比如說相抗我是知道是很小，所以不可以一年有太多人，<b>可是</b>那有幾個人是很好的，只是因為每一個國家也都不同人，也好，因為統統都一樣的的人的話，就通通一樣的一樣的方法，一樣的主意，那都是一樣的，那這樣子不太好，這個，在世界的公司啊，學校啊什麼不太好，那你是如果跟別人從別的地方來的，別的主意的人，講話的話，你就會，當然會有，不同的，你自己想起來就會比較好，就比</p>

		<p>較，比較像是世界的，就不會太，不會太小的地方，那香港我不太知道太多東西，可是那比如說美國有一樣的，一樣的，的移民局的東西，所以我也是想美國也是應該讓好多移民來，呃，一年太多，就是說幾，幾千萬那什麼，說不定太多，每一個國家不同，因為不可以說通通這個學校啊，醫院啊什麼太多人啊，可是那不應該停起來，應該有方法。</p> <p>(Opinion:Ph0605-SS006)</p>
Total	53	

**Table 4.64: The Analysis of the Functions of keshi (可是) for Advanced High Examinees who are Native Speakers of English**

Functions	Frequency	Examples
give firm statements	6	<p>問：你的看法怎麼樣，你覺得是不是所有的美國學生都得學外語呢？</p> <p>答：我覺得所有的美國學生不得學外語。我的原因不是他們不應該學外語，我只是說要從高中畢業的話並不要，呃...要求每個學生都必要學外語。那樣的話，我怕會有很多都不能畢業，有的沒有這麼、這麼大的興趣，有的沒有才能學外語，他們就會覺得失敗了，就.....所以說，為了高中畢業的話，我想，不需要、要求學外語，可是呢，上大學的一定要學。所以說，我會為了那些要上大學的學生要求學外語最少兩年了，這個，我想是應該做的。所以，我要分兩點，不是為了高中畢業而要求的，可是為了上大學應該是要求的。在我的國家那裡友它州&gt;有這個分別，要上那邊的大學,一定要先學兩年的外語。可是呢，這個不是為了高中畢業的一個需要，那我覺得那些要上大學的大概都會跟這個同意了，都很願意學外語。</p> <p>(Opinion:Wd0913-aSNb081)</p>

change the topic	4	<p>問：剛剛的發言都講到，中美雙方在兒童教育問題上有所不同，現在請你就這一問題發表你的見解。</p> <p>答：那小孩子教育問題，美國跟中國有很大不同。那在中國，中國傳統教育的方法，傳統教育的教師法，是，還是很有，很，還是有很大的影響。那學，學中文，學國字之後，必須要用背的，要背單字。然後，這個，這個方法，這個方式也會影響到其他的課，其他的課程。那例如說學歷史就是要背課本，要背老師講的。考試之後就是要，考試之後要寫，答，寫答案跟老師講得一模一樣。中國人很，很，很尊敬長輩，所以也很尊敬老師。所以，以前中國很，一個很長的時間，世界沒有在，世界變得，世界，社會，科學變得很慢，所以就不用學新的。不用學新的事情，你背老師講的就好了。<b>可是</b>在美國，完全不一樣，我們很獨立。</p> <p>(Opinion:br0730-aSNac081)</p>
make corrections	4	<p>問：你的看法怎麼樣，你覺得是不是所有的美國學生都得學外語呢？</p> <p>答：呃，我個人認為所有的美國學生應該學習，呃，學外語。那，這就是因為，呃，我認為通過這樣的學語言的過程中呢，就會，呃，發現很多。比如說，你可以更瞭解一個文化，別人的想法是怎麼樣，什麼的。還有呢，嗯，我認為，呃，我，我知道有的人會說，如果有人不想學外語那就不必。<b>可是</b>我認為，嗯，好處，比如說，嗯，長處，呃，比壞處，呃，還多了。所以呢，嗯，我們就應該，呃，培養，培養學習外語的人的，的，的，才能，能幹。嗯，要不然我認為，呃，美國將來時候就會，呃，發生，呃，在，在國際外語，呃，國際，國際關係的方面就會，呃，就會日趨沒落。</p> <p>(Opinion:We0603-aSNb081)</p>
make	1	<p>問：剛剛的發言都講到，中美雙方在兒童教育問題上有所</p>

reminders		<p>不同，現在請你就這一問題發表你的見解。</p> <p>答：好，謝謝各位！我想給你們講美國的教兒童的情況。美國的兒童，呃...現在是現代的，住在現、在現代的社會長大。因為他們有電子遊戲，也可以上網，隨便可以上網還有什麼的，你給他們講課的時候，必須採用很活躍、很魅力的方法去教他們。否則，他們不願意聽、不願意學習。你、你必須吸引地用各種各樣的方法吸引他們。比如說，我教漢語的時候，我給學生講古怪的故事，讓他們笑，是，不算是笑話。可是他們被、他們需要注意聽我在講什麼，否則，他們聽不到笑話。呃...這是應該、這些學生，呃...教、教美國學生是不容.....</p> <p>(Opinion:ts0127-aSNc081)</p>
mark the change of the speaker's attitudes	0	
Total	15	

In a text, the connective *buguo* ( 不过 ) has the following functions: Firstly, setting limitations; secondly, forming explicit contrast and thirdly forming implicit contrast.

Setting limitations: When used to connect phrases or sentences, contents after the connective *buguo* ( 不过 ) sets limitations for the contents before it.

Forming explicit contrast: Contents connected by *buguo* ( 不过 ) form an explicit contrast which can be either lexical contrast or semantic contrast.

Forming implicit contrast: Contents after the connective *buguo* ( 不过 ) form a contrast which is formed because the presupposition is in contrast to the reality.

To exemplify it: Laowang's son got married two months ago; *buguo* ( 不过 ) there are only few pieces of furniture in his new house.

In this example, the use of *buguo* ( 不过 ) indicates an implicit contrast, to be specific, as Laowang's son just got married, it is then presupposed that several new pieces of furniture would be bought, but the reality is that there are not.

**Table 4.65: The Analysis of the Functions of *buguo* (不过) for Advanced Examinees who are Native Speakers of Cantonese**

Functions	Frequency	Examples
setting limitations;	3	<p>問：怎麼樣，一起投資開甜品店吧？</p> <p>答：啊唔，投資（zi）開甜品，品店，呃，我覺得你的， 呃，提議是呃，不錯的。不過，啊唔，我，呃，卻不能呃， 跟你一起投資呢。啊唔，因為我的呃，母親呃，還有我的太太， 她們一定會反對的。因為她們呃，覺得我，呃，投資是沒有經驗的。 呃，還有就是會，會因為我，呃，就是跟你一起投資（zi）的話， 是，啊，啊唔，不好的決定啊。還有我，呃，我還有計劃，啊， 把我的錢，啊，用來呃，做呃，別的啊，呃，投資呢。唔，還有就是， 呃，儲蓄啊，所以，啊唔，我不能跟你一起投資你的甜品店。</p> <p>(Refusing:Ch0805-ANg001)</p>
form explicit contrast	2	<p>問：你能不能告訴我那些死了以後的可愛的小動物到哪裡去了呢？</p> <p>答：人死了以後會去天堂，其實這些可愛的小動物死了以後， 也會去一個同樣的地方，可能，不過可能是呃，呃，另</p>

		<p>一個天堂，因為這些可愛的小動物死了以後，他們會和其他的可愛的小動物一起，會在另一個地方，呃另一個天堂呃，去呃，很容易的在一起。呃，他們在那裡會生活的很開心。就和你和，跟他一起一樣那麼開心的。不用很擔心呢。</p> <p>(Opinion: Ch0915-INd010)</p>
Form implicit contrast	0	
Total	5	

**Table 4.66: The Analysis of the Functions of buguo (不过) for Advanced High Examinees who are Native Speakers of Cantonese**

Functions	Frequency	Examples
setting limitations	4	<p>問：現在請就小孩兒的零用錢問題說一說你的見解。</p> <p>答：呃，我覺得給不給小朋友零用錢是很決定教那個小朋友是不是有自己能照顧自己的能力，就是他們會不會自己做一些決定。哪有不影響他們日呃，日常生活。那我覺得應該給小朋友零用錢的，<b>不過</b>我們不應該給大量的零用錢給小朋友，因為呃小朋友是沒，對自，沒有自製能力的，那他們肯定會亂，呃亂花錢。或者是他們的有很多錢的話呢，呃，就會，呃，招來其他同學或者是呃壞人的一些，呃，不正當的，呃，活動。那所以呢我覺得應該提供一些教育給小朋友，就說去教導他們應該怎麼樣去呃運用他們的零用錢。而不用，不會去亂花錢，所以呢呃，給小朋友零用錢是應該的。但是要提供一些呃，比較適當，正當的教育給小朋友，去教導他們怎麼樣去使用他們的零用錢。</p> <p>(Opinion:cc2808-SN067)</p>
form explicit	0	

contrast		
form implicit contrast	0	
Total	4	

**Table 4.67: The Analysis of the Functions of buguo (不过) for Advanced Examinees who are Native Speakers of English**

Functions	Frequency	Examples
setting limitations	1	<p>問：剛才的發言都說明中美文化大不相同，各有特點。現在由你發言，請就這一問題發表你自己的見解。</p> <p>答：我覺得中國的文化是，最重要的是，是人際關係。中國人很重視關係。用關係可以解決很多問題。第二個很重，重，重要的文化是。中國人很重視面子，為了面子，他們可以做一些不太理解的事情。反過來，美國的文化是實用主義，他們是資本主義的國家，所以他們<b>不過</b>面子，就賺錢，賺錢是，對他們來說是最重要的。而且他們很努力的工作，而且他們很會表達他們自己的意見。但是在中國，為了保持面子，有的人不喜歡，不敢說自己的意見，而且他們覺得直接說他們的意見是沒有禮貌的，不太禮貌的</p> <p>(Opinion : An9542-SS007)</p>
form explicit contrast	2	<p>問：剛才的發言都講到，中美雙方在兒童教育問題上有所不同，現在請你就這一問題發表你的見解。</p> <p>答：我覺得就，就教育來講，美國和中國有很多，很多差距。比方說，在中國的學校，壓力非常非常重，非常大。所以我覺得學生不能學得好，呃，好好兒地學習。因為他們，他們太擔心他們父母、他們老師要說什麼，要做什麼。<b>不過</b>，在美國壓力不夠，呃我覺得大部分的美國學生，呃美國學生，不好好地學習，也不好地學習。因為他們沒有什麼</p>

		<p>壓力。還有呢，我覺得在，在這兩個地方，政府一定要控制學校的學程。因為，在美國，很多學校學生的父母可以，可以控制他們學生的，呃，的學程，所以每個人沒有一定，一樣的學程。</p> <p>(Opinion:Hs0921-aSNc081)</p>
form implicit contrast	0	
Total	3	

**Table 4.68: The Analysis of the Functions of buguo (不过) for Advanced High Examinees who are Native Speakers of English**

Functions	Frequency	Examples
setting limitations	2	<p>問：你的看法怎麼樣，你覺得是不是所有的美國學生都得學外語呢？</p> <p>答：由於過去幾年的經濟發展，我們的世界變得更小。因此，我認為當前的教育體系是過時的，美國應該採取一些雙語教育政策來逼每個學生學習外語。<b>不過</b>，我認為這些政治應該有限制。<b>Hey</b>，你把美國跟歐洲的國家對比的話，你會發現到美國的優勢大部分人只會說英語，是他們可以溝通，也可以進行貿易，比較方便。不過你去歐洲的話，有很多種語言：英文，西班牙語，法文，德語很多很多。所以，那如果你不會很多語言，那沒有辦法溝通，也進行貿易比較困難。<b>不過</b>，由於世界變小的原因，我也同意雙語教育的體系對美國學生也有好處。而且，如果他們想多瞭解世界的歷史，那瞭解更多語言會越好，越好。</p> <p>(Opinion：Cc0208-aSNb081)</p>
form explicit	2	<p>問：你的看法怎麼樣，你覺得是不是所有的美國學生都得學</p>

contrast		<p>外語呢？</p> <p>答：由於過去幾年的經濟發展，我們的世界變得更小。因此，我認為當前的教育體系是過時的，美國應該採取一些雙語教育政策來逼每個學生學習外語。不過，我認為這些政治應該有限制。Hey，你把美國跟歐洲的國家對比的話，你會發現到美國的優勢大部分人只會說英語，是他們可以溝通，也可以進行貿易，比較方便。不過你去歐洲的話，有很多種語言：英文，西班牙語，法文，德語很多很多。所以，那如果你不會很多語言，那沒有辦法溝通，也進行貿易比較困難。不過，由於世界變小的原因，我也同意雙語教育的體系對美國學生也有好處。而且，如果他們想多瞭解世界的歷史，那瞭解更多語言會越好，越好。</p> <p>(Opinion:Cc0208-aSNb081)</p>
forming explicit contrast	0	
Total	4	

In a given discourse, *name* (那么) has the following functions. Firstly, marking the moving on of a topic: there is nothing more to say about this function; secondly, the functions of marking a transient pause: *name* (那么) can be used to mark pause in tones, appearing in front of the auxiliary words indicating a pause such as *ne* (呢), *ba* (吧), *a* (啊). Besides, when hesitant to give an answer, the speaker would also use *name* (那么) to make a pause. The third function of *name* (那么) is elicit rhetoric questions: there is not much to discuss about this function; and finally is to swift

topics: Contents connected by *name* (那么) are always related, and it is often the case that *name* (那么) is use between two relevant topics. When two topics are totally different, *danshi* (但是) , *keshi* (可是) , *buguo* (不过) may be used instead of *name* (那么).

### **Name (那么)**

**Table 4.69: The Analysis of the Functions of name (那么) for Advanced Examinees who are Native Speakers of Cantonese**

Functions	Frequency	Examples
mark the moving on of a topic	21	<p>問：現在請就應否立法禁止電話推銷的問題，說說你的見解。</p> <p>答：我覺得政府，應該立法禁止電話推銷這一個，行業。因為，電話推銷其實是對很多人都有這個，滋擾性的。很多人的電話是要給錢才可以通話的，那麼你打電話來推銷，就變成，變成為，我付錢聽你的，銷售電話，這是，講不通的。而且，很多時候，聽，這些電話的，也，也對這個，銷，銷售沒有大的幫助。所以，我覺得如果對這個產品有興趣的話，那些人自己會走去買或者是，呃，獲取這些產品的，資訊，而不需要，這個，金，電話的推銷，所以這個是無用的，沒有什麼用，的方法，反而，會做成，市民的不方面和滋，滋擾，滋擾。所以，政府應該立法禁止電話推銷這一個行業。呃，現在香港的很多，行業，包括：電訊業啊，呃，甚至餐飲業，都會有電話的推銷，我們除了禁止之外，我們應</p>

		<p>該，加強這個治，執法，才可以杜逐。</p> <p>(Opinion : Cc0810-SNa029)</p>
mark a transient pause	7	<p>問：現在請就合法結婚年齡的問題，說說你的見解。</p> <p>答：呃，對於這個合法，結婚的年齡，呃，其實我覺得有利也有弊。呃，首先，呃，就是不好的地方，就是因為年輕人很多時候他們入世未深，對這個世界的瞭解可能，呃，不太清楚，不太深入。呃，所以，呃，很多年輕人他們都沒有這個成熟的能力去解決，呃，自己的婚，結婚的問題，呃，而且就是，呃，假如把這個年齡提前到十八歲的話，可能很多年輕人都沒有獨立，沒有足夠的經濟的能力去結婚。呃，那麼，因為結婚以後就不，不是，不再是一個人的生活的問題，而是兩個人的，總不能去，呃，依靠你自己的家庭來，來幫助你吧。所以就是，假如十八歲的話，可能工作的能力很多人都在唸書啊，他們也沒有，足夠的能力去解決這些問題。但是呢，呃，合法的結婚年齡假如提前的話，也會，有，除了壞處以外，也有好處，就是，呃，可以就是，對這個人的一種精神的尊重，可以給他們自由，就是對人權的尊重，因為他們可以喜歡幾時結婚就幾時結婚。</p> <p>(Opinion : Ay1028-SNb011)</p>
elicit a rhetorical question	3	<p>問：現在請就應否監管亂髮電話短訊的問題，說說你的見解。</p> <p>答：唔，對於呃亂髮電話短，呃，短訊呢，呃，這個方面我，我認為政府應該呃，立法監管的。因為呃，其實有很多人覺得是呃，如果立法是呃停止了，是政府去插手呃很，很多企(qi4)業的</p>

		<p>自由發展呢，它會影響呢經濟發展。但是我認為這是，他們的行為是嚴重的侵犯了我們的隱私權。呢，在香港我們有很多自由，包括人身自由，但是如果他們不斷的發，發這些，亂髮這些短訊，就是，一種，一種呢侵犯了我們的隱私權。就是我擔心的呢，還有另一個問題，就是他們今天可以亂髮短信，<b>那麼</b>他們呢？他們下天呢，是可以做什麼事情。所以，呢，所以如果呢，政府不立（li2）法管制的時候，他們可能會有呢很多更過分的行為。而且我呢，我認為，自由發展是應該在尊，尊重我們公公民利益下發展的，不是呢，尋呢，單純的因為金錢就可以呢就可以做自己喜歡的事，不顧別人。</p> <p>（Opinion：Ch0824-SNa027）</p>
swift topics	2	<p>問：現在，請就香港填海造地問題，說一說你的見解。</p> <p>答：其實呢，當然，香港，呢，是一個，地，地少人多的地方，所以非常，很多人都覺得，填海造地是，就是一個，可以解決問題的，的方法，其實我就是非常不同意呢。其實，填海造地，是，把，我們非常美麗的海港又，再縮，火，縮 zài 一，一點兒。非常多人都覺得香港，是一個非常美麗的海灣，他們來了香港都是想，想看它的夜景，就是，海色，海，還有一，呢，在夜晚可以看到，看到的，維，維港海景。<b>那麼</b>如，如果我們不斷地填海造地的話，雖，雖然可以，可以減，減小，減，呢，解決我們，呢，地方不夠的問題，但是又，又會引起另外一個問題，就是，我們的海港就，呢，呢很快就會不見了，你們，雖然是，就是破壞了生態環境，如果，破壞了生態環境的話，另外，我們也，也，也有非常多的</p>

		<p>問題，引，申引出來，就是說，呃，空氣問題啊，呃，空氣，呃，數，素質的問題啊，還有，我們的海港不見了，就，呃，還有，外，環境美麗的問題呢，其實非常多的勒，呃，呃，環保團體，都會，呃，反對的，如果你們想，想，想地，地方多一點兒，可以，另外，呃，再開發一些。</p> <p>(Opinion : Cc0316-SN052)</p>
Total	33	

**Table 4.70: The Analysis of the Functions of name (那么) for Advanced High Examinees who are Native Speakers of Cantonese**

Functions	Frequency	Examples
marking the moving on of a topic	7	<p>問：現在請就小孩的零用錢問題說一說你的見解</p> <p>答：有些人音位（認為），啊認為不應該給小孩子零用錢的。但是我就不認同這個想罰（法），哎想法。因為啊，如果呢，小朋友不在他小的時候建議（立）他一個哎，正癩（確）的金錢觀念。他，大了以後就不懂自己理財呀，對金錢沒有觀念，呃，那麼他對，呃，對他日後的成長也有很大的影響的。恩，我覺得給小孩子零用錢的同時，應該也要教育他們腫麼（怎麼）使用金錢的。呃，要解釋，哎一個香港的，哎香港的成人每天會賺多小，呃，所少錢，然後我們會給哎，小孩子一點點的錢，呃，然後就叫他怎麼，哎可以應用這些金錢，呃，我覺得最好呢就讓小孩子在銀行裡面做，哎船款（存款）。呃，他們會對那個，呃，儲錢的方面有一個哎觀念，他們就不會浪費金錢了。</p>

		(Opinion:Cs0404-aSN067)
mark a transient pause	0	
elicit a rhetorical question	0	
swift topics	2	<p>問：現在請就青少年食用軟性毒品問題說一說你的見解。</p> <p>答：對於青少年，呃，濫用軟性毒品的問題，我覺得如果是道角貨源的話，可能，呃，這個不會太有用，因為現在香港雖然，不會有太多的軟性毒品供應，但是我，我已經聽說有很多青少年人往大陸那邊去買他們想要的軟性毒品，如果是懲罰的話，可能會收到呃，及時的作用。但是我認為，呃，最重要的是瞭解為什麼年輕人會濫用軟性毒品。可能是因為他們感覺孤獨，沒人瞭解，所以他們會濫用軟性毒品去麻醉自己。所以，要解決這個問題，就是家人朋友老師的關心。我覺得，呃，另外一個有用的方法，就是用教育去解決這個問題，因為從小教育就能，呃，把一些正確的觀念灌輸於年輕人，比如說軟性毒品有什麼，呃，對健康有什麼壞處呢，那就可以讓年輕人認識認識，那麼他們長大以後，如果有引誘的話，也不會那麼容易上當。</p> <p>(Opinion:Ay0910-SN070)</p>
Total	9	

**Table 4.71: The Analysis of the Functions of name (那么) for Advanced Examinees who are Native Speakers of English**

Functions	Frequency	Examples
mark the moving on of a	0	

topic		
mark a transient pause	0	
elicit a rhetorical question	0	
swift topics	0	
Total	0	

**Table 4.72: The Analysis of the Functions of name (那么) for Advanced High Examinees who are Native Speakers of English**

Functions	Frequency	Examples
mark the moving on of a topic	0	
mark a transient pause	0	
elicit a rhetorical question	1	<p>問：請問，你對這個移民問題有何見解？</p> <p>答：對我認為，香港應該讓人就可以移民進來，這個是很重要的啊。如果你不讓新的人過來，那麼有一些公司他找不到工人來幫助他們公司，怎麼辦呢？可能香港人沒有預備自己好，也不願意做，所以要請新的人移民進來，這個是很重要啊。讓這個新人，可能他們的資格比較好，他們在外面，大學裡面呢學了很多，所以有資格好。他們就可以滿足幫助那些公司做好啊。那也有一些工作，那個香港人不想做啊，比較難的，比較辛苦的那些工作，所以呢那個香港政府要讓那些新人過來，可以做好這些事情。比方說在幫助那個家庭的那個家人裡面的那個工人，誒，香港人不太喜歡，就讓新人過來。那香港人他們就一看那個新人，他們不會懶惰，因為恐怕他們也找不到工作，所以他看新人可以進來，哇，他自己要</p>

		<p>預備好，要裝備好，要好好兒的學習，要學新的技巧，工作技巧，所以這個是有好處啊。當然是可以幫助那些公司讓新的人進來，幫助那些公司加入工人，也會幫助香港人不要懶惰，不要隨便，而是可以好好兒的來學習，預備自己，可以自己提高。。。 </p> <p>(Opinion:kw0129-SS006)</p>
swift topics	0	
Total	1	

In general, the connective *ranhou* ( 然后 ) has the following functions. First of all, to form Coordination: when hesitant to give an answer, the speaker would use the connective *ranhou* ( 然后 ) to mark a pause. But what deserves noticing is that the *ranhou* ( 然后 ) used here does not mark sentence orders, that is, contents led by *ranhou* ( 然后 ) do not necessarily occur after contents before the connective.

Secondly, to indicate causality relation: Contents connected by *ranhou* ( 然后 ) contain a seemingly causality relation, in other words, if what is said in the contents before the connective *ranhou* ( 然后 ) does not happen, what is involved in the contents after the connective then would not happen either. And lastly, to mark sentence orders: Contents connected by *ranhou* ( 然后 ) appear in time order or event order.

**Table 4.73: The Analysis of the Functions of ranhou (然后) for Advanced Examinees who are Native Speakers of Cantonese**

Functions	Frequency	Examples
form coordination	7	<p>問：現在，請就提高語文水平問題說一說你的見解。</p> <p>答：我覺得提高語文水準這件事情是個人和政府都要責樣(責任)，應該一起參與的。就從個人方面先說說吧，首先個人，如果裡(你)沒有上進心，你就不可能去積極去想，去學一種更，太，更多的語言去和銀家(人家)溝通。如果你有上進心，你就會自己去激發性地去學識(學習)。但是不是每個人也有這種條件的。有些人沒有錢，那他怎麼去提高自己的水準呢？所以說這裡就要從政府，政府著手，去雞持(支持)這些人了，政府應該多做一些推廣的活動啊，譬如說，他現在書安全這方面，呃，去做。首先，他要，呃，像向普通的大眾說明，學好其他語言和提高語文水準的重要性。然後這樣才可以引起人家的興趣。還有政府還要做一些更具體的事情，就是要提供資助給一些有興趣的人了，機柱(資助)是有很多方面的，一方面就是要政府要大力地著手去興建一些語文的中心，<b>然後</b>就是提供一些機柱(資助)給辣(那)些有興趣去學習的人。這樣做對整個香港來說都是有好處的。</p> <p>(Opinion : Cm0618-cSN062)</p>
indicate causality relation	14	<p>問：你是怎麼看這種通過炒賣房地產賺錢的方法呢？</p> <p>答：唔，在香港這個地小人多的，呃，社會，呃，土地和房屋對香港人來說是非常重要的，每個人都應該有一個房子去為自己住下來，呃，在香港其實，呃，買賣，房，地，地產，其實是有利可圖的。因為，呃，香港的土地是很貴，<b>然後</b>這個房屋比如說，呃，如果是在一個好的地方的話，所買出，所買出去所賺的錢肯定會很可觀，呃，所以，對，呃，賺快錢人來說，呃，買賣房地產其實，是，</p>

		<p>其中一個辦法。但是，呃，對於香港，也，有很多人，他很需要一個，呃，好的居住地方，譬如說窮人來說，如果去買房地產的話會把這個價格提高，呃，對，呃，一些窮的人是很不公平的。</p> <p>(Opinion : Ac0628-ANb034)</p>
mark sentence orders	14	<p>問：現在請就青年人體格鍛煉和紀律問題說一說你的見解。</p> <p>答：我覺得現在的年輕人真是很不注重鍛煉和擠律(紀律)的問題，但是這個也是要從社會，政府和個人方面做起的。首先有連輕(年輕)，年輕人自己的方面，他們一定要注意一下，因為鍛煉好體格和紀律，對發展和以後有興趣是有，有一定的幫助的。然後就是說，社會和教育這方面來說，在教育方面，呃，也是，可以說是，老師和家，家人的責任吧。應該，應該說去教育那些人，年輕人把體格鍛煉好還有告訴他們紀律的重要性。因為沒有健康的體格在以後來說，是，是一定是說不好的。因為有健康的體格才會有生，有能力去做好裡(你)想做的事情。還有在擠律(紀律)方面，做好了擠律(紀律)才，才可以對以後的發展有幫助。譬如說，一份很好的工作啊，這些也是要看你的紀律的問題的。還有在政府的方面，政府也要推廣一下，告訴連(年)輕人體格鍛煉好對整個國家，整個家庭都是有好處的。因為有，有良好的體格才會做好自己去貢獻一下國家。對以後來說是.....</p> <p>(Opinion : Cm0628-cSN056)</p>
Total	35	

**Table 4.74: The Analysis of the Functions of ranhou (然后) for Advanced High Examinees who are Native Speakers of Cantonese**

Functions	Frequency	Examples
form coordination	5	<p>問：現在請就傳統文化是財富還是包袱的不同看法，說說你的見解。</p> <p>答：我覺得有些人他會說傳統文化是財富，<b>然後</b>有些人會說它是一個包袱。我覺得就是如果說傳統文化是財富的話，那些人的觀點就是說，呃，它可以給我們一個好的榜樣，比如說中國傳統文化就是那個，呃，有那個禮貌那個禮節啊，還有就是孝，就是孝順嘛。那如果我們學習到這些傳統文化的話，那對於我們自己的人格還有道德修養方面也會有好的影響，另外一個就是說，呃，在，譬如說在旅遊方面，有些人呢外國的旅客來我們的國家就是為了瞭解我們的傳統文化嘛，所以可能真的對於我們呃，社會的經濟收入來說是有好的，這個影響。但是如果說，傳統文化是包袱的話，那我覺得那個觀點其實說它會影響我們未來的發展。比如說我們以前，呃，中國傳統文化，男人是可以娶很多個老婆的話，那就可能對於現在的社會來說就不行了，因為可能就會影響到家庭的關係。所以我覺得其實這兩個說法也是有他們自己獨，獨特的見解的。</p> <p>(Opinion:ck1004-SNb040)</p>
indicate causality relation	4	<p>問：現在請就香港的文化環境問題說說你的見解。</p> <p>答：呃，我覺得香港書展正好是表現呃，香港很多時候都呃，逼（被）人家說是文化項目。我覺得，我覺得有一半是對的，因為我自己有進去書展，但是我入去（進去）時候看見很多的攤位，呃，那裡積了很多，我去看一看，但是很多時候就發現，那些攤位賣的就是什麼雜誌啊，愛情小說啊，嗯，我覺得香港人是隨波逐流，呃，他們會，呃，只會呃，因為某一些，呃，作者比較出名，<b>然後</b>就去她們的攤位去買那些書本，<b>然後</b>就是去得到他們的簽名。呃，至於他們是不是真的會看那些書，還有那些書是不是寫的這麼好了，我覺得就不一定是了。呃，但是我覺得，呃，</p>

		<p>香港書展是好的，因為呃，噃，就去年為例我進去的時候發現已經越來越多，啊，從內地來的書發展，呃，書展商去那裡擺攤位，呃，這個正好把中國內地閱讀的文化帶來香港，呃，他們很多時候像一些，呃，中國文化的書籍板放在單元處，呃，這個對香港人來說最好的，可以吸引他們去看不同的書籍。</p> <p>(Opinion:ch052-SNb017)</p>
mark the sentence orders	13	<p>問：現在請就小孩的零用錢問題說一說你的見解</p> <p>答：有些人音位（認為），啊認為不應該給小孩子零用錢的。但是我就不認同這個想罰（法），哎想法。因為啊，如果呢，小朋友不在他小的時候建議（立）他一個哎，正癮（確）的金錢觀念。他，大了以後就不懂自己理財呀，對金錢沒有觀念，呃，那麼他對，呃，對他日後的成長也有很大的影響的。恩，我覺得給小孩子零用錢的同時，應該也要教育他們腫麼（怎麼）使用金錢的。呃，要解釋，哎一個香港的，哎香港的成人每天會賺多小，呃，所少錢，<b>然後</b>我們會給哎，小孩子一點點的錢，呃，<b>然後</b>就叫他怎麼，哎可以應用這些金錢，呃，我覺得最好呢就讓小孩子在銀行裡面做，哎船款（存款）。呃，他們會對那個，呃，儲錢的方面有一個哎觀念，他們就不會浪費金錢了。</p> <p>(Opinion:Cs0404-aSN067)</p>
Total	22	

**Table 4.75: The Analysis of the Functions of ranhou (然后) for Advanced Examinees who are Native Speakers of English**

Functions	Frequency	Examples
form coordination	2	<p>問：剛才的發言都說明中美文化大不相同、各有特點，現在，由你發言，請就這一問題發表你自己的見解。</p> <p>答：呃，對我來說中國人的特點就是他們到現在雖然，呃，越來越呃，平等，但是還是，呃，重男輕女。呃，還有，呃，第二個特點</p>

		<p>是中國人，呃，怎麼說呃，願意吃苦，為了賺錢。嗯，第三，呃，中國人，嗯，呃，還是到現在對那個個人的權益，呃，不太保障個人權益。呃，那個自由還是不那麼自由。呃，那美國跟中國正好相反。呃，美國重視，呃，男女平等，<b>然後</b>，呃，真的，呃，保障，呃，個人的權益。<b>然後</b>他們討厭，呃，那個民族歧視。呃，他們重視，呃，個人能發表自己的意見，就是，呃，呃，發言自由，發言的自由。嗯，還有，嗯，美國人.....就是這兩個國家的特點。</p> <p>(Opinion:Yt0527-SS007)</p>
indicate causality relation	1	<p>問：現在，請就工作母親與孩子教育問題說說你的見解。</p> <p>答：我覺得工作母親就是很好的，很好的事。這幾年來，中國，中國在學校，在學校和大學校，.....事情變，變得很，很，競，競爭變得很激烈，所以，所以母親應該需要花很多錢給他們孩子一個很好的教育。恩，比如說私人，私人教育，私人學校，私人大學校，呃，否則，否則他們不會拿到一個很好的工作。所以為了他們的將來，她們應該賺，賺多一點錢。如果她們不工作的話，就不會賺那麼多的錢，那，那他們就，那他們不，不能給，給孩子上一個很好的學校。還有中國人有一句話就是“養兒防老”，我就覺得如果這個母親給她的，給她的孩子一個很好的將來，<b>然後</b>這個母親會將來有一個很好的生活。</p> <p>(Opinion:IBCE-B1211-SNb003)</p>
mark sentence orders	4	<p>問：現在請就殘疾人的生存權利問題說一說你的見解。</p> <p>答：呃，你問我，非常大的問題。(p) 因為我是美國人，我，我不知道，呃，中國的政府，呃，怎麼幫，幫人。我覺得，有，我覺得政府可以幫人，可是不應該只給他們錢。現在我給你介紹一下，呃，我的，我的(p) &lt;?&gt;。我，我，現在我給你，給你介紹一下，我覺得政府做什麼。首先，我覺得，我覺得政府不，不應該給錢，可是，他們，他們是，他們應該是幫他們，可以，幫他們，呃，幫助他們找工作，因為很多的人有不一樣的問題，所以政府也，呃，也看到他們，發現他們的問題是什麼，<b>然後</b>可以，可以真的幫他們，(pp) 就是我這樣。</p>

		(Opinion:IBI403-SNa003)
Total	7	

**Table 4.76: The Analysis of the Functions of ranhou (然后) for Advanced High Examinees who are Native Speakers of English**

Functions	Frequency	Examples
form coordination	3	<p>問：現在請就殘疾人的生存權利問題說一說你的見解。</p> <p>答：呃，我覺得在中國，政府應該幫助殘疾人，但是我覺得應該有限制，應該要看這個情況有多嚴重，比如說這個殘疾人沒有家庭，沒有親戚可以幫他們生活，那我就覺得政府應該有，應該能幫，應該要幫助這個人。恩，幫助的話，肯定要，那就肯定比如說，吃、住，肯定會有一個，就一個地方會讓他們吃、住，<b>然後</b>還有，會有護士幫他們每天過得好好的。呃，他們要是有一家庭的話，有親戚在旁邊，那我就覺得政府肯定，不一定要多幫助他們。但是我覺得因為要是每人，殘疾人和平常過的人是一樣的話，那應該不太公平，而且比如說你，有公司要找人工作，他們肯定會找就是，不，沒有殘疾的人。</p> <p>(Opinion:ibce-b1204-SNa003)</p>
indicate causality relation	0	
mark sentence orders	2	<p>問：對在公共場所大聲說話這種現象，請問你有什麼看法？</p> <p>答：呃，現在在公共場所，有好多人在大聲講話，恩，我覺得這個不太好，因為，真是，呃，特別吵。在日本和臺灣，呃，在日本和臺灣，在公共場所上一般都不會說話，<b>然後</b>我覺得這個特別，這個安靜的環境特別，怎麼說，可以讓人放鬆。因為很多都不想像聽別人在說什麼話，而且不只是人家在說，在手機上說，在電話上說話，而且他們還在用手機打遊戲，然後他們會把那個聲音調的很高，很，很吵，我覺得這個是沒有必要的，而且可以</p>

		戴耳機。而且你要是玩遊戲的話，可以把聲音調最低的 (Opinion:Ibce-b1204-ANb007)
Total	5	

### ***Danshi* (但是)**

**Table 4.77: Overall Analysis of the Functions of *danshi* (但是) for All the Examinees**

Examinees Functions	P4C-A	P4C-AH	P4E-A	P4E-AH
give firm statements	32	13	29	10
change the topic	16	8	16	7
make corrections	10	7	26	3
make reminders	17	10	14	3
mark the change of the speaker's attitudes	24	7	6	4
Total	99	45	91	27

It can be concluded from the data above: First of all, in the selected corpus of P4C-A, P4C-AH, P4E-A, P4E-AH, the connective *danshi* (但是) was always used to put emphasis on some opinions, that is, to give a firm statements of some points of view. What is worthy of noticing is that for examinees such P4E-A, the connective *danshi* (但是) was very often used to make corrections by the speaker or to make supplementary description of what has been stated in order to make his/her expressions more logical, persuasive and closely related; hence, it would not be easy to deny the speakers 'points of view.

For advanced examinees who are native speakers of Cantonese, *danshi* (但是) appeared 99 times in the five types of test items in total. As to its functions in discourse cohesion, for 32 times, *danshi* (但是) was used to give firm statements, taking up 32.32%, and was used to change the topic 16 times, accounting for 16.16%. Besides, *danshi* (但是) was used to make corrections 10 times, which takes up 10.10%. For 17 of the 99 times, *danshi* (但是) was used to make reminders, which accounts for 17.17%. For the rest of 99, specifically, for 24 times, *danshi* (但是) was used to mark the change of the speaker's attitudes, taking up 24.24%.

For advanced high examinees who are native speakers of Cantonese, altogether *danshi* (但是) appeared 45 times in the five types of test items. For 13 times, *danshi* (但是) was used to give firm statements, taking up 28.89%, and was used to change the topic 8 times, accounting for 17.78%. In addition, *danshi* (但是) was used to make corrections 7 times, which takes up 15.56%. For 10 of the 45 times, *danshi* (但是) was used to make reminders, which accounts for 22.22%. The last 7 times, *danshi* (但是) was used to mark the change of the speaker's attitudes, taking up 15.56%.

For advanced examinees who are native speakers of English, *danshi* (但是) was used 91 times in total. As to its functions in discourse cohesion, for 29 times, *danshi*

(但是) was used to give firm statements, taking up 31.87%, and was used to change the topic 16 times, accounting for 17.58%. Besides, *danshi* (但是) was used to make corrections 26 times, which takes up 28.57%. For 14 of the 91 times, *danshi* (但是) was used to make reminders, which accounts for 15.38%. For the rest of 99, precisely, for 6 times, *danshi* (但是) was used to mark the change of the speaker's attitudes, taking up 6.59%.

For advanced high examinees who are native speakers of English, altogether *danshi* (但是) appeared 27 times in the five types of test items. For 10 times, *danshi* (但是) was used to give firm statements, taking up 37.04%, and was used to change the topic 7 times, accounting for 25.93%. When it comes to making corrections and making reminders, *danshi* (但是) was used 3 times respectively, taking up 11.11%. For the last 4 of 27 times, *danshi* (但是) was used to mark the change of the speaker's attitudes.

### ***keshi* (可是)**

**Table 4.78: Overall Analysis of the Functions of *keshi* (可是) for All the Examinees**

Examinees Functions	P4C-A	P4C-AH	P4E-A	P4E-AH
give firm statements	4	2	15	6
change the	3	3	9	4

topic				
make corrections	1	1	15	4
make reminders	5	1	6	1
mark the change of the speaker's attitudes	1	2	8	0
Total	14	9	53	15

After the analysis of *keshi* (可是), it is found that the connectives *keshi* (可是) and *danshi* (但是) are interchangeable in most cases; therefore *keshi* (可是) have the same connective functions as *danshi* (但是); Secondly, in the population of P4C-AH, it is quite obvious that *keshi* (可是) would often be replaced by *danshi* (但是), and that the use of 可是 is more informal, compared with that of *danshi* (但是);

In the five types of test items, *keshi* (可是) appeared 14 times in total for advanced examinees who are native speakers of Cantonese. As to its functions in discourse cohesion, for 4 times, *keshi* (可是) was used to give firm statements, taking up 28.57%, and was used to change the topic 3 times, accounting for 21.43%. Besides, *danshi* (但是) was used to make reminders 10 times, which takes up 35.71%. Also 但

是 was used to make corrections and mark change of the speaker's attitudes for one time, accounting for 7.14% respectively.

The connective *keshi* (可是) was used for 9 times in total by advanced high examinees who are native speakers of Cantonese. For 2 times, *danshi* (但是) was used to give firm statements and mark the change of the speaker's attitudes, taking up 22.22% separately; besides, *keshi* (可是) was used to make corrections and make reminders for one time respectively, accounting for 11.11%. Of the five functions mentioned, its function of changing the topic takes up the largest proportion, that is, 33.33%.

For advanced examinees who are native speakers of English, *keshi* (可是) appeared 53 in total in the five types of test items. As to its functions in discourse cohesion, for 15 times, *danshi* (但是) was used to give firm statements and to make corrections, taking up 28.30% respectively; next to these two functions is the function of changing the topic which appeared 9 times, taking up 16.98%. Based on the proportion, ranked as the third one is the function of marking the change of the speaker's attitudes, which accounts for 15.09%. Finally is the function of making reminders, taking up 11.32%.

For advanced high examinees who are native speakers of English, altogether *keshi* (可是) appeared 15 times. For 6 times, *keshi* (可是) was used to give firm statements, taking up 40%; changing of the topic and making corrections, it was used 4 times, accounting for 26.67%. As to the function of making reminders, it was used

only one time and takes up 6.67%. However, it was not used once when it comes to the function of marking the change of the speaker's attitudes.

### *buguo*(不过)

**Table 4.79: Overall Analysis of the Functions of *buguo* (不过) for All the Examinees**

Examinees Functions	P4C-A	P4C-AH	P4E-A	P4E-AH
setting limitations	3	4	1	2
forming explicit contrast	2	0	2	2
forming implicit contrast	0	0	0	0
Total	5	4	3	4

In the five types of test items, *buguo* ( 不过 ) was used 5 times in total for advanced examinees who are native speakers of Cantonese. For 3 times, *buguo* ( 不过 ) was used to set limitations in connecting sentences, taking up 60%, and for 2 times, it was used to form explicit contrast. Not once was it used to form implicit contrast.

Altogether, *buguo* ( 不过 ) appeared 4 times in the five types of test items for advanced high examinees who are native speakers of Cantonese, and for the 4 times, *buguo* ( 不过 ) was all used to set limitations when connecting sentences.

For examinees at advanced level and whose first language is English, *buguo* ( 不过 ) was used 3 times in total, one used to set limitations when connecting sentences, 2 forming explicit contrast, which accounts for 33.33%; however, it was not used to form implicit contrast for once.

For advanced high examinees who are native speakers of English, altogether *buguo* ( 不过 ) appeared 4 times in the five types of test items, two used to set limitations, two to form explicit contrast. Not once was it used to form implicit contrast.

### *Name* ( 那么 )

As to the connective of *name* ( 那么 ), it is found that firstly examinees of P4E-A and P4E-AH did not use any *name* ( 那么 ) in the selected corpus. And for populations of P4C-A and P4C-AH, *name* ( 那么 ) was mainly used to mark the moving on of the topic.

**Table 4.80: Overall Analysis of the Functions of *name* ( 那么 ) for All the Examinees**

Examinees Functions	P4C-A	P4C-AH	P4E-A	P4E-AH
mark the moving on of a topic	21	7	0	0
mark a transient pause	7	0	0	0
elicit a rhetorical question	3	0	0	1

swift topics.	2	2	0	0
Total	33	9	0	1

For advanced examinees who are native speakers of Cantonese, *name* (那么) appeared 33 times in total. Of the 33 times, it was used to mark the moving on of the topic 21 times, taking up 63.64%, and was used to mark a transient pause, which accounts for 21.21%. As to the function of eliciting a rhetorical question and of shifting topics, it was used for 3 times and 2 times respectively, with a separate proportion of 9.09% and 6.06%.

To advanced high examinees who are native speakers of Cantonese, altogether the connective *name* (那么) appeared 9 times. For 7 times, *name* (那么) was used to mark the moving on of the topic, which takes up 77.77%, and for the rest of the 9 times, it was used to swift topics. Not once was it used to mark a transient pause or to elicit a rhetoric question.

Not once did *name* (那么) appear in the five types of test items for advanced examinees who are native speakers of English.

Altogether *name* (那么) appeared only once in the five types of test items for, which was for advanced high examinees who are native speakers of English used to elicit rhetorical questions.

***ranhou* (然后)**

In general, the connective *ranhou* (然后) has the following functions: to form coordination, to indicate causality relation and finally to mark sentence orders.

**Table 4.81: Overall Analysis of the Functions of *ranhou* (然后) for All the Examinees**

Examinees Functions	P4C-A	P4C-AH	P4E-A	P4E-AH
form coordination	7	5	2	3
indicate causality relation	14	4	1	0
mark sentence orders	14	13	4	2
Total	35	22	7	5

In the five types of test items, *ranhou* (然后) appeared 35 times in total for advanced examinees who are native speakers of Cantonese, 7 used to form coordination, or 20%. For 14 times, it was used to indicate causality relations and to mark sentence orders.

For advanced high examinees whose first language is Cantonese, *ranhou* (然后) appeared 22 times in total; for 5 times it was used to form coordination, which accounts for 22.73% and for 4 times, it functions to indicate causality relations and accounts for 18.18%; the last 13 times was used to mark sentence orders, taking up 59.09%.

Altogether *ranhou* (然后) appeared 7 times in the five types of test items for advanced examinees who are native speakers of English. Of the 7 times, 2 were used

to form coordination, accounting for 28.57%, and one was to form causality relations, taking up 14.29%. As to the last 4 times, *ranhou* (然后) was used to mark sentence orders.

*Ranhou* (然后) appeared 5 times in the five types of test items in total for advanced high examinees who are native speakers of English. For 3 of the 5 times, it was used to form coordination, taking up 60%. As to the rest 2 times, *ranhou* (然后) serves to mark sentence orders.

Compared with P4E-A and P4E-AH, *ranhou* (然后) was used more frequently by P4C-A and P4C-AH; besides, it is observed that *ranhou* (然后) was mainly used to mark sentence orders or event orders. What's more, its function of indicating causality outweighs the other functions in the population of P4C-A.

Here is an overall analysis of the data given above. To begin with, the higher proficiency the examinees speaking Cantonese have, the more flexibly they will use the connective *danshi* (但是). In other words, it is hypothesized that they would have a more comprehensive understanding of *danshi* (但是); a balanced proportion was detected in the several functions of *danshi* (但是).

Secondly, similar to what happens to examinees speaking Cantonese, there is also a balanced proportion in the functions of *danshi* (但是) for English-speaking examinees with the improvement of their Chinese proficiency, which indicates that

they have a more comprehensive understanding of *danshi* (但是) and could use it flexibly. What deserves noticing is that compared with advanced English-speaking examinees, English-speaking examinees of advanced high level used *danshi* (但是) to make corrections less frequently; therefore, it is assumed that examinees of this level would do better in organizing their expressions, that is, there is an improvement of their communication skills in that they are capable of expressing themselves well without making any corrections.

Thirdly, with the improvement of their Chinese proficiency, examinees who are Native Speakers of Cantonese use the connective *keshi* (可是) in a flexible and multiple way. Similarly, it can be presumed that these examinees have a more and more comprehensive understanding of *keshi* (可是) and there is a balanced proportion among the functions of *keshi* (可是). However, it is not the case for English-speaking examinees in that there is an unbalanced proportion among the functions of *keshi* (可是), despite the improvement of their Chinese proficiency. To be specific, *keshi* (可是) was used to give firm statements, swift topics and make corrections with a high frequency; seldom were the rest two functions fulfilled.

In general, examinees who are Native Speakers of Cantonese perform similarly in using the connective *buguo* (不过), compared with English-speaking examinees. It can be assumed that language backgrounds lead to the difference in the use of *buguo* (不过). On the other hand, examinees of different levels and from different language

backgrounds rarely used *buguo* (不过), that is to say, they have a preference for *danshi* (但是) and *keshi* (可是) instead of *buguo* (不过) among disjunctives.

Examinees speaking Cantonese are relatively more proficient than those speaking English in the use of *name* (那么); what's more, it is observed that examinees speaking English rarely used this connective or even did not use it at all; relatively speaking, they tend to choose *ranhou* (然后) to connect contents among coordinating conjunctions which is especially true for examinees who are native speakers of Cantonese.

#### 4.3.2 The analysis of the use of repeated words and expressions

According to the statistical results of offering opinions, the repetition of words and expressions in oral communication mainly manifests itself in the following aspects: lexical repetition, semantic repetition, word sense repetition and anaphors. In the language of Chinese, the repetition of words and expressions is mainly used to strengthen semantic meaning or to express a certain mood; when the speaker is not understood, the repetition of words and expressions would connect the sentences more closely, and such a self-adjustments ensure language fluency. Statistic data shows that there are some differences in using repeated words and expressions for examinees of different language backgrounds and different language levels.

For advanced examinees who are native speakers of Cantonese, lexical repetition takes up 87.64%, word sense repetition 2.29%, semantic repetition 8.56%, and anaphors 1.51%. Of the 90 examinees, repetition of words and expressions was used 1658 times in total and the lexical repetition ranked first, taking up 87.64%.

Furthermore, among the high-frequency repeated words, *er* ( 呃 ) was used 918 times, exceeding the other words far and away. From this phenomenon, it can be found that examinees of this level tend to use repeated words and expressions to make self-adjustments and ensure the completeness of the sentences as well as ensure the completeness and fluency at the semantic level.

For advanced high examinees who are native speakers of Cantonese, lexical repetition accounts for 91.32%, word sense repetition 6.97%, semantic repetition 0.85%, and anaphors 0.85%. Of the 37 test items involved, repetition of words and expressions appeared 703 times in total; similarly, the lexical repetition ranked first, taking up 91.32%. Furthermore, among the high-frequency repeated words, *er* ( 呃 ) was used 314 times and takes up 53.12%, outnumbering the other words far and away. Also found from this phenomenon is that examinees of this level tend to use repeated words and expressions to make self-adjustments and ensure the completeness of the sentences as well as ensure the completeness and fluency at the semantic level. In conclusion, English-speaking examinees of advanced and advanced high learners are inclined to connect the text via the use of *er* ( 呃 ).

For advanced examinees who are native speakers of English, lexical repetition accounts for 92.33%; next is the semantic repetition which takes up 7.22%; word sense repetition and anaphors both accounts for 0.22% respectively. Of the 68 examinees, repetition of words and expression *er* ( 呃 ) was used 495 surpassing the other words far and away. *Juede* ( 觉得 ) and *hen* ( 很 ) , ranked at the second and the third were also used quite often. It can be found from this phenomenon that examinees of this level tend to use repeated words and expressions to make self-

adjustments and ensure the completeness of the sentences as well as ensure the completeness and fluency at the semantic level.

As to advanced high examinees who are native speakers of English, lexical repetition accounts for 89.52%, word sense repetition 0.57%, semantic repetition 9.35% and anaphors 0.57%. Of the 28 examinees, repetition of words and expressions was used 127 times in total; similarly, the lexical repetition ranked first, taking up 89.52%. What's more, among the high-frequency repeated words, *er* ( 呃 ) was used 127 times, outnumbering the other words far and away. *Juede* ( 觉得 ) and *hen* ( 很 ) , ranked at the second and the third were also used quite often. It can be found from this phenomenon that examinees of this level tend to use repeated words and expressions to make self-adjustments and ensure the completeness of the sentences as well as ensure the completeness and fluency at the semantic level.

An interim summary of the findings of the data will be presented in this part. Firstly, both advanced and advanced high learners speaking Cantonese or English would use repeated words and expressions often to express their opinions; also they would use sentences containing semantic repetition. These learners perform well on the use of lexical repetition and anaphors.

Secondly, advanced and advanced high learners who are native speakers of Cantonese used word repetition with a proportion of 91.54%; for English-speaking advanced and advanced high CSL examinees, the percentage for word repetition is 91.54%, indicating that examinees with Cantonese background perform better than those with English background.

Thirdly, advanced and advanced high learners who are who are Native Speakers of Cantonese used semantic repetition with a proportion of 8.09% while English-speaking advanced and advanced high CSL examinees applied semantic repetition with a percentage of 7.82%, which indicates English background learners perform better than those with Cantonese background.

Finally, when it comes to the use of word sense repetition and anaphors, respectively, the proportions are 1.86% and 1.31% for advanced and advanced high CSL examinees while for English speakers, the percentages are 0.32% and 0.32%, indicating that examinees with English background perform better than those with Cantonese background.

The findings about lexical repetition are especially conspicuous. First of all, regardless of the language backgrounds and the language levels of the examinees, *er* (呃) was used to connect the whole text, and appeared 1881 times, taking up 58.02%, outnumbering the other repetition measures. Secondly, in offering opinions, most of the examinees were inclined to use *juede* (觉得) feel like to express his/her stance.

Thirdly, advanced and advanced high CSL examinees speaking Cantonese are inclined to use words with a weak meaning such as *jiu* (就), *ne* (呢), *qishi* (其实), *zhege* (这个), which appeared 95 times, 73 times, 43 times as well as 42 times. On the other hand, advanced and advanced high CSL examinees speaking English tend to use *hen* (很) *yige* (一个) *yinggai* (应该), *keyi* (可以), with a frequency 87, 34, 29 and 27 respectively.

#### 4.4 Summary

After the analysis of the results, it is discovered that language backgrounds do have some influences on CSL learners' discourse-constructing competence. CSL learners who are native speakers of Cantonese have a higher discourse constructing competence than those who are native speakers of English, which is embodied in the following two aspects. Firstly, compared with examinees who are native speakers of Cantonese, those English-speaking examinees tend to be much easier to be confined to simple lexicons and sentence patterns, making their expressions stiff, unnatural or non-native. Besides, examinees who are native speakers of Cantonese are more careful in using conjunctions and discourse cohesion measures compared with those who are native speakers of English. Also, advanced high CSL learners perform better than advanced ones in general, but the gap is not that remarkable. As to CSL learners who are native speakers of English, the finding echoes that for Cantonese-speaking examinees, i.e., advanced higher CSL learners perform better than advanced ones especially in constructing discourse. Therefore, it can be concluded that for English-speaking CSL learners, their Chinese proficiency have a more obvious influence on pragmatic competence.

Despite the fact that CSL learners of different levels from different language backgrounds present different performances in the application of discourse cohesion measures such as causality conjunctions, coordinating connectives and disjunctives as well as repetition, it is discovered that there is no proportional relationship between CSL learners' pragmatic competence and their Chinese proficiency, i.e., higher language level does not necessarily indicate higher discourse cohesion competence. Also there is no evidence that can show their discourse cohesion competences are closely related to their language backgrounds.

## Chapter 5 The Analysis of the use of Politeness Language

### 5.1 Overview

The stylistic features of spoken Chinese are different from those of written ones; on the other hand, stylistic features of CSL learners are different from those of native speakers. The earliest westerners who had contact with Mandarin Chinese were missionaries. As early as 1703, the preacher Francisco Varoin divided styles of spoken Chinese into three types which he referred to as *modos de hablar* in his book *Arte de la lengua Mandarina*. The first one is elegant and graceful style, in which compound words are rarely used and there is no difference between written forms and spoken forms. Such a style only exists among the educated people and it is they that are able to understand such a style. The second one is in the middle position between elegant and graceful style; it can be understood by most of people and people using this style would use some compound words. As to the last one, it is vulgar language style. The preacher could use this style to preach to women and farmers. Such a style may not be the most fundamental one, but it is the easiest one to learn; hence this is the start point for us to learn a foreign language (cited in Coblin and Levi 2000). In other words, Francisco believed that what foreigners learned first was the so-called vulgar language style. Feng Shengli put forward the conception of language style in 2010. In his opinion, language style refers to language form in spoken language and can be classified into popular, solemn and graceful styles (Feng 2010). Popular style is usually the style learnt by beginners. With the deepening of their learning, it is necessary for them to speak on formal occasions, which requires solemn and graceful language styles. On the other hand, the simplest politeness language is the embodiment of solemn language style. Indeed, it has been one of the important fields

to study communicative competence related to politeness language. ( Hymes 1972; Grice 1989; Gumperz 1992; Wang & Zhang 2011 )

After the learning of some pronunciation and grammar rules, CSL learners have to express themselves appropriately so as to achieve their specific communicative purposes. Hence, the appropriateness of expressions is one of the important criteria to evaluate pragmatic competence. Such a pragmatic competence indicates appropriateness of expressions in social situations, and is related to social values, beliefs and culture, hence is a competence of a higher level.

In general, appropriateness is embodied in the following aspects. Firstly, learners are able to offer their communicative information and express their communicative intentions appropriately; besides, CSL learners are also able to understand the others' communicative information and their communicative intentions. And finally they are capable of ensuring the smooth progress of the communication.

Chinese people think highly of the issue of face; hence very often in the contents of native speaker of Chinese in communication, there are much implicit unsaid. For CSL learners, it has something to do with their pragmatic competence whether they are able to comprehend the contents and express themselves appropriately. Goffman (1963) pointed out that face is what people have to deal with every day and the best way to protect one's face is to protect the face of others. It is believed that one of the important aspects of pragmatic competence is to judge whether some expressions are appropriate or are able to express one's intentions appropriately in communication. Leech (1983) puts forward six polite principles. First is tact maxim which means trying not to let others suffer loss, instead, people should offer the others more

benefits; second is generosity maxim which refers to not benefiting oneself more than others, instead, have oneself suffer loss; the third one is approbation maxim which means trying not to belittle the other, instead praise others more; next one is the modesty maxim which refers to not praising oneself often, instead, belittle oneself; then comes the agreement maxim which regulates that learners should minimize differences between the two sides instead enhance the agreement between the two sides; finally is the sympathy maxim which means to trying to minimize the revulsion against others, instead, to be sympathetic to others.

Based on the principles, this thesis explores the pragmatic functions of test items concerning speaking at meetings, delivering a speech and giving thanks in public etc. In formal contexts, speakers should show their respect and make clear the interrelationship distance based on the audience's social status. What's more, speakers are able to choose the appropriate language form according to the interpersonal distance, their attitudes towards the listener and the contents of the communication. In this thesis, via the method of comparison and analysis, it is explored the constraints and requirements of the contexts on language style. It is definitely that the use of solemn style can be discussed from different angles, and the point in this thesis is to explore the phenomenon of the lack of solemn language style; such an exploration is made from the simplest and most understandable politeness language. Expressions related to politeness are one of the important fields in the researches of communicative competence. (Hymes 1972; Grice 1989; Gumper 1992; Wang and Zhang 2011 ) The method employed in this thesis is to seek for examples in the corpus so as to further explore whether learners of different first languages and of different culture backgrounds are able to use solemn and appropriate language to express themselves on different occasions when facing different listeners and with

different communicative purpose as well as the contents designed according to the communicative purposes.

## **5.2 Pragmatic Routines**

### **5.2.1 English pragmatic routines**

It is said that a good knowledge of pragmatic competence is embodied in appropriate use of pragmatic routines which refer to the expressions that are commonly seen in communications. Pragmatic routines have pragmatic functions and are always confined to specific contexts; based on their functions, pragmatic routines can be classified into two categories on the whole. For one thing, they are used to build and maintain interpersonal relationship and are considered as discourse markers, for example, greeting expressions, opening markers and closing markers; they do not have any semantic meanings, but their existence reflects creative and flexible use of utterances. As early as 1970s, pragmatic routines have aroused researchers' attention; these researchers study the learning of second language and foreign language and consider pragmatic routines as one of the elements that affect learners' learning of target language at early stage, even regarding them as stepping stones. What's more, pragmatic routines are believed to be helpful for learners using utterances creatively once they come to realize the pragmatic functions of the pragmatic routines and expressions alike (House 1996). Indeed, a good knowledge and appropriate use of pragmatic routines could well embody language learners' pragmatic competence.

Whether speakers are able to fluently and appropriately use pragmatic routines is an important mark for pragmatic fluency in communication of learners taking English as second language, for instance, greetings such as *nice to see you*, *how are you?* *Where are you going?* Or insertion of the expressions that have the function of

discourse marking like *well, I see, I know, you mean* etc. In effect, pragmatically, pragmatic routines such as *oh, well, I mean, you know* and *okay* have multiple functions in communication. (Ran 2003)

Hence, House (1996) regarded them as discourse lubricants as the appropriate use of these pragmatic routines will help smooth moving on of communication, and reflect speakers 'pragmatic fluency. However, the remove of them will not have any negative effects on the semantic information but will reduce the appropriateness of the expressions. Very often, language is used for building and maintaining relationship or promoting the smooth moving on of interpersonal communication instead of conveying information. House (1996) has once conducted some researches on the effects that pragmatic routines have on pragmatic fluency, in particular the effects that their functions and the distribution of contexts exert on pragmatic fluency. This research sheds light on foreign language teaching and offers inspiration that pragmatic fluency of the target language can be improved after appropriate instructions (House 1996). Thomas (1983) and House (1993) also point out that even for foreign language learners of high level, most of their pragmatic errors can be attributed to inappropriate use of pragmatic routines. But there are no other systematic researches concerning the improvement of English pragmatic competence and pragmatic fluency except the two researchers mentioned above. From the pragmatic perspective, whether learners are able to use pragmatic routines appropriately signalizes pragmatic fluency hence marking pragmatic competence.

#### 5.2.2 Chinese pragmatic routines

Similar to English, there are also some pragmatic routines in Chinese, but only part of them will be listed below.

First come out opening markers and closing markers. And the most commonly-seen opening markers and closing markers are mutual greetings in daily life. It is for sure that different pragmatic routines shall be used according to the change of contexts, for example *morning*, *good morning*, *hello*, and *how do you do* are used on different occasions. Such a casual greeting would evolve into the host or speaker's opening markers on formal occasions, for instance, in regular meetings at work, various academic conferences and celebrations of all scales, there would be some opening markers before entering the topic; these opening markers are also known as politeness language, used to show respect and goodwill to the others, which is common between China and the foreign countries. Also, politeness language like opening markers and closing markers counts as a criterion to measure the appropriateness of the utterances.

As to the use of closing markers, it is very common in Chinese communication that speakers would use some simple closing markers to end a talk or a communication, for example, closing markers such as *that's all my opinions*, *thanks for your listening*, or simply just *that's all* to mark the ending of a talk. The use of closing markers makes the contents more complete and correspondingly add some appropriateness to them.

Apart from opening and closing markers, honorifics can also reflect pragmatic competence. The pronoun *nin* (您) is used to show respect to seniors or to respectable people. It is usually used on the following two occasions. For one thing, it is used when there is a gap between the speaker and the listener's status, that is, when the listener is at a higher position than the speaker. Also it is used when the speaker and the listener are not familiar to each other, for instance, when the two meet each other for the first time, *nin* (您) is used to show politeness. For another thing, on some

specific ceremonies, some other honorifics, family name plus title will be used and also expressions such as *honorable*, or *ladies and gentlemen* are commonly seen.

Expressions related to giving thanks are also part of polite language. They are used to express thanks after others' help, supports, and respect. The most familiar ones are *thanks*, *excuse me*, *sorry for the trouble*, *thanks a lot* and *I'm very grateful* etc. Timely expressing of thanks is not only an issue related to language only but also to people's self-cultivation, ideas and cultural habits under different contexts. However, this research will merely focus on the analysis language appropriateness from linguistic perspective.

There are also some expressions that are used to express courtesy like *please*. Usually speakers will use *please* before asking the others to do something to show his/her courtesy so as to win their supports and understanding. Also, there are some other commonly-seen expressions to show courtesy.

As to making apologies, there are some expressions like *sorry*, and *sorry to disturb you*. These expressions are used in cases of impoliteness, but in Chinese communication habits, apology expressions are also used to ask for help or feel sorry because of disturbing the others. On the other hand, these expressions promote the moving on of the communications and make them more appropriate.

### **5.3 The Analysis of the Use of Pragmatic Routines among CSL Learners**

This chapter will deal with the use of pragmatic routines such as making opening markers, closing markers and apologies as well as rejections by CSL learners of advanced and advanced high level from different language backgrounds. The author tries to analyze the pragmatic differences of the CSL learners mentioned above in using polite language.

### 5.3.1 The use of opening markers

For advanced examinees who are native speakers of Cantonese, there are 3 test items in giving thanks in public in total. The results show that two of the three examinees have difficulties in using opening markers when required to make speeches under formal or public contexts, though the contents are different.

**Table 5.1: The Use of Opening Markers for Advanced Examinees who are Native Speakers of Cantonese**

test items	examinees	Formal	Official	public	Same status	group	Opening markers
Now we give the floor to our graduate representatives.	Ay1028(12)	✓	✓	✓	✓	✓	Yes
We invite the representatives of charity agency to give us a speech.	Ch0915(12)	✓	✓	✓	✓	✓	No
Now please accept the donated electrical appliances on behalf of the elderly welfare agency and deliver a speech.	Cw0628(11)	✓	✓	✓	✓	✓	No

In giving thanks, altogether there are 2 test items. It is discovered both of the two examinees have difficulties in using opening markers when required to make speeches under private or informal contexts, though the contents are different.

**Table 5.2: The Use of Opening Markers for Advanced Examinees who are Native Speakers of Cantonese under Different Contexts**

test items	examinees	informal	private	same status	individual	opening markers
How do you feel? Are you discharged from the hospital now?	Cg1110(6)	✓	✓	✓	✓	No
What do you think of the doctor I recommended? Does he/she count as an excellent doctor?	Cm0502(5)	✓	✓	✓	✓	No

In the test items concerning speaking at meetings, there are 3 in total. When required to make speeches under private or informal contexts, it is discovered two of the seven examinees have difficulties in using opening markers though the contents are different.

**Table 5.3: The Use of Opening Markers for Advanced Examinees who are Native Speakers of Cantonese When Speaking at Meetings**

test items	examinees	formal	official	public	same status	group	opening markers
Thank you all. Now let's give time to the host to give us an introduction of the next speaker.	Cc0810(12)	✓	✓	✓	✓	✓	No
	Ch0805(11)						Yes
	Cl0624(12)						Yes
	Cm0502(12)						No
Thank you. Now let's give the floor to the spokesman of the chief executive office to introduce the new chief executive.	Cd1125(12)	✓	✓	✓	✓	✓	Yes
Now we invite the host to introduce to us the purpose and content of today's lecture.	Cg1110(11)	✓	✓	✓	✓	✓	Yes
	Cm0702(11)						Yes

In giving congratulations, there is only 1 test item and it requires examinees to make speeches under public or formal contexts. It is found that the only examinee involved has some difficulties in using opening markers.

**Table 5.4: The Use of Opening Markers for Advanced Examinees who are Native Speakers of Cantonese in giving Congratulation**

test items	examinees	formal	official	public	to the subordinates	group	opening markers
Now we invite the administrators of the university to give us a congratulation speech.	Ac0628(12)	✓	✓	✓	✓	✓	No

As to delivering a speech, there are 8 test items in total. When it comes to making speeches under public or formal contexts, six of the nine examinees have some difficulties in using opening markers.

**Table 5.5: The Use of Opening Markers for Advanced Examinees who are Native Speakers of Cantonese in Delivering Speeches**

test items	examinees	formal	official	public	same status	population	opening markers
Now we invite the Ambassador of Love to deliver a speech.	Cc0602(12) Cg1110(12)	✓	✓	✓	✓	✓	Yes Yes
Now we invite the speaker of	Ch0805(11)	✓	✓	✓	✓	✓	No

test items	examinees	formal	official	public	same status	population	opening markers
this lecture to give us a talk on the issue of doing sports and staying healthy.							
Now we invite people in charge of the organization that runs the school in the mountain area to give us a talk.	Ck0331(12)	✓	✓	✓	✓	✓	No
Now we invite next speaker to deliver a speech in regard of the issue of environmental protection via reducing gift wrapping.	Ck0723(12)	✓	✓	✓	✓	✓	Yes
Now we invite the representatives of the school to share with us their thoughts on	Ck1125(12)	✓	✓	✓	✓	✓	No

test items	examinees	formal	official	public	same status	population	opening markers
adopting Chinese as the dominant language in classroom teaching activities.							
We now invite the speaker of this lecture to give us a talk on the issue of the relation between lifestyle and health.	CI0318(12)	✓	✓	✓	✓	✓	No
We now invite the speaker of this lecture to give us a speech on the issue of health and eating habits.	Cw0628(12)	✓	✓	✓	✓	✓	No
Now we invite the speaker of this lecture to give us a talk about the morality of the public.	Cw0714(11)	✓	✓	✓	✓	✓	No

Altogether there is only 1 test item related to leaving messages in the collected corpus. Thirteen examinees are involved in this test items. And it is found that three examinees of the thirteen have difficulties in using opening markers under informal and public contexts when required to make speeches.

**Table 5.6: The Use of Opening Markers for Advanced Examinees who are Native Speakers of Cantonese in Leaving Messages**

test items	Examinees	informal	private	public	same status	individual	group	opening markers
Sorry, I'm not available right now. Please leave a message.	Ac0507(5)	✓	✓	✓	✓	✓	✓	Yes
	Ac0628(5)							Yes
	Cc0316(5)							Yes
	Cc0925(5)							No
	C1111(5)							Yes
	Ch0225(5)							Yes
	Ch0812(5)							Yes
	Ch1118(5)							No
	Ck0101(4)							Yes
	Cl0624(5)							Yes
	Cm0328(5)							No
	Cm0618(5)							Yes
	Cw0714(5)							Yes

In making promotions, there are 2 test items in total. Though the contents are different, yet it is discovered that all the three examinees do not have any difficulties in using opening markers under formal and public contexts when required to make speeches.

**Table 5.7: The Use of Opening Markers for Advanced Examinees who are Native Speakers of Cantonese**

test items	examinees	formal	official	public	same status	group	opening markers
Now please introduce the latest summer language course for children to these parents.	Cd1125(4) Cl0624(4)	✓	✓	✓	✓	✓	Yes Yes
Now please give an introduction of the latest military training course to the students.	Cw0417(3)	✓	✓	✓	✓	✓	Yes

From the above, it is discovered that of the thirty advanced CSL learners, there are twenty-three examinees involved in making a formal speech, and of the twenty-three examinees, twelve examinees having used opening markers, taking up 52.17%; as to making speeches under informal contexts, there are fifteen examinees involved in total, and ten of them used opening markers, accounting for 66.67%.

For advanced high examinees who are native speakers of Cantonese, there are 4 test items in total in giving thanks. It is discovered that two of the four examinees have difficulties in using opening markers when required to make speeches under formal or public contexts, though the contents are different.

**Table 5.8: The Use of Opening Markers for Advanced High Examinees who are Native Speakers of Cantonese in Giving Thanks**

test items	examinees	formal	official	public	same status	individual	group	opening markers
Now please	Ch1109(12)	✓	✓	✓	✓	✓	✓	No

accept the donated electrical appliances on behalf of the elderly welfare agency and deliver a speech.								
Now we give the floor to the person in charge of the ecological protection organization.	Ck1004(11)	✓	✓	✓	✓	✓	✓	Yes
Now we invite the representative of the police in Hong Kong to deliver a speech.	Cl0115(12)	✓	✓	✓	✓	✓	✓	Yes
Now we invite the representative to express acknowledgment to the well-intentioned public on behalf of the	Cl0920(12)	✓	✓	✓	✓	✓	✓	No

institution that has accepted the donation.								
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In the test concerning giving thanks, there are no test items for these examinees; hence the author does not have relevant data, unable to make any analysis.

As to test items concerning speaking at meetings, there are 3 in total, whose contents are all different. And all the three examinees involved do not have any difficulties in using opening markers under the public or formal contexts when required to make speeches.

**Table 5.9: The Use of Opening Markers for Advanced High Examinees who are Native Speakers of Cantonese in Speaking at Meetings**

test items	examinees	formal	official	public	same status	individual	group	opening markers
Now we invite the host to introduce to us the purpose and content of today's lecture.	Ca1130(12)	✓	✓	✓	✓	✓	✓	Yes
Now we invite the representati ves from Hong Kong	CI0115(4)	✓	✓	✓	✓	✓	✓	Yes

to take the floor.								
Thank you all. Now let's give the floor to the spokesman of the chief executive office to introduce the new chief executive.	Cs0517(12)	✓	✓	✓	✓	✓	✓	Yes

In giving congratulations, there are 2 test items. Though contents are different, it is found that one of the two examinees has difficulties in using opening markers when required to make speeches under public or formal contexts.

**Table 5.10: The Use of Opening Markers for Advanced High Examinees who are Native Speakers of Cantonese in Giving Congratulations**

test items	examinees	formal	official	public	to superiors	individual	group	opening markers
Now we give the floor to the administrator of the education department to give us a congratulation	Ch052(10)	✓	✓	✓	✓	✓	✓	Yes

speech.								
Now we invite the administrators of the university to give us a congratulation speech.	Cs0514(12)	✓	✓	✓	✓	✓	✓	No

As to delivering a speech, there are two test items in total. When it comes to making speeches under public or formal contexts, both of the two examinees involved do not have any difficulties in using opening markers.

**Table 5.11: The Use of Opening Markers for Advanced High Examinees who are Native Speakers of Cantonese in Delivering Speeches**

test items	examinees	formal	official	public	same status	individual	group	opening markers
Now we invite next speaker to deliver a speech in regard of the issue of environmental protection	Ch052(12)	✓	✓	✓	✓	✓	✓	Yes

via reducing gift wrapping.								
Now we invite the alumna to give us a speech on pursuing knowledg e and pursuing scores.	Ck1004(12)	✓	✓	✓	✓	✓	✓	Yes

Altogether there is only one test item related to leaving messages in the collected corpus. Five examinees are involved in this test items. And it is found that one examinee of the five has difficulties in using opening markers under informal and public contexts when required to make a talk.

**Table 5.12: The Use of Opening Markers for Advanced High Examinees who are Native Speakers of Cantonese in Leaving Message**

test items	Examinees	informal	public	same status	individual	opening markers
Sorry, I'm not available right now. Please leave a message.	Ay0913(5)	✓	✓	✓	✓	Yes
	Cc2808(5)					Yes
	Ck0203(5)					No
	Ck0710(5)					Yes
	Cs0404(5)					Yes

In giving promotions, there are no test items for these examinees; hence the author does not have relevant data, unable to make any analysis.

From the above, it is discovered that of the sixteen advanced high CSL learners speaking Cantonese, there are eleven examinees involved in making a formal speech, and of the eleven examinees, eight examinees having used opening markers, taking up 72.73%; as to making speeches under informal contexts, there are five examinees involved in total, and four of them used opening markers, accounting for 80%.

For advanced examinees who are native speakers of English, there is only one test item in total related to giving thanks in public. The results show that two of the ten examinees have difficulties in using opening markers when required to make speeches under formal or public contexts, though the contents are different.

**Table 5.13: The Use of Opening Markers for Advanced High Examinees who are Native Speakers of English in Speaking at Meetings**

test items	examinees	formal	official	to superiors	same status	individual	group	opening markers
Ladies and gentlemen, this is the student representative of the United States;	An9542(15)	✓	✓	✓	✓	✓	✓	Yes
	Cb0525(14)							No
	Cs0911(15)							No
	Jw0402(15)							Yes
	Pf1013(16)							Yes
	Sa0610(16)							Yes
	Tm0807(16)							Yes
	Ph0605(15)							Yes

we now invite her to give a speech.	Uk0712(15)							Yes
	Yt0527(15)							Yes

In giving thanks, there are no test items for these examinees; hence the author does not have relevant data, unable to make any analysis.

Altogether there is only 1 test item concerning speaking at meetings. When required to make speeches, it is found that four of the nine examinees do not use any opening markers under public or formal contexts though the contents are different.

**Table 5.14: The Use of Opening Markers for Advanced Examinees who are Native Speakers of English in Speaking at Meetings**

test items	examinees	formal	official	to superiors	same status	individual	group	opening markers
Ladies and gentlemen, we now invite your representatives to give a speech to us.	Br0521(14)	✓	✓	✓	✓	✓	✓	Yes
	Ce0428(10)							No
	Hs0921(10)							No
	La0422(10)							No
	Mk0303(10)							Yes
	Nv0917(10)							Yes
	Ra1208(10)							No
	Sj0212(10)							Yes
	Sn1220(10)							Yes

In giving congratulations, there is only 1 test item and it requires examinees to make speeches under public or formal contexts. It is found that all the nine examinees involved do not have any difficulties in using opening markers.

**Table 5.15: The Use of Opening Markers for Advanced Examinees who are Native Speakers of English in Giving Congratulations**

test items	examinees	formal	official	to superiors	same status	individual	group	opening markers
We now give the floor to the representatives of the government to give a congratulatory speech.	058573(16)	✓	✓	✓	✓	✓	✓	Yes
	058581(16)							Yes
	IBCE-B1211(16)							Yes
	IBI204(16)							Yes
	IBI403(16)							Yes
	IBI408(16)							Yes
	IBI409(16)							Yes
	Usc211(12)							Yes
	Usc217(12)							Yes

There are no test items for these examinees concerning delivering a speech; hence the author does not have relevant data, unable to make any analysis. And this is also the case for test items related to leaving messages and making promotions.

The aforementioned data showed that altogether there are twenty-eight advanced examinees involved, all of them having made formal speeches. Of the twenty-eight examinees, twenty-two have used opening markers, taking up a proportion of 78.57 %.

For advanced examinees who are native speakers of English, there is only one test item in total concerning giving thanks in public. The results show that three of the five examinees have difficulties in using opening markers when required to make speeches under formal or public contexts, though the contents are different.

**Table 5.16: The Use of Opening Markers for Advanced High Examinees who are Native Speakers of English in Giving Thanks**

test items	examinees	formal	official	public	same status	individual	group	opening markers
Ladies and gentlemen, this is the student representative of the United States; we now invite him to give us a talk.	Cs1109(15)	✓	✓	✓	✓	✓	✓	No
	Mc1009(15)							No
	Yl0620(15)							Yes
	Kw0129(15)							Yes
	Fl0710(15)							No

In giving thanks, there are no test items for these examinees; hence the author does not have relevant data, unable to make any analysis.

In the test items concerning speaking at meetings, there is only 1 involved. When required to make speeches under formal or public or contexts, it is discovered

five of the six examinees have difficulties in using opening markers though the contents are different.

**Table 5.17: The Use of Opening Markers for Advanced High Examinees who are Native Speakers of English in Speaking at Meetings**

test items	examinees	formal	official	public	same status	individual	group	opening markers
Ladies and gentlemen, we now invite your representatives to deliver a speech.	Wh0628(10)	✓	✓	✓	✓	✓	✓	No
	Wd0913(10)							Yes
	Cc0208(10)							No
	Br0730(10)							No
	We0603(10)							No
	Ts0127(10)							No

In giving congratulations, there is only 1 test item and it requires examinees to make speeches under public or formal contexts. The results show that both of the two examinees involved do not have any difficulties in using opening markers.

**Table 5.18: The Use of Opening Markers for Advanced High Examinees who are Native Speakers of English in Giving Congratulations**

test items	examinees	formal	official	public	same status	individual	group	opening markers
We now give the floor to the representatives of the government to give a congratulation	Ibce-b1204(16)	✓	✓	✓	✓	✓	✓	Yes
	Ibi407(16)							Yes

speech.								
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There are no test items for these examinees concerning delivering a speech; hence the author does not have relevant data, unable to make any analysis. And this is also the case for test items related to leaving messages and making promotions.

The data above show that there are thirteen advanced high examinees who are native speakers of English involved; all of them were required to make a formal speech, but only 5 used opening markers, taking up 38.46%.

**Example 5.1: The use of Opening Markers in Making Thanks in Public**

(Public Acknowledgement Ay1028-SNg001):

提示語：現在有請我們的畢業生代表發言。(Instruction: Now we give the floor to our graduate representatives.)

學習者語料：（1）校長，各位老師，大家好！今天晚上我（4）非常榮幸，我能站在這個臺上，代表所有的畢業生，來對（2）各位老師說幾句話。首先我要（3）非常感謝學校各位老師，還有就是校長多年以來一直對我們的教育。還有就是，當我們在灰心、失意的時候，你對我們的鼓勵，我永遠都不會忘記。在課堂上我和各位老師，每個人的相處，都是非常融洽的。還有就是，當我在面對這個會考，還是，還有高考的時候，各位老師對我們不斷的鼓勵。還有就是，當我們在假期的時候，你們都會替我們，抽空來，替我們溫習我們的考試的內容，替我們補習。所以說，我相信學校的每一位老師都是世界上最好最好的老師，希望大家生活愉快，謝謝。

Solemn expressions in formal language style in the corpus:

(1) Honorable president and dear teachers

(2) Dear Teachers present

(3) Thank you very much

(4) It's a great honor

**Example 5.2: The use of Opening Markers in Making Thanks in Public**

**(Public Acknowledgement Mc1009-SS008):**

提示語：各位來賓，這位是美方的學生代表，現在請他發言。(Instruction:

Ladies and gentlemen, this is the student representative of the United States; we now invite her to give a speech.)

學習者語料：我想（3）謝謝我們的主人。他幫助我們，幫助了我們好多，有好多，他幫助我們不但是讓我們覺得，他什麼，什麼問題都很幫助我們儘量解決。也給我們安排旅行啊、住的地方啊、學習啊、去看.....

Solemn expressions in formal language style in the corpus:

(1) Missing

(2) Missing

(3) Express my thanks to

(4) Missing

In the first example, there is a Chinese expression *gewei* (各位) in the first solemn expression *honorable president and dear teachers*. Although it is part of the opening markers, it is also an honorific expression (pay attention to the two expressions *this gentleman* and *this man*). Therefore, even if there are no other expressions in the corpus, such a use of *gewei* (各位) in the second expression in

Example one teachers present does not count as a pragmatic error. Collecting the data in this way actually severely underestimates the degree to which the formal style is missing as it is known that polite language appears more than one time in actual situations. Still, we use Example 5.1 to make illustrations. In the utterance *when we were disheartened and lose confidence, ni (你) encouraged us ...*, *ni (你)* used in this way is actually not correct; instead, it is *nin (您)* or *gewei (各位)* that should be used in such a solemn style to achieve appropriateness. Though such a partial miss of appropriate expressions is obvious, yet due to the incompleteness of the corresponding contrastive corpus and the fact that the retrieval mechanism has not yet been put into use, together with the complexity of complete miss and partial miss, it can only be left for further study.

As to Example 5.2, as the expression *thank you* is used; hence the use of it cannot be counted as pragmatic error among the four categories, while the other three categories are obviously complete missing.

**Example 5.3: The use of Opening Markers in Making Thanks in Public**

(Yl0620-SS008)

除了感謝以外呢，需要在此，說聲抱歉。我們.....製作了不少的，麻煩給你們.....

**Example 5.4: The use of Opening Markers in Making Thanks in Public**

(Kw0129-SS008)

我們也知道我們來到這邊會麻煩你們啊 .....

**Example 5.5: The use of Opening Markers in Making Thanks in Public**

(FI0710-SI008)

如果我們帶來什麼麻煩，我真的很抱歉……

Also, international students studying Chinese are weak at using honorifics, for example, they would utter *your university* instead of some commonly-seen polite expressions such as *your respectable university* in making formal speeches. Statistic data show that most of the speakers, 67% or so, do not use such language markers as *respectable or ladies and gentlemen* to show respect and achieve appropriateness. Though these polite language itself does not have any substantive meaning, and strictly speaking would not cause barriers for exchanging information, yet the overall communicative effect will definitely be affected ( Chan & Lee 2014).

(Sa0610-SS008)

**Example 5.6: The Use of Politeness Language**

你好，你好！

(Uk0712-SS008)

**Example 5.7: The Use of Politeness Language**

咱們好，今天我很開心可以在這裏跟你們見個面。

(Uk0712-SS008)

**Example 5.8: The Use of Politeness Language**

咱們好，今天我很開心可以在這裏跟你們見個面。

It is for sure that *how do you do* or instead of *hello* or *us* that should be used when speakers are facing a group of people; it is because speakers are unable to

distinguish greeting individuals and groups. Compared with examinees who are native speakers of Cantonese, to make public acknowledgement in this way is not appropriate but derogatory, especially in the framework of Chinese culture in which face is attached great importance to.

From the aforementioned analysis, it is found that in the use of opening markers, there are fifty-four examinees who are native speakers of Cantonese of advanced and advanced high level involved, and forty-one English-speaking examinees of the same two language levels. Of the fifty-four examinees who are native speakers of Cantonese, there are twenty examinees that have made errors or used opening markers inappropriately, with an error rate 37.04%. As to the forty-one examinees who are native speakers of English, there are fourteen examinees that have made errors or used opening markers inappropriately, with an error rate 34.15%.

Therefore, it can be concluded that there is no significant difference in the pragmatic competence of examinees that are native speakers of English and those who are native speakers of Cantonese in view of the use of opening markers.

Of the thirty-eight advanced examinees that are native speakers of Cantonese, twenty-three have made formal speeches, and twelve used opening markers, taking up 52.17%. On the other hand, there are sixteen advanced high examinees who are native speakers of Cantonese, and eleven of the sixteen have given talks in formal situations, with eight using opening markers, accounting for 72.73%. As to examinees that are native speakers of English, there are twenty-eight CSL learners of advanced level involved, all of which have given speeches in formal situations, and twenty-two have used opening markers, taking up 78.57 %. And of the thirteen advanced high

examinees, all of them have made formal speeches, while only five used opening markers, accounting for 38.46%. All the data are shown in the following table.

**Table 5.19: Accuracy Rate of the Use of Opening Markers**

Language Level	Accuracy rate of the use of opening markers
Advanced CSL examinees who are native speakers of Cantonese	52.17%
Advanced High CSL examinees who are native speakers of Cantonese	72.73%
Advanced CSL examinees who are native speakers of English	78.57 %
Advanced High CSL examinees who are native speakers of English	38.46%

From the tables, it is observed that there are a good number of examinees in each group that do not use any greeting expressions, nor opening markers which makes it inappropriate and solemn to give speeches on formal occasions. Such inappropriateness can be traced back to the lack of understanding of the relationship between context, language and culture (Kramsch 1993; Zhang 2006; Liu 2008) and thus neglecting the fact that practice should follow language learning (Wang 2010), which requires careful observation in order to understand the surrounding environment. Therefore, it can only be viewed as casual chats between friends and not as formal speeches or talks when learners do not use honorifics or any polite expressions to show respect and politeness.

What's more, it is also discovered that examinees who are who are native speakers of Cantonese with higher language level would be able to use opening markers accordingly, and are believed to have higher pragmatic competences, which indicates that there is a proportional relationship between the use of opening markers and language competences of learners. However, it is the converse for examinees who are native speakers of English. Indeed, there is a tendency that CSL learners' ability of using opening markers becomes lower as their language level is higher. In other words, that one has a higher language level does not necessarily mean he/she has a higher pragmatic competence in respect of the use of opening markers. Furthermore, it is observed from the data that advanced learners who are native speakers of English exceed advanced high learners of the same language far and away. As a consequence, it can be assumed that there is no direct relationship between learners' language level and their use of pragmatic routines.

### 5.3.2 The use of closing markers

For advanced examinees who are native speakers of Cantonese, there are 3 test items concerning giving thanks in public. The results show that one of the three examinees had difficulties in using closing markers when required to make speeches under formal or public contexts, though the contents are different.

**Table 5.20: The Use of Closing Markers in Giving Thanks for Advanced Examinees who are Native Speakers of Cantonese**

test items	examinees	formal	official	public	same status	group	closing markers
Now we give the floor to our graduate	Ay1028(12)	✓	✓	✓	✓	✓	Yes

representatives.							
Now we invite the representatives of charity agency to give us a speech.	Ch0915(12)	✓	✓	✓	✓	✓	No
Now please accept the donated electrical appliances on behalf of the elderly welfare agency and deliver a speech.	Cw0628(11)	✓	✓	✓	✓	✓	Yes

In giving thanks in public, altogether there are 2 test items. It is discovered neither of the two examinees had any difficulties in using closing markers when required to make speeches under private or informal contexts, although the contents are different.

**Table 5.21: The Use of Closing Markers in Giving Thanks for Advanced Examinees who are Native Speakers of Cantonese on Different Occasions**

test items	examinees	informal	private	same status	individual	closing markers
How do you feel? Are you discharged from the hospital now?	Cg1110(6)	✓	✓	✓	✓	Yes
What do you think of the doctor I recommended? Does he/she count as an excellent doctor?	Cm0502(5)	✓	✓	✓	✓	Yes

In the test items concerning speaking at meetings, there are 3 in total. When required to make speeches under public or formal contexts, it is discovered five of the seven examinees have difficulties in using closing markers though the contents are different.

**Table 5.22: The Use of Closing Markers in Speaking at Meetings for Advanced Examinees who are Native Speakers of Cantonese**

test items	examinees	formal	official	public	same status	group	closing markers
Thank you all. Now let's give time to the host to give us an introduction of the next speaker.	Cc0810(12)	✓	✓	✓	✓	✓	No
	Ch0805(11)						Yes
	Cl0624(12)						No
	Cm0502(12)						Yes
Thank you. Now let's give the floor to the spokesman of the chief executive office to introduce the new chief executive.	Cd1125(12)	✓	✓	✓	✓	✓	No
Now we invite the host to introduce to us the purpose and content of today's lecture.	Cg1110(11)	✓	✓	✓	✓	✓	No
	Cm0702(1)						No

In giving congratulations, there is only one test item and it requires examinees to make speeches under public and formal contexts. It is found that the only examinee involved does not have any difficulties in using closing markers.

**Table 5.23: The Use of Closing Markers in Giving Congratulations for Advanced Examinees who are Native Speakers of Cantonese**

test items	examinees	formal	official	public	to subordinates	group	closing markers
Now we invite the administrators of the university to give us a congratulation speech.	Ac0628(12)	✓	✓	✓	✓	✓	Yes

As to delivering a speech, there are 8 test items in total. When it comes to making speeches under public and formal contexts, seven of the nine examinees have a hard time in using opening markers, though contents are different.

**Table 5.24: The Use of Closing Markers in Delivering Speeches for Advanced Examinees who are Native Speakers of Cantonese**

test items	examinees	formal	official	public	same status	group	closing markers
Now we invite the Ambassador of Love to deliver a speech.	Cc0602(12)	✓	✓	✓	✓	✓	Yes
	Cg1110(12)						No
Now we invite the speaker of this lecture to give us a talk on the issue of doing sports and staying healthy.	Ch0805(11)	✓	✓	✓	✓	✓	No
Now we invite people in charge of the organization that runs the school in the mountain area to give us a talk.	Ch0331(12)	✓	✓	✓	✓	✓	Yes
Now we invite next speaker to deliver a speech in regard of the issue of	Ck0723(12)	✓	✓	✓	✓	✓	No

environmental protection via reducing gift wrapping.							
Now we invite the representatives of the school to share with us their thoughts on adopting Chinese as the dominant language in classroom teaching activities.	Ck1125(12)	✓	✓	✓	✓	✓	No
We now invite the speaker of this lecture to give us a talk on the issue of the relation between lifestyle/habits and health.	Cl0318(12)	✓	✓	✓	✓	✓	No
We now invite the speaker of this lecture to give us a speech on the issue of health and eating habits.	Cw0628(12)	✓	✓	✓	✓	✓	No

Now we invite the speaker of this lecture to give us a talk about the morality of the public.	Cw0714(11)	✓	✓	✓	✓	✓	No
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Altogether there is only 1 test item related to leaving messages in the collected corpus. Thirteen examinees are involved in this test items. And it is found that nine examinees of the thirteen had difficulties in using closing markers under private and non-public contexts when required to make speeches.

**Table 5.25: The Use of Closing Markers Examinees in Leaving Messages for Advanced Cantonese-Speaking**

test items	examinees	informal	private	public	same status	individual	group	closing markers
Sorry, I'm not available right now. Please leave a message.	Ac0507(5)	✓	✓	✓	✓	✓	✓	Yes
	Ac0628(5)							Yes
	Cc0316(5)							Yes
	Cc0925(5)							No
	C1111(5)							No
	Ch0225(5)							No
	Ch0812(5)							No
	Ch1118(5)							No
	Ck0101(4)							No
	Cl0624(5)							No
	Cm0328(5)							Yes
	Cm0618(5)							No
	Cw0714(5)							No

In making promotion, there are 2 test items in total. The contents are different, it is discovered that all of the three examinees have some difficulties in using closing markers under formal and public contexts when required to make speeches.

**Table 5.26: The Use of Closing Markers in Making Promotions for Advanced Examinees who are Native Speakers of Cantonese**

test items	examinees	formal	official	public	same status	group	closing markers
Now please introduce the latest summer language course for children to these parents.	Cd1125(4) Cl0624(4)	✓	✓	✓	✓	✓	No No
Now please give an introduction of the latest military training course to the students.	Cw0417(3)	✓	✓	✓	✓	✓	No

From the above, it is discovered that of the thirty-eight advanced CSL learners who are who are native speakers of Cantonese, there are twenty-three examinees involved in making a formal speech, and of the twenty-three examinees, seven examinees having used closing markers, taking up 30.43%; as to making speeches under informal contexts, there are fifteen examinees involved in total, and six of them used closing markers, accounting for 40%.

In giving thanks in public, there are 4 test items in total for advanced high examinees who are native speakers of Cantonese. The results show that one of the

four examinees has difficulties in using closing markers when required to make speeches under formal and public contexts, though the contents are different.

**Table 5.27: The Use of Closing Markers in Giving Thanks for Advanced High Examinees who are Native Speakers of Cantonese**

test items	examinees	formal	official	public	same status	individual	group	closing markers
Now please accept the donated electrical appliances on behalf of the elderly welfare agency and deliver a speech.	Ch1109(12)	✓	✓	✓	✓	✓	✓	Yes
Now we give the floor to the person in charge of the ecological protection organization.	Ck1004(11)	✓	✓	✓	✓	✓	✓	Yes
Now we invite the representative of the police in Hong Kong to deliver a speech.	Cl0115(12)	✓	✓	✓	✓	✓	✓	Yes
Now we invite the representative to express acknowledgement to the well-intentioned public on behalf of the	Cl0920(12)	✓	✓	✓	✓	✓	✓	No

institution that has accepted the donation.								
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In the test items concerning speaking at meetings, there are 3 in total with different contents. When required to make speeches under private and informal contexts, it is discovered none of the three examinees involved used closing markers.

**Table 5.28: The Use of Closing Markers in Speaking at Meetings for Advanced High Examinees who are Native Speakers of Cantonese**

test items	examinees	formal	official	public	same status	individual	group	closing markers
Now we invite the host to introduce to us the purpose and content of today's lecture.	Ca1130(12)	✓	✓	✓	✓	✓	✓	No
Now we invite the representative of the police in Hong Kong to deliver a speech.	Cl0115(4)	✓	✓	✓	✓	✓	✓	No
Thank you all. Now let's give the floor to the spokesman of the chief executive office to introduce the new chief executive.	Cs0517(12)	✓	✓	✓	✓	✓	✓	No

In giving congratulations, there are 2 test items involved though the contents are different. It is found that the both of the two examinees have a hard time in using closing markers when required to give talks under public and formal contexts.

**Table 5.29: The Use of Closing Markers in Giving Congratulations for Advanced High Examinees who are Native Speakers of Cantonese**

test items	examinees	formal	official	public	to superiors	individual	group	closing markers
Now we give the floor to the administrator of the education department to give us a congratulation speech.	Ch052(10)	✓	✓	✓	✓	✓	✓	No
Now we invite the administrators of the university to give us congratulation.	Cs0514(12)	✓	✓	✓	✓	✓	✓	No

As to delivering a speech, there are 2 test items in total with different contents. When it comes to making speeches under public and formal contexts, both of the two examinees have difficulties in using opening markers.

**Table 5.30: The Use of Closing Markers Examinees in Delivering Speeches for Advanced High Cantonese-Speaking**

test items	examinees	formal	official	public	same status	individual	group	closing markers
Now we invite next speaker to deliver a speech in regard of the issue of environmental protection via reducing gift wrapping.	Ch052(12)	✓	✓	✓	✓	✓	✓	No
Now we invite the representative to express acknowledgement to the well-intentioned public on behalf of the institution that has accepted the donation.	Ck1004(12)	✓	✓	✓	✓	✓	✓	No

Altogether there is only 1 test item related to leaving messages in the collected corpus. Five examinees are involved in this test items. And it is found that all of the five examinees have difficulties in using closing markers under public and informal contexts when required to make speeches.

**Table 5.31: The Use of Closing Markers in Leaving Messages for Advanced High Examinees who are Native Speakers of Cantonese**

test items	examinees	informal	public	same status	individual	closing markers
Sorry, I'm not available right now.	Ay0913(5)	✓	✓	✓	✓	No
	Cc2808(5)					No
	Ck0203(5)					No
	Ck0710(5)					No
	Cs0404(5)					No

There are no test items for these examinees concerning making promotions; hence the author does not have relevant data, unable to make any analysis.

From the above, it is discovered that of the sixteen CSL learners who are native speakers of Cantonese with advanced high Chinese level, there are eleven examinees involved in making a formal speech, and of the eleven examinees, three examinees having used closing markers, taking up 27.27 %; as to making speeches under informal contexts, there are five examinees involved that do not use any closing markers.

In giving thanks in public, there is only 1 test item involved for advanced examinees who are native speakers of English. The results show that none of the ten examinees have any difficulties in using closing markers when required to make speeches under formal and public contexts, though the contents are different.

**Table 5.32: The Use of Closing Markers in Giving Thanks for Advanced Examinees who are Native Speakers of English**

test items	Examinees	formal	official	to superiors	same status	individual	group	closing markers
Ladies and gentlemen, this is the student representative of the United States; we now invite her to give a speech.	An9542(15)	✓	✓	✓	✓	✓	✓	Yes
	Cb0525(14)							Yes
	Cs0911(15)							Yes
	Jw0402(15)							Yes
	Pf1013(16)							Yes
	Sa0610(16)							Yes
	Tm0807(16)							Yes
	Ph0605(15)							Yes
	Uk0712(15)							Yes
	Yt0527(15)							Yes

As to test items concerning speaking at meetings, there is only 1 involved.

When required to make speeches under private and informal contexts, it is discovered three of the nine examinees did not use any closing markers though the contents are different.

**Table 5.33: The Use of Closing Markers in Speaking at Meetings for Advanced Examinees who are Native Speakers of English**

test items	examinees	formal	official	to superiors	same status	individu al	group	closing markers
Ladies and gentlemen, we now	Br0521(14)	✓	✓	✓	✓	✓	✓	Yes
	Ce0428(10)							Yes

invite your representatives to give a speech to us.	Hs0921(10)							Yes
	La0422(10)							No
	Mk0303(10)							No
	Nv0917(10)							Yes
	Ra1208(10)							Yes
	Sj0212(10)							No
	Sn1220(10)							Yes

In giving congratulations, there is only one test item and it requires examinees to make speeches under public and formal contexts. It is found that five of the nine examinees involved have some difficulties in using closing markers.

**Table 5.34: The Use of Closing Markers in Giving Congratulations for Advanced Examinees who are Native Speakers of English**

test items	examinees	formal	official	to superiors	same status	individual	group	closing markers
We now give the floor to the representative s of the government to give a congratulation speech.	058573(16)	✓	✓	✓	✓	✓	✓	Yes
	058581(16)							No
	<b>IBCE-B1211(16)</b>							No
	IBI204(16)							No
	IBI403(16)							Yes
	IBI408(16)							No
	IBI409(16)							No
	Usc211(12)							Yes
	Usc217(12)							Yes

There are no test items for these examinees concerning delivering a speech; hence the author does not have relevant data, unable to make any analyses. And this is also the case for test items related to leaving messages and making promotions.

From the above, it is discovered that all of the twenty-eight advanced CSL learners who are native speakers of English are involved in making formal speeches, and of the twenty-eight examinees, twenty of them have used closing markers, taking up 71.43 %.

For advanced high examinees who are native speakers of English, there is only 1 test item involved concerning giving thanks in public. The results show that two of the five examinees have difficulties in using closing markers when required to give talks under formal and public contexts, though the contents are different.

**Table 5.35: The Use of Closing Markers in Giving Thanks for Advanced High Examinees who are Native Speakers of English**

test items	examinees	formal	Official	public	same status	individual	group	closing markers
Ladies and gentlemen, this is the student representative of the United States; we now invite her to give a speech.	Cs1109(15)	✓	✓	✓	✓	✓	✓	Yes
	Mc1009(15)							No
	Yl0620(15)							Yes
	Kw0129(15)							Yes
	Fl0710(15)							No

In the test items concerning speaking at meetings, there is only 1 test item involved in total. When required to make speeches under private and non-public contexts, it is discovered one of the six examinees has difficulties in using opening markers though the contents are different.

**Table 5.36: The Use of Closing Markers in Speaking at Meetings for Advanced High Examinees who are Native Speakers of English**

test items	examinees	formal	official	public	same status	individual	group	closing markers
Ladies and gentlemen, we now invite your representatives to give a speech to us.	Wh0628(10)	✓	✓	✓	✓	✓	✓	Yes
	Wd0913(10)							Yes
	Cc0208(10)							Yes
	Br0730(10)							Yes
	We0603(10)							No
	Ts0127(10)							Yes

In giving congratulations, there is only 1 test item and it requires examinees to make speeches under public and formal contexts. It is found that both of the two examinees involved have a difficult time in using closing markers.

**Table 5.37: The Use of Closing Markers in Giving Congratulations for Advanced High Examinees who are Native Speakers of English**

test items	examinees	formal	Official	public	same status	individual	group	closing markers
We now give the floor to the representati	Ibce-b1204(16)	✓	✓	✓	✓	✓	✓	No
	Ibi407(16)							No

ves of the government to give a congratulation speech.								
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There are no test items for these examinees concerning delivering a speech; hence the author does not have relevant data, unable to make any analysis. And this is also the case for test items related to leaving messages and making promotions.

From the above, it is discovered that of the thirteen English-speaking CSL learners of advanced high level, all of them were involved in making a formal speech, with eight having used opening markers, accounting for 61.54 %.

#### **Example 5.9: The Use of Closing Markers in Delivering Speeches**

(Ay1028-SNg001)

問：現在有請我們的畢業生代表發言。(Now we give the floor to our graduate representatives.)

答：校長，各位老師，大家好，呃，今天晚上我，非常榮幸，我能站在這個臺上，呃，代表所有的畢業生，呃，來，對各位老師說幾句話，呃，首先我要非常感謝，呃，學校各位老師，還有就是校長，呃，多年以來一直對我們的教育，呃，還有就是，當我們在，呃，灰心、失憶的時候，你對我們的鼓勵，我，永遠都不會忘記，呃，在課堂上我和各位老師，呃，每個人的，相處，都是非常融，融洽的。還有就是，當我在面對這個，呃，會考，還是，還有高考的時候，各位老師對我們，呃，不斷的鼓勵，還有就是，當我們在假期的時候，你們都會，呃，替我們，呃，抽空來，替我們溫習我們的考試的內容，替我們補習，

呃，所以說，呃，我相信學校的每一位老師都是世界上最好最好的老師，呃，希望，呃，**大家生活愉快，謝謝。**

This is a speech given by an advanced CSL learner who is a native speaker of Cantonese on a public occasion. It can be observed that this examinee is able to use opening and closing markers correctly and appropriately. However, it is uncertain whether cultural factor plays a role in their use of the language markers mentioned as Cantonese-speaking CSL learners have long lived under Chinese environment. But we will leave the discussion of the influence of cultural factors to chapter six. Regardless of cultural factors, it is without denying that this is an example where opening and closing markers are used correctly and appropriately.

**Example 5.10: The Use of Closing Markers in Delivering Speeches (Cd1125-SNj002)**

問：謝謝大家，現在把時間交給特首辦公室的發言人，介紹新一任的特首。

(Thank you. Now let's give the floor to the spokesman of the chief executive office to introduce the new chief executive.)

答：**大家好**，歡迎你們，來到這期，這次新聞，發報會。呃，我們，今天要做的就是，呃，來介紹一 wěi，一位有責任感，還有愛每一個香港人的一位，呃，特首，他會，他，承諾會好好，好好兒的做好這份工作。呃，我們來歡迎，呃，鄭任權先生，他，他就是一 wěi 很，很有責任感的，特首，然後，也會常常的到不同的，呃，地方去接書我們的，呃，史文，他們，也很愛戴這位特首，所以呢，呃，我們今天也讓大家有更多的機會去認識他，然，然後，也，也能夠有 fā 問的機會。好，呃，然後我們，再多一點去介紹，這會，呃，身，身先出勞的特首好嗎？他就是在，呃，外國畢業有，十，十世的學位，然後，也，也是，呃，回來的時候也做過不同的工作。

This is also a talk given by an advanced learner who is a native speaker of Cantonese in public. It can be found that there are no closing markers in this talk though it ends up with the sentence *I've tried various jobs after coming back*. However, audiences are unable to judge whether the talk is over or not. In this case, a public speech without conclusion markers is not only incomplete semantically but also shows no basic respect to the organizer.

Among advanced CSL learners who are who are native speakers of Cantonese, some of them are capable of using conclusion markers, and the followings are the examples.

**Example 5.11: The Use of Closing Markers in Delivering Speeches**

**(Sa0610-SS008)**

問：各位來賓，這位是美方的學生代表，我們現在請他發言。(Ladies and gentlemen, this is the student representative of the United States; we now invite her to give a speech.)

答：啊，**你好**，你好！呃，各位，呃，學生，各位，呃，教師，我，我今天要代表呃，我們美國的學生，呃，謝謝你們。我們很感謝，呃，你們，呃，呃，今年的幫忙。我知道有的時候我們美國人，對你們來說，是很奇怪的，我們，呃，的要求，呃，是，非常，呃，呃，非常奇怪的。但是你們，呃，我們每次有需要，你們也會幫忙。你們，呃，呃，你們，呃，你們，呃，真，呃，歡迎我們。所以我們要謝謝，我們感謝你，你們。呃，我希望將來你們有機會來美國。如果，呃，呃，當時我們，呃，很開心，呃，接待你，接待你們，我們會做你們的，我們會做你們的介紹者，所以謝謝，謝謝你們，**乾杯！**

On the other hand, there are some learners that are able to use conclusion markers among the advanced high English-speaking but some of them would make errors in using these conclusion markers. Here are some examples.

**Example 5.12: The Use of Closing Markers in Giving Congratulations**

**(Ibi407-SNf001)**

問：現在請政府的代表致祝賀詞。(We now give the floor to the representatives of the government to give a congratulation speech.)

答：呃，各位，中，中國大陸人，香港人好！這個，呃，新的，地方開了，恩，也讓，呃，令我高興。雖然這個，是一個很好玩的，呃，很好玩的，地方。但是我們也，但是這個公園的，呃，最重要的，呃，方面，還是要教孩子這些海裡的動物，呃，哎呀。呃，我認為這個新的公園，可能，肯定會把這個國家的經濟發展提高，而且會吸引很多外國人來玩，所以我們得，呃，好好地保存這個公園的乾淨，安全，讓孩子和夫人都玩得好好的。

From the example, it can be discovered that this CSL learner cannot use opening markers appropriately; neither can he use conclusion markers to end the whole speech politely. Hence it seems that CSL learners' language level cannot be counted as the criterion to evaluate whether they are able to use these language markers correctly.

From the aforementioned analysis, it is found that in the use of opening markers, there are fifty-four examinees that are who are native speakers of Cantonese of advanced and advanced high level involved, and forty-one examinees who are native speakers of English of the same language levels. Of the fifty-four Cantonese-speaking examinees, there are thirty-eight examinees that have made errors or used closing markers inappropriately, with an error rate 70.37 %. As to the forty-one examinees

who are native speakers of English, there are thirteen examinees that have made errors or used opening markers inappropriately, with an error rate 31.71 %. Finally it is discovered that examinees who are native speakers of Cantonese have a much lower awareness of using closing markers than English-speaking examinees.

To be specific, twenty-three advanced CSL learners who are native speakers of Cantonese have made formal speeches, and seven of them have used closing markers, taking up 30.43%. Altogether there are eleven advanced high examinees that are native speakers of Cantonese involved in giving formal talks, with three using closing markers, accounting for 27.27 %. As to examinees who are native speakers of English, there are twenty-eight CSL learners of advanced level involved, all of which have given speeches in formal situations, and twenty have used closing markers, taking up 71.43 %. And of the thirteen advanced high examinees, all of them have made formal speeches, while only eight used closing markers, accounting for 61.54 %. All the data are shown in the following table.

**Table 5.38: Accuracy Rate of the Use of Closing markers of All the Examinees**

Language Level	Accuracy Rate of the use of Closing markers
Advanced CSL learners who are Native Speakers of Cantonese	30.43%
Advanced high CSL learners who are Native Speakers of Cantonese	27.27 %
Advanced CSL learner who are Native Speakers of English	71.43 %
Advanced high CSL learners who are Native Speakers of English	61.54 %

It is discovered that examinees who are native speakers of Cantonese with higher Chinese level tend to have a lower competence in using closing markers, which indicates that there is no proportional relationship between Cantonese-speaking CSL learner' language level and their pragmatic competence in using closing markers. The same phenomenon can also be detected among examinees who are native speakers of English. Indeed, there is a tendency that CSL learners' ability of using closing markers becomes lower as their language level become higher. In other words, that one has a higher language level does not mean he/she has a higher pragmatic competence in respect of the use of closing markers. Furthermore, it is observed from the data that advanced examinees exceed advanced high learners, be they English-speaking learners or Cantonese-speaking learners. Besides, it is discovered that examinees who are native speakers of English surpass those who are native speakers of Cantonese far and away in view of the use of closing markers. As a consequence, it can be hypothesized that there is no direct relationship between learners 'language level and their use of pragmatic routines.

### 5.3.3 Politeness strategies of making rejections and apologies as well as the appropriateness

Politeness is one of the factors affecting the appropriateness of communications and it has a close relation with pragmatic competence. Interlocutors and contexts will have some influence on the use of politeness strategies. Politeness principles are also pragmatic principles and are based on Cooperative Principle and Face Theory. Cooperative Principle was an important pragmatic principle put forward by Grice in 1975. There are four maxims contained in the Cooperative Principle, maxim of quality, maxim of quantity, maxim of relevance, and maxim of manner. Also there are four aspects of the Cooperative Principle, specifically, avoiding

obscurity and ambiguity; be concise and methodical. The violation of any maxims of the principle in conversations will cause implied implicatures, which is referred to by Grice as Conversational Implicature.

Goffman published his treatises in 1963 and put forward Face Theory, pointing out that face is what people have to deal with every day and that the best way to protect one's face is try to protect the others'. He classified face into two categories, positive face and negative face. Positive face means that one always wishes to be praised or affirmed by others while negative face means that a person has to have his/her own freedom and autonomy, and do not wish his/her behaviors to be hindered by others in order to be accommodating. Brown and Levinson (1978) also made some systematic exploration about the issue of face; at the same time, they found out that the issues of face and politeness are linguistic phenomena shared by people from different races and different religions after some surveys.

In 1983, Leech put forward Politeness Principle in a systematic way. There are six maxims contained in this systematic Politeness Principle. First is tact maxim which means trying not to let others suffer loss, instead, people should offer others more benefits; second is generosity maxim which refers to not benefiting oneself more than the others, instead, have oneself suffer less; the third one is approbation maxim which means trying not to belittle the other, instead praise the others more; next one is the modesty maxim which refers to not praising oneself often, instead, belittle oneself; then comes the agreement maxim which regulates that learners should minimize differences between the two sides instead enhance the agreement between the two sides; finally is the sympathy maxim which means to trying to minimize the revulsion against others, instead, to be sympathetic to others. The six maxims can be summarized into three types: cost-benefit maxim which requires people to be decent

and generous and elevation-denigration maxim which regulates that people should be modest and to praise the others, as well as concord-seeking maxim which indicates that people should be sympathetic and try to seek agreement. The three maxims enable speakers to deliberately violate Cooperative Principle so as to make their utterances tactfully and implicitly. Grice believes that normal language communication generally follows the Cooperative Principle or the maxims. The former means that people wish to be agreed or affirmed by others while the latter indicates that people wish that their freedom would not be violated. In the process of communication, people have to pay attention to the issue of face so as to make their expressions appropriate; to be specific, they should not only protect their positive face but also attend to negative face because there is no communication among human beings in which face is not involved. In real life, there are some behaviors in which not everyone's face is taking into consideration in social events. Brown and Levinson refer to them as Face-Threatening Acts, such as making rejections and complaint.

Leech (1983) further proposes a number of relevant politeness principles to support and supplement Grice's Conversational Principle. And he also thinks that euphemisms are based on politeness which is a cultural factor. The six fundamental principles are the followings, to offer convenience for the others as much as possible in communications, and to benefit oneself as little as possible as well as to show respect to the others. In this way, one is able to get the favor of the others (Leech 1983).

Different communicative intentions require different language strategies and communicative strategies to achieve appropriateness in communications on different occasions. Indeed, the application of politeness strategies has a close relation with pragmatic competence especially on making refusals.

People usually speak out their negative intention to make refusals to others' requests, invitations, and suggestions. Basically it is impolite to refuse others' requests, invitations and suggestions as refusals under these situations threaten both the speaker and the listener's positive face, that is, their wish to be involved. Therefore, speakers should take into account the listener's feelings so as to adopt corresponding politeness strategies to express themselves under different contexts. The politeness strategies are presented below.

Firstly, make apologies. Instead of rejecting others directly, use apology expressions such as *sorry*, *I'm so sorry* before giving refusals. According to the Politeness Principle by Leech, it is regarded as inappropriate behaviors to make direct rejections to others' invitation even it may be viewed as insult. But the use of apology expressions will to a large degree mitigate the threat to the speaker's positive face.

Another relatively indirect strategy is to make explanations for the refusals. Making explanations can mitigate the inappropriateness caused by refusals and protect the speaker's positive so as to achieve a positive communicative effect. Direct refusals will pose great threats to the face of interlocutors; therefore, relatively appropriate strategy is to give reasons before the conclusions or just give the listeners some reasons, leaving them to make conclusions. Although the reasons offered are sometimes not the truthful, yet they do not do harm to the face of both sides in communications.

Another politeness strategy for making refusals is the use of hedges. The use of hedges can be used to show respect to the others or show the speaker's politeness so as to create a harmonious communicative environment. It is without denying that refusals will more or less violate the listeners' freedom and rights and threaten their face. Therefore, people should use hedges appropriately in order to communicate

effectively and soften conflicts; only in this case can communicative purpose be achieved. Hedges can weaken the sharpness of criticism of others, ease the tension and buffer the discourse. For example, the use of hedges such as *I'm afraid of* or *probably* can greatly weaken and soften the original critical tone, hence making criticism more acceptable and less harmful to the feelings of the other side in the communication.

### 5.3.3.1 The analysis of making rejections

For advanced examinees who are native speakers of Cantonese, there are eight examinees involved in making refusals and altogether there are 8 test items.

**Table 5.39: The Analysis of Making Rejections for Advanced Examinees who are Native Speakers of Cantonese**

test items	examinees	informal	private	same status	individual	making apologies	making explanations
Come with me to pick presents, won't you?	Ac0628(6)	✓	✓	✓	✓	Yes	Yes
How about taking care of your little brother's homework at the same time?	Cc0810(4)	✓	✓	✓	✓	No	Yes
Give me one more chance, will you? I promise this	Cd1125(3)	✓	✓	✓	✓	Yes	Yes

would be the last time.							
How about investing in the dessert shop with me?	Ch0805(3)	✓	✓	✓	✓	No	Yes
Could you lend me your library card to borrow several books?	Ck0331(4)	✓	✓	✓	✓	Yes	Yes
Will you come to my birthday party next week?	Ck0723(4)	✓	✓	✓	✓	No	Yes
Is it OK that you help me buy some stocks?	Cl0318(5)	✓	✓	✓	✓	Yes	Yes
Could you lend me your library card to borrow several books?	Cw0628(4)	✓	✓	✓	✓	Yes	Yes

There are four examinees and 3 test items involved in total in making apologies.

**Table 5.40: Strategy of Making Apologies in Making Rejections for Advanced Examinees who are Native Speakers of Cantonese**

test items	examinees	informal	official	private	individual	making apologies	making explanations
What will you say to the public about such an event?	Ac0628(4) Cl0318(4)		✓			Yes Yes	No Yes
Manager, I ask you to compensate for all the losses involved in this tour group.	Ay1028(4)	✓		✓	✓	Yes	No

test items	examinees	informal	official	private	individual	making apologies	making explanations
What do you say as the service in your hotel is so unfair?	Cg1110(4)	✓		✓	✓	Yes	Yes

As to making explanations, there are 3 test items and three examinees involved in total.

**Table 5.41: The Strategy of Making Explanations in Making Rejections for Advanced Examinees who are Native Speakers of Cantonese**

test items	examinees	informal	private	to superiors	individual	making apologies	making explanations
Why do you want to leave earlier?	Ay1028(3)	✓	✓	✓	✓	Yes	Yes
Why do you resign when you are doing	Cg1110(3)	✓	✓	✓	✓	Yes	Yes

well?							
Why were late today? What happened?	Cw0714(4)	✓	✓	✓	✓	No	Yes

After the analysis of refusals made by advanced CSL learners who are native speakers of Cantonese, it can be found that there are fifteen examinees that have used apology expressions, of which eleven have made apologies to make rejections, with the frequency rate at 73.33%. The most frequently used apology expressions are I'm sorry and excuse me. (The apology expressions have been underlined)

It is also observed that thirteen of the fifteen examinees offered reasons to make refusals. Mostly it is *yinwei* (因为) and *suoyi* (所以) that are used to make explanations for the refusal. But some examinees would use *yinwei* (因为) only. All in all, the frequency of making explanations is 86.67%. (The relevant expressions are in bold type)

Altogether there are three examinees involved in the 3 test items concerning making refusals for advanced high examinees who are native speakers of Cantonese.

**Table 5.42: The Analysis of Making Rejections for Advanced High Examinees who are Native Speakers of Cantonese**

test items	examinees	Informal	private	Same status	individual	making apologies	making explanations
I want to borrow your bank account out of business need, can I?	Ca1130(3)	✓	✓	✓	✓	No	No

Could you please help me move house?	Ch1109(6)	✓	✓	✓	✓	Yes	Yes
Could you please help me take care of my children and let them have dinner with you when I'm out this month?	Cl0115(3)	✓	✓	✓	✓	No	Yes

There are two examinees involved in the 2 test items related to making apologies.

**Table 5.43: The Strategy of Making Apologies in Making Rejections for Advanced High**

**Examinees who are Native Speakers of Cantonese**

test items	Examinees	Informal	private	same status	individual	making apologies	making explanations
It is said that your children's drawing class in summer will not start, isn't it?	Ch1109(4)	✓	✓	✓	✓	Yes	Yes
What do you say as the service in your hotel is so unfair?	Cs0517(4)	✓	✓	✓	✓	Yes	Yes

Altogether there are two examinees involved in the 2 test items concerning making explanations.

**Table 5.44: Strategy of Making Explanations in Making Rejections for Advanced High Examinees who are Native Speakers of Cantonese**

test items	examinees	informal	private	Same status	individual	making apologies	making explanations
You are saying that you cannot come on Thursday night?	Ck1004(6)	✓	✓	✓	✓	Yes	Yes
Really, you cannot come for dinner that day?	Cs0517(3)	✓	✓	✓	✓	Yes	Yes

After the analysis of refusals made by advanced high CSL learners who are native speakers of Cantonese, it can be discovered that of the seven examinees, five used apology expressions with the frequency rate at 71.43 %. (The apology expressions have been underlined)

It is also observed that six of the seven examinees offered reasons to make refusals. It is not only *yinwei* (因为) and *suoyi* (所以) that are used to make explanations for the refusal but also march-past to make explanations. The frequency of making explanations is 85.71%. (The relevant expressions are in bold type)

For advanced examinees who are native speakers of English, altogether there are ten involved in test items concerning making refusals.

**Table 5.45: The Analysis of Making Rejections for Advanced Examinees who are Native Speakers of English**

test items	Examinees	Informal	private	same status	individual	making apologies	making explanations
How about investing in the dessert shop with me?	058573(8)	✓	✓	✓	✓	No	YesYesYesYe
	058581(8)	✓	✓	✓	✓	Yes	s
	IBCE-B1211(8)	✓	✓	✓	✓	No	No
	IBCE-B1230(8)	✓	✓	✓	✓	No	YesYesYes
	IBI204(8)	✓	✓	✓	✓	Yes	Yes
	IBI403(8)	✓	✓	✓	✓	No	Yes
	IBI408(8)	✓	✓	✓	✓	No	
	IBI409(8)	✓	✓	✓	✓	Yes	
	Usc211(4)	✓	✓	✓	✓	No	
	Usc217(4)					No	

There are ten examinees and one test item involved related to making apologies.

**Table 5.46: The Strategy of Making Apologies in Making Rejections for Advanced Examinees who are Native Speakers of English**

test items	examinees	informal	Private	to superiors	individual	making apologies	making explanations
What happened to you this afternoon? Why didn't you come to the examination ?	An9542(10)	✓	✓	✓	✓	Yes	Yes
	Cb0525(9)					Yes	Yes
	Cs0911(10)					Yes	Yes
	Jw0402(10)					Yes	Yes
	Pf1013(11)					Yes	Yes
	Sa0610(11)					Yes	Yes
	Tm0807(11)					Yes	Yes
	Ph0605(10)					Yes	Yes
	Uk0712(10)					Yes	Yes
	Yt0527(10)					Yes	Yes

There are ten examinees and one test item involved in total when it comes to making explanations.

**Table 5.47: The Strategy of Making Explanations in Making Rejections for Advanced Examinees who are Native Speakers of English**

test items	examinees	informal	private	to superiors	individual	making apologies	making explanations
Why do you resign when you are actually doing well?	058573(6)	✓	✓	✓	✓	No	Yes
	058581(6)					No	Yes
	IBCE-B1211(6)					No	Yes
	IBCE-B1230(6)					No	Yes
	IBI204(6)					No	Yes
	IBI403(6)					Yes	Yes
	IBI408(6)					No	Yes
	IBI409(6)					No	Yes
	Usc211(2)						
	Usc217(2)						

Altogether there are five examinees and one test item involved concerning making apologies.

**Table 5.48: The Strategy of Making Apologies in Making Rejections for Advanced Examinees who are Native Speakers of English**

test items	examinees	informal	private	to superiors	individual	making apologies	making explanations
What happened to you this afternoon? Why didn't you come to	Cs1109(10)	✓	✓	✓	✓	Yes	Yes
	Mc1009(10)					Yes	Yes
	Yl0620(10)					Yes	Yes
	Kw0129(10)					Yes	Yes
	Fl0710(10)					Yes	Yes

the examination?							
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In making explanations, there are only two examinees and one test item involved.

**Table 5.49: The Strategy of Making Explanations in Making Rejections for Advanced Examinees who are Native Speakers of English**

test items	examinees	Informal	private	to superiors	individual	making apologies	making explanations
Why do you resign when you are actually doing well?	Ibce-b1204(6) Ibi407(6)	✓	✓	✓	✓	No No	Yes Yes

After the analysis of refusals made by advanced CSL learners who are native speakers of English, it can be found that there are thirty-seven examinees involved, of which nineteen have made apologies to make rejections, with the frequency rate at 51.35%. (The apology expressions have been underlined)

It is also observed that thirty-six of the thirty-seven examinees offered reasons to make rejections. It is not only *yinwei* (因为) and *suoyi* (所以) that are used to make explanations for the refusal but also march-past to make explanations. The frequency of making explanations is 97.30 %. (The relevant expressions are in bold type)

For advanced high examinees who are native speakers of English, there are two examinees and one test item involved in making refusals.

**Table 5.50: The Analysis of Making Rejections for Advanced High Examinees who are Native Speakers of English**

test items	Examinees	informal	private	same status	individual	making apologies	making explanations
How about investing in the dessert shop with me?	Ibce-b1204(8)	✓	✓	✓	✓	No	Yes
	Ibi407(8)	✓	✓	✓	✓	Yes	Yes

When it comes to apologizing for making refusals, there are five examinees and one test item involved.

**Table 5.51: The Strategy of Making Apologies in Making Rejections for Advanced High Examinees who are Native Speakers of English**

test items	examinees	informal	private	to superiors	individual	making apologies	making explanations
What happened to you this afternoon? Why didn't you come to the examination?	Cs1109(10)	✓	✓	✓	✓	Yes	Yes
	Mc1009(10)					Yes	Yes
	Y10620(10)					Yes	Yes
	Kw0129(10)					Yes	Yes
	Fl0710(10)					Yes	Yes

Altogether there are two examinees and 1 test item involved in making explanations.

**Table 5.52: The Strategy of Making Explanations in Making Rejections for Advanced High Examinees who are Native Speakers of English**

test items	examinees	informal	private	to superiors	individual	making apologies	making explanations
Why do you resign when you are actually doing well?	Ibce-b1204(6) Ibi407(6)	✓	✓	✓	✓	No No	Yes Yes

By analyzing refusals made by advanced high CSL learners who are native speakers of English, it can be found that there are nine examinees involved, of which six have made apologies when making rejections, with the frequency rate at 66.67 %. (The apology expressions have been underlined)

It is also observed that all of the nine examinees offered reasons to make refusals. Only *yinwei* (因為) and *suoyi* (所以) are used to make explanations for the refusal. All in all, the frequency of making explanations is 100%. (The relevant expressions are in bold type)

**Example 5.13: Making Rejections**

**(AC0628-INe001)**

問：你也一塊去挑禮物，好不好？(Come with me to pick presents, won't you?)

答：呃，**對不起**，呃，**因為**我，呃，明天要有兩個，呃，主課的考試還有，呃，在下個星期一我還要交兩篇論文，然後現在實在是沒有時間，呃，**所以**我應該

不可以跟你們一起去挑禮物，呃，還有啦我，呃，昨天剛剛看了醫生，那我這次，有一點，生病，我怕，傳染給你們，所以我也覺得不應，呃，不去了，呃，不然我，呃，出錢給你們去買，然後我不去，好嗎？

This is the answer offered by an advanced learner who is a native speaker of Cantonese. It is found from the example that this learner used apology expression such as *sorry* and furthermore made explanations when making rejection. What's more, this CSL learner also used hedges such as *I'm afraid that* to show his/ her respect to the speaker and his/her politeness so as to mitigate the threat to the listener's face caused by the refusal behavior and help smoothen the communications.

There can be different answers and a different situation of the use of apology expressions among different CSL learners towards the same test items under same contexts. Please have a look at the answers below and make contrast and comparisons.

#### **Example 5.14: Making Rejections**

**(A.058573-ANg001)**

問：怎麼樣，一起投資開甜品店吧？( How about investing in the dessert shop with me?)

答：呃，你好，謝謝告訴我這個打算。但是我其實覺得這個，這個主意不太好。

因為在，在香港，他們的東西不平常。有的人，呃，大部分的人喜歡在街道的旁邊的吃的東西，糖的東西，糖的東西是遊，遊客的事情和，你，那個，那個房子你，你想，開始你的公，公司不太好，但是我覺得如果你想做自己這個，這個主意可以，但是我，我不可以幫助你。

The learner did not use apology expressions and only offered the reasons for the rejections. The refusals are made quite directly.

**Example 5.15: Making Rejections**

**(B.058581-ANg001)**

問：怎麼樣，一起投資開甜品店吧？(How about investing in the dessert shop with me?)

答：對不起，對不起，我明年要跟我的女朋友結婚，所以快要沒錢了，我，我結婚的時候，我應該買，呃，房子，車，還有很不同的東西。我們，也應，我們，呃，也快要有一個孩子，所以我們真的不可以，呃，給你錢。

There are only some simple apology expressions; at the same time, some indirect explanations are also offered. But no hedges are used to save the speaker's face.

**Example 5.16: Making Rejections**

**(C.IBCE-B1211-ANg001)**

問：怎麼樣，一起投資開甜品店吧？(How about investing in the dessert shop with me?)

答：呃，我不投資，因為我就覺得，現在，呃，我，我們經濟情況就很差。還有我，我不同意，我覺得你們，你們成本會很高。呃，你們，I off，你們資產不夠，所以我們應該，我們應該，呃，我們需要，呃，貸，我們需要同銀行呃借錢，呃，貸款，做一個，一個個人貸款，還有由於，由於我們經濟情況現在不太好，我就覺得這個，現在開，開一個公司就不是一個很好的，的，的事情。還有我就覺得中國人不太喜歡吃甜的東西，所以可能你的產品就是賣得不好。

This examinee refused directly, without giving any apology expressions. And all the explanations are led by the connectives *yinwei* (because) and *suoyi* (so), which makes them rigid. Besides, the reasons offered for the rejection are also quite direct which may threaten the speaker's face, making him/her embarrassed. Also, this examinee did not use any hedges.

### 5.3.3.2 Concluding remarks

From the analysis above, it can be observed that there are eleven examinees that are who are native speakers of Cantonese and twelve examinees who are native speakers of English involved in adopting some pragmatic strategies to make rejections. And the data about making apologies and explanations when refusing are given in the table below.

**Table 5.53: Overall Accuracy Rate of the Use of the Strategies in Making Rejections**

Language Level	Accuracy rate of the use of apology expressions (%)	Accuracy rate of the use of explanations (%)
Advanced CSL examinees who are native speakers of Cantonese	73.33	86.67
Advanced high CSL examinees who are native speakers of Cantonese	71.43	85.71
Advanced CSL examinees who are native speakers of English	51.35	97.3
Advanced high CSL examinees who are native	66.67	100

speakers of English		
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From the table above, it is found that CSL learners who are native speakers of Cantonese have a higher frequency rate than that of CSL learners who are native speakers of English and that there is a proportional relationship between the language level of English-speaking CSL learners and their use of apology expressions. However, it is the contrary for Cantonese-speaking CSL learners, that is, there is an inverse relationship between learners' language level and their use of apology expressions.

When analyzing the politeness strategies from the perspective of making explanations, it is found that in general CSL learners who are native speakers of English have a higher frequency concerning making explanations than Cantonese-speaking learners. Besides, also detected is that there is a proportional relationship between learners' language level and their frequency of making explanations; however, the relationship is inverse for Cantonese-speaking learners.

As to the pragmatic strategies applied in making rejections, the higher level English-speaking learners are, the higher competence they have in employing pragmatic strategies, and the more frequently they would use pragmatic strategies. However, it is not the case for learners who are native speakers of Cantonese, to be specific; there is no proportional relationship between learners' language level and their application of pragmatic strategies. Therefore, it can be assumed that for CSL learners, there is no direct relationship between the application of pragmatic strategies and their language level in making rejections or making apologies.

## 5.4 Summary

One of the research questions of this thesis is about the features and differences of CSL learners of different Chinese levels and different language backgrounds. To answer the question, the author of this thesis took the sampling test items from COPA of the 90 CSL learners as corpus for further analysis; however, it should be noticed that the type of the questions may have some effects on the answers given by learners who are native speakers of English in view of appropriateness. After the analysis of the texts, it is discovered that learners who are native speakers of English tend to make more errors in answering interactive questions (those questions that require brief and concise answers) compared with questions requiring suggestions because they are not able to answer the questions from a correct angle, that is, they will make errors in understanding the implication contained in the questions. A detailed illustration is given in the following examples.

### **Example 5.17: Answers obtained by Different Examinee due to Different Interpretation**

問：他在哪兒吃早飯？(Test Item: Where does he have breakfast?)

答：呃，他在廚房裡，吃早飯。(Um, he eats breakfast in the kitchen.)

問：他在哪兒吃早飯？(Test Item: Where does he have breakfast?)

(Pf1013-PI001)

答：呃，他在，呃，廚房吃他早飯。他喜歡看報紙。(Um, he is, um eats his breakfast in the kitchen. He likes reading newspaper. )

問：他在哪吃早飯？(Test Item: Where does he have breakfast?)

(An9542-PI001)

答：他在家裡一邊兒看報紙一邊兒吃飯。(He eats breakfast at home while reading newspaper.)

Errors in the answers listed above may have something to do with textbooks' contents in that CSL learners tend to adopt what is on the textbooks directly to answer the questions, hence causing pragmatic errors.

As to test items concerning making apologies, it is found that examinees who are native speakers of English are more likely to violate appropriateness than native speakers of Cantonese. From the text analysis, it can also be discovered that native speakers of English are inclined to violate appropriateness in regard of style and intonation in answering questions concerning making apologies, but there is no obvious difference in comprehending questions; indeed, they usually have a good comprehension of the questions.

**Table 5.54: Average Scores of Appropriateness in Making Apologies**

	Style and intonation	The perspective to answer questions/comprehension of the questions
Examinees that are native speakers of Cantonese	4.17	5
Examinees that are native speakers of English	2.86	5

It can also be discovered that though CSL learners are able to use polite language, they are not able to use linguistic hedges which are an important part of polite strategies in Chinese language. Shields are a kind of hedges. Shields can soften the

definite mood of a sentence without changing the actual meaning of it. Its function is to help speakers observe polite principles and avoid imposing his/her own thoughts on the others or being too arbitrary when expressing himself/herself. Shields can be classified into two categories, direct shields and indirect shields. Direct shields refer to the direct conjecture of the speakers about something while by using indirect shields, the speaker cite someone else's points of view so as to show his/ her attitudes towards something indirectly.

As to the causes that result in the difference of learners in respect to pragmatic competence, they will be discussed in the next chapter in details.

## **Chapter 6 Research Results and Application in Teaching**

### **6.1 Overview**

Chinese second language teaching has developed from focusing only on teaching and learning language structure, paying more attention to function, and context (Kramsch 1993; Wu 2009). Therefore, in addition to the learning of pronunciation, grammar, and vocabulary, it is now common to cultivate students' sensitivity to language style so as to help them to express themselves appropriately on different occasions; that is, to cultivate students' pragmatic competence. Pragmatic competence, as has been illustrated, covers many aspects. The author of this thesis attempts to explore the pragmatic competence and politeness language of advanced- and advanced-high-level learners whose native language is Cantonese or English, in order to summarize pragmatic features and their use of pragmatic competence and politeness language. This thesis ends with the features of the two mentioned aspects and the gap among examinees from different levels and different language backgrounds. To achieve this, the author firstly resorts to the corpus retrieved from COPA. Then the author takes the sound recording in the corpus and the transcribed "clean copy" of the corpus without marking texts as research objects and analyzes the spoken corpus from a pragmatic perspective. When conducting this research, the author also studied the way connectives function in discourse cohesion as a supplement, with reference to politeness principles by Leech (1983) and face-saving theory by Brown and Levinson (1987).

## 6.2 Analysis of Factors affecting Pragmatic Competence

### 6.2.1 First language backgrounds of CSL learners and their capability of building discourse

It is known that the first language will exert some influence on CSL learners' capability of building discourse. And from the analysis, it is observed that CSL learners with Cantonese as a first language perform better than native speakers of English in respect of discourse building. This can be reflected in the following two aspects: compared with Cantonese-speaking learners, English-speaking learners are inclined to be confined to using only simple words and sentence patterns. As a consequence, natural and authentic expressions are more likely to be stilted. And secondly, learners with Cantonese as a first language are more careful in the use of connectives to connect the text.

**Table 6.1: Average Scores of the CSL Learners on Suggesting<sup>4</sup>**

	Topicality	Words used	Sentence Pattern	Discourse Cohesion	
Cantonese-speaking Learners	3.67	3.49	3.45	3.45	
English-speaking Learners	3.22	2.31	2.13	1.96	

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<sup>4</sup> Examinees' scores ranges from 1 to 10.

**Table 6.2: Average Scores of the CSL Learners on Giving Introduction**

	Topicality	Words used	Sentence Pattern	Discourse Cohesion
Cantonese-speaking Learners	3.76	4.29	4.12	3.76
English-speaking Learners	3	2.83	2.58	2.42

**Table 6.3: Average Scores of the CSL Learners on Apologizing**

	Topicality	Words used	Sentence Pattern	Discourse Cohesion
Cantonese-speaking Learners	3.17	3.67	3.67	3.33
English-speaking Learners	3.07	2.13	2.13	2.2

### 6.2.2 Relationship between Chinese proficiency and pragmatic competence

From the data, it was found that among learners with Cantonese as the first language, CSL learners (AH) perform better than those with lower proficiency (A), but the gap is not that wide and the difference not significant. Similarly, when it comes to English-speaking learners, higher level learners (AH) perform better than do lower learners (A), and the gap is quite wide regarding discourse building. On the whole, Chinese proficiency plays a greater role in pragmatic competence for English-speaking learners.

**Table 6.4: Pragmatic Performance of Cantonese-speaking Learners with Different Levels of Proficiency in Chinese on the Topic Suggesting (Average Score)**

	Style and Intonation	Understanding of the questions/Angle of giving answers	Expressio ns of topicality	Vocabulary	Sentence Patterns	Context
Advanced	4.95	4.79	3.68	3.39	3.37	3.42
Advanced high	5	4.73	3.64	3.82	3.73	3.55

**Table 6.5: Pragmatic Performance of English-speaking Learners with Different Chinese Proficiency on the Topic Suggesting (Average Score)**

	Style and Intonation	Understanding of the questions/Angle of giving answers	Expressions of topicality	Vocabulary	Sentence Patterns	Context
Advanced	4.75	4.52	3.23	2.10	1.96	1.71
Advanced high	4.83	4.78	3.22	2.94	2.67	2.67

### 6.2.3 Performance of CSL learners in view of their discourse-building capability

CSL learners of different levels have different levels of performance. A detailed description is given in the following. Firstly, learners are able to use frequently-used words, accuracy of expressing a sentence is at random, and fragmented sentences or simple sentences are commonly seen. Indeed, it would be difficult for learners to express themselves in segments. Also, speakers are not able to make themselves understood easily, as they are influenced strongly by vocabulary and syntax in their first language.

Secondly, learners are able to use words correctly in general, but they are not able to use words appropriately and flexibly. Also, it is difficult for them to utter sentences correctly and appropriately. Another feature is that learners are inclined to

utter segment sentences and have difficulty making sentences in segments. They are also unable to connect utterances in the text appropriately in oral communications.

Next is the high accuracy rate for using words. Specifically, they are able to use words correctly, but they perform just average in using them appropriately and flexibly. Likewise, learners are capable of uttering sentences with a high accuracy rate but an average rate for uttering sentences appropriately and flexibly; however, they can now express themselves in segments though they are still apt to utter fragmented sentences. In addition, learners apply cohesion measures with an unstable accuracy rate of appropriateness. Finally, they are inclined to use the SVO pattern and are weak at linking topics.

Learners use words with a high accuracy rate of appropriateness, but they still perform just average in using them flexibly. A similar observation has been made on sentences. Apart from this, learners are capable of combining segments of sentences with a clear structure though they still use fragmented sentences. Learners are able to use discourse cohesion measures appropriately. Also, they tend to perform better on topicality and use fewer SVO patterns.

Learners are capable of using words correctly, appropriately, and flexibly with a high accuracy rate, which can also be observed in sentences. Also, learners are able to organize segments naturally and appropriately. Learners tend to perform better on topicality with a high accuracy rate of appropriateness and use few SVO patterns.

#### 6.2.4 Criteria for appropriateness

For the assessment of appropriateness, the following aspects are considered. First of all, learners are able to understand the implicit intention of the questions, but they are unable to give the answers logically and appropriately. Secondly, learners perform badly on understanding questions, and the perspective they take to answer these questions makes little sense. Learners perform just average on understanding questions, and the angle they take to answer questions is reasonable. Learners are able to understand the questions with a relatively high accuracy rate, and the perspective they take to give the answers makes sense. Finally, learners are capable of understanding the questions with a quite high accuracy rate, and the angle they take makes a lot of sense.

#### 6.2.5 Pragmatic competence performance of learners with different first language and of different language levels

For the evaluation of pragmatic competence performance of learners with different first languages and of different language levels, their performances on the use of causality conjunctions, sequential connectives and disjunctives, and repeated words and expressions are observed and the use of politeness language analyzed.

The following parts will focus on the use of causality conjunctions. It was found that advanced-level learners speaking Cantonese use causality conjunctions with a much higher accuracy rate than do advanced-high-level learners with the same first language i.e. there is an inverse relation between learners' Chinese proficiency and their performance of using causality conjunctions.

However, there is no big difference in the performance of using causality conjunctions between advanced-level learners speaking English and advanced-high-

level learners with the same first language, which indicates that there is an inverse relation between learners' Chinese proficiency and their performance of using causality conjunctions. Therefore, it can be assumed that there is no direct relationship between learners' pragmatic competence in using causality conjunctions and their CSL proficiency.

Of the reasons for the errors of advanced-level Cantonese-speaking CSL examinees, 70 times were causality conjunctions used to give detailed description of a topic or an opinion and express progressive relation; twice causality conjunctions were mistakenly used instead of disjunctives. Advanced-high-level CSL examinees with the same first language used causality detailed descriptions of a topic or an opinion and expressed progressive relation 36 times. Advanced-level English-speaking examinees used causality conjunctions to give detailed illustrations of a topic or an opinion 14 times, and once were causality conjunctions given to reflect the relation of intention. Advanced high learners used causality conjunctions to give detailed illustrations of a topic or an opinion five times and used them instead of disjunctives. From the data above, it can be concluded that the errors caused by learners, whether English-speaking or Cantonese-speaking, can be attributed to their using causality conjunctions to give detailed descriptions, make explanations, or make a summary of a topic or an opinion.

The following parts will deal with the use of sequential connectives and disjunctives. Specifically, this thesis intends to explore CSL learners' use of the five sequential connectives and disjunctives: *danshi* (但是), 'but' 'however' 'yet' (lit.); *keshi* (可是), 'however' 'though' 'yet' (lit); *raner* (然而), 'whereas' 'nevertheless'

‘however’ (lit.); *name* (那么) ‘so’ ‘then’ ‘well’ (lit.); *ranhou* (然后) ‘then’ ‘next’ ‘after that’(lit.).<sup>5</sup>

The use of *danshi* (但是) will be discussed in the following parts. For advanced examinees speaking Cantonese, *danshi* (但是) appeared 99 times in the 5 types of test items. Of the 99 times, it appeared 86 times in test items of offering opinions, or 86.87%, and 6 times in those of making explanations, accounting for 6.06%. In test items related to giving thanks in public and making rejections, it appeared three times, or 3.03%. In test items concerning speaking at meetings, *danshi* (但是) appeared only one time, accounting for 1.01%.

For advanced high examinees speaking Cantonese, *danshi* (但是) appeared 45 times in the 5 types of test items. Of the 45 times, it appeared 40 times in test items of offering opinions, or 88.89%. In test items related to making explanations and speaking at meetings, it appeared twice, accounting for 4.44%. In test items concerning making rejections, it appeared only once, or 2.22%. However, it did not appear in the test items related to giving thanks in public.

For advanced examinees speaking English, *danshi* (但是) appeared 91 times in the 5 types of test items. Of the 91 times, it appeared 63 times in test items of offering opinions, or 69.23%, and 8 times in making explanations, accounting for 8.79%. In test items related to giving thanks in public, it appeared 3 times, or 3.29%. In test

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<sup>5</sup> In order to keep the article concise and clear, the literal English translation of the sequential connectives and disjunctives will not be given again in the following discussion.

items concerning making rejections, it appeared 11 times, accounting for 12.09%, and 6 times in test items related to speaking at meetings, or 6.59%.

For advanced high examinees speaking Cantonese, *danshi* (但是) appeared 27 times in the 5 types of test items. Of the 27 times, it appeared 14 times in test items of offering opinions, or 51.85%. In test items related to making explanations, it appeared 6 times, accounting for 22.22% and 5 times in making rejections, or 18.52%. For giving thanks in public and speaking at meetings, it appeared only once, accounting for 3.70%.

The following parts will focus on the analysis of the use of *keshi* (可是) by examinees. For advanced examinees speaking Cantonese, *keshi* (可是) appeared 14 times in the 5 types of test items. It appeared 11 times in test items of offering opinions, or 78.57%, and 3 times in those of making explanations, accounting for 21.42 %. However, it did not appear in test items concerning giving thanks in public and making rejections or in speaking at meetings.

For advanced high examinees speaking Cantonese, *keshi* (可是) appeared 9 times in the 5 selected categories of test items. Of the 9 times, it appeared 8 times in offering opinions, or 88.89%, and only once in making explanations. However, it did not appear in test items related to giving thanks in public, making rejections, and speaking at meetings.

For advanced examinees speaking English, *keshi* (可是) appeared 53 times in the 5 types of test items. It appeared 36 times in test items of offering opinions, or 67.92%, and 8 times in those of making explanations, accounting for 15.09%. In test

items related to giving thanks in public, it appeared 2 times, or 3.77%. In test items of making rejections, it appeared 7 times, accounting for 13.20%. It did not appear in speaking at meetings.

For advanced high examinees speaking English, *keshi* (可是) appeared 15 times in the 5 types of test items. Of the 15 times, it appeared 12 times in test items of offering opinions, or 80%, 2 times in those of giving thanks in public, accounting for 13.33%, and once in test items concerning speaking at meetings, which constitutes 6.66%. It did not appear in test items related to making explanations and rejections.

The analysis of the use of *buguo* (不過) by examinees will be discussed in this part. For advanced examinees speaking Cantonese, *buguo* (不過) appeared 5 times in the 5 types of test items. It appeared 4 times in the test items of offering opinions, or 80%, and 6 times in making rejections, accounting for 20%. However, it did not appear once in test items concerning making explanations and giving thanks in public, nor in speaking at meetings.

For advanced high Cantonese speaking examinees, *buguo* (不過) appeared only 4 times in test items requiring offering opinions in the 5 types of test items.

A similar situation to that for advanced high examinees speaking Cantonese examinees was found for advanced examinees speaking English in the 5 types of test items; *buguo* (不過) appears only 3 times in offering opinions.

Similar to what happened for advanced examinees speaking English, *buguo* (不過) appeared only 4 times in test items concerning offering opinions in the 5 types of test items for advanced high examinees speaking English.

The following concerns with the analysis of the use of (那麼) by examinees. For advanced examinees speaking Cantonese, *name* (那麼) appeared 33 times in the 5 types of test items. It appeared 32 times in test items of offering opinions, or 96.97%, and once in giving thanks in public, accounting for 3.03%. However, it did not appear in making explanations and rejections, or in speaking at meetings.

For advanced high Cantonese-speaking examinees, *name* (那麼) appeared 9 times in the 5 types of test items, 8 times in test items of offering opinions, or 88.89%, and once in making rejections, accounting for 11.11%. It did not appear once in making explanations, giving thanks in public, or in speaking at meetings.

For advanced examinees speaking English, *name* (那么) did not appear once in the five types of test items. And for advanced high examinees speaking English, *name* (那么) appeared only once in the test items of offering opinions.

This part will deal with the use of *ranhou* (然后) by examinees. For advanced examinees speaking Cantonese, *ranhou* (然后) appeared 35 times in the 5 types of test items. It appeared 22 times in test items of offering opinions, or 62.86%, 3 times in those of making explanations, accounting for 8.57%. In test items related to making rejections, it appeared 6 times, or 17.14%. *Ranhou* (然后) also appeared 4 times in speaking at meetings, which accounts for 11.42%. However, it did not appear in giving thanks in public.

For advanced high Cantonese-speaking examinees, *ranhou* (然后) appeared 22 times in the 5 types of test items, 17 times in test items of offering opinions, or

77.27%. In test items related to making explanations, it appeared 4 times, accounting for 18.18%. In test items concerning giving thanks in public, it appeared only once, or 4.55%. However, it did not appear in the test items related to making rejections and speaking at meetings.

For advanced examinees speaking English, *ranhou* (然后) appeared 7 times in the 5 types of test items. Of the 7 times, it appeared 6 times in test items of offering opinions, or 85.71%, and once in those of making explanations, accounting for 14.29%. However, it did not appear once in test items related to giving thanks in public and making rejections as well as speaking at meetings.

Different from what happened for advanced examinees, *ranhou* (然後) appeared only 5 times in offering opinions in the 5 types of test items for advanced high examinees speaking English.

An interim summary of the findings will be presented in this part. First of all, the higher the proficiency level of the examinees speaking Cantonese, the more flexibly they will use the connective *danshi* (但是). In other words, it is hypothesized that they would have a more comprehensive understanding of *danshi* (但是); a balanced proportion was detected in the several functions of *danshi* (但是).

Secondly, similar to what happened to examinees speaking Cantonese, there is a balanced proportion in the functions of *danshi* (但是) for English-speaking examinees with the improvement of their Chinese proficiency, which indicates that they have a more comprehensive understanding of *danshi* (但是) and can use it flexibly. What deserves attention is that compared with advanced English-speaking examinees,

English-speaking examinees of advanced high level used *danshi* (但是) to make corrections less frequently; therefore, it is assumed that examinees of this level would do better in organizing their expressions. In other words, there is an improvement in their communication skills in that they are capable of expressing themselves well without making any corrections.

Thirdly, with the improvement of their Chinese proficiency, Cantonese-speaking examinees use the connective *keshi* (可是) in a flexible and varied way. Similarly, it can be presumed that these examinees have a more and more comprehensive understanding of *keshi* (可是), and there is a balanced proportion among the functions of *keshi* (可是). However, this is not the case for English-speaking examinees in that there is an unbalanced proportion among the functions of *keshi* (可是) despite the improvement of their Chinese proficiency. To be specific, *keshi* (可是) was used to give firm statements, switch topics, and make corrections with a high frequency; seldom were the other two functions fulfilled.

In general, Cantonese-speaking examinees perform similarly in using the connective *buguo* (不过) compared with English-speaking examinees. It can be assumed that language backgrounds lead to the difference in the use of *buguo* (不过). Examinees of different levels and from different language backgrounds rarely used *buguo* (不过); that is to say, they have a preference for *danshi* (但是) and *keshi* (可是) instead of *buguo* (不过) among disjunctives.

After the discussions of the coordinating connectives and disjunctives, the following parts will discuss CSL learners' capability of using repeated words and expressions. When it comes to the capability of using repeated words and expressions, the following observations are made. Firstly, both advanced and advanced high learners speaking Cantonese or English use repeated words and expressions often to express their opinions; also, they use sentences containing semantic repetition. These learners perform well on the use of lexical repetition and anaphors.

Secondly, advanced and advanced high learners speaking Cantonese used word repetition with a proportion of 91.54%; for English-speaking advanced and advanced high CSL examinees, the percentage for word repetition is 91.54%, indicating that examinees with Cantonese background perform better than those with English background.

Thirdly, advanced and advanced high learners speaking Cantonese used semantic repetition with a proportion of 8.09%, whereas English-speaking advanced and advanced high CSL examinees applied semantic repetition with a percentage of 7.82%, which indicates English background learners perform better than those with Cantonese background.

Finally, in the use of word meaning repetition and anaphors, respectively, the proportions are 1.86% and 1.31% for advanced and advanced high CSL examinees, whereas for English speakers, the percentages are 0.32% and 0.32%, indicating that examinees with English background perform better than those with Cantonese background.

Of all the findings, those concerning lexical repetition deserve more discussions. To begin with, regardless of the language background and the language levels of the

examinees, *er* (呃) was used to connect the whole text and appeared 1,881 times, or 58.02%, more than the other repetition measures. Next, in expressing opinion, most of the examinees were inclined to use *juede* (觉得, *feel like*) to express a stance. Besides, advanced and advanced high CSL examinees speaking Cantonese are inclined to use words with a weak meaning such as *jiu* (就), *ne* (呢), *qishi* (其实), *zhege* (这个), which appeared 95 times, 73 times, 43 times, and 42 times.

### **6.3 Analysis of the Research Questions**

#### **6.3.1 Research questions restated and discussion**

The research questions have been given. For convenience, the author of this thesis restates the questions here and gives relevant analysis concerning these questions.

- 1) How well do the CSL learners of different language levels use discourse cohesive devices such as causality relations, connectives, and repeated words and expressions?
- 2) Are there any differences between native speakers of English and native speakers of Cantonese in their competence in using cohesive devices?
- 3) How well do the CSL learners of different language levels use politeness strategies?
- 4) Are there any differences between native speakers of English and native speakers of Cantonese in their competence in using politeness strategies?
- 5) Is it true that CSL learners with higher language level or longer period of learning Chinese would demonstrate higher level of pragmatic competence?

### 6.3.2 Discussion of the first and second research questions

In this section, the author of this thesis intends to explore how well the CSL learners of different language levels use discourse cohesive devices such as causality relations, connectives, and repeated words and expressions and whether there are any differences between native speakers of English and native speakers of Cantonese in their competence of using cohesive devices. Below are the answers to the first and second research questions.

For advanced examinees who are native speakers of Cantonese, they used causality conjunctions with an accuracy rate at 78.12%, exceeding the percentage by advanced high learners of the same first language far and away, which indicates that there is an inverse relationship between language level and the accuracy rate of the use of causality conjunctions. Errors are caused because they mistakenly use causality conjunctions to make explanations of a topic or to make transitions instead of disjunctives. On the use of disjunctives and sequential connectives, learners of this level tend to have a comprehensive understanding of *danshi* (但是) and were able to use it in a comprehensive way and use *name* (那么) in a comprehensive way, but they seldom used *buguo* (不过). Also, they used lexical repetition to express their opinions quite often. Next is the use of semantic repetition, and at the same time, they performed quite well on the use of word meaning repetition and anaphor.

For advanced high examinees who are native speakers of Cantonese, they used causality conjunctions with an accuracy rate of 68.70%, which is much lower than that of advanced examinees, indicating an inverse relationship between language level and the use of causality conjunctions. Errors can be attributed to their use of causality

conjunctions to make explanations of a topic or to make transitions instead of disjunctives. In the use of sequential connectives and disjunctives, it was observed that with the improvement of their Chinese proficiency, they are able to use *danshi* (但是) more comprehensively; however, no improvement has been made in the use of *buguo* (不过); indeed, learners of this level still rarely used *buguo* (不过). However, they are better at the use of *name* (那么) than are learners of advanced level according to the results. In respect of repeated words and expressions, they used lexical repetition with a high percentage of 88.73%, and semantic repetition 8.09%. They also performed better than did English-speaking learners on word meaning repetition.

As to advanced examinees who are native speakers of English, their accuracy of using causality conjunctions is 81.93%, higher than that of advanced high learners, which indicates that there is also an inverse relationship between language level and the use of causality conjunctions. Errors are caused because they mistakenly used causality conjunctions to make explanations or make transitions instead of disjunctives; apart from this, they mistakenly used causality conjunctions to express intention. In regard to sequential connectives and disjunctives, they used *danshi* (但是) to make corrections with a higher frequency than did advanced high examinees; therefore, it can be inferred that learners of this level are inclined to use this disjunctive to correct what has been uttered. The use of *keshi* (可是) tends to be balanced regarding its functions. As for *buguo* (不过), learners were not affected in the use of this disjunctive and seldom used it; in other words, *buguo* (不过) was used

with quite a low frequency. With regard to the use of repeated words and expressions, the percentage of lexical repetition is 91.54%, and the semantic repetition 7.82%. They performed worse than did Cantonese-speaking learners on using word meaning repetition, but they performed better on semantic repetition and anaphor.

For advanced high examinees who are native speakers of English, they used causality conjunctions with an accuracy rate of 81.93%, which is much lower than that of advanced examinees, indicating an inverse relationship between language level and the use of causality conjunctions. Errors can be attributed to their use of causality conjunctions to make explanations of a topic or to make transitions instead of disjunctives. Apart from this, causality conjunctions were used to express intention. In the use of sequential connectives and disjunctives, it is observed that they used *danshi* (但是) with a lower frequency than did the advanced examinees, from which it can be inferred that learners of this level do not need to use *danshi* (但是) to correct themselves. Advanced high learners used *keshi* (可是) to give firm statements, switch topics, and make corrections; seldom was it used for the other functions. Learners of this level tend to use the connective *name* (那么) skillfully though they seldom used it.

From the above, it can be safely concluded that CSL learners of different language levels and different language backgrounds have some differences in the application of measures for discourse cohesion; that is, the use of causality conjunctions, sequential connectives, and disjunctives as well as repeated words and expressions. However, this does not indicate an inverse relationship between language levels and learners' pragmatic competence. Specifically, higher language level does

not entail higher pragmatic competence. In addition, there is no connection between CSL learners' language backgrounds and their pragmatic competence.

### 6.3.3 Discussion of the third and fourth research questions

The third and fourth research questions deal with how well the CSL learners of different language levels use politeness strategies and explore whether there are any differences between native speakers of English and native speakers of Cantonese in their competence of using politeness strategies. The following are the responses.

For advanced examinees who are native speakers of Cantonese, they used opening markers with an accuracy rate at 52.17%, and there is a proportional relationship between the frequency of the use of opening markers by these learners and that by advanced high learners. However, advanced examinees who are native speakers of Cantonese used opening markers with a lower frequency, i.e., the lower language level learners are, the less frequently they would use greetings at the beginning of a communication, which indicates lower pragmatic competence. As for the use of conclusion remarks, the accuracy rate is 30.43%, which is higher than that of advanced high learners. However, compared with English-speaking CSL learners, their accuracy rate is lower, showing that Cantonese-speaking learners have a weaker awareness of using conclusion remarks than do speakers of English.

As to advanced high examinees who are native speakers of Cantonese, they used opening markers with an accuracy rate of 72.73%. There is a proportional relationship between the frequency of the use of opening markers by these learners and that by advanced learners. And these advanced high examinees used opening markers with a higher frequency; that is, the higher language proficiency level learners are, the more frequently they would use greetings at the beginning of a communication, which

indicates higher pragmatic competence. For the use of conclusion remarks, the accuracy rate is 27.27%, which is lower than that of advanced learners and lower than that of English-speaking learners, showing that Cantonese-speaking learners have a weaker awareness of using conclusion remarks than do speakers of English.

The accuracy of using opening markers is 78.57% for advanced examinees who are native speakers of English, and there is an inverse relationship between the frequency of the use of greetings by these learners and that by advanced high learners, their frequency higher than that of advanced high learners, indicating that there is no direct link between pragmatic competence and language level. In regard to the use of conclusion remarks, the accuracy rate is 71.43%, which is higher than that of advanced high learners speaking English. But they have a higher accuracy rate than do Cantonese-speaking learners on the whole, which proves they have a stronger awareness of using conclusion remarks than do speakers of Cantonese.

For advanced high examinees who are native speakers of English, their accuracy rate is 38.46% in the use of opening marker. There is an inverse relationship between the frequency of the use of greetings by these learners and that by advanced learners, their frequency higher than that of advanced learners, indicating that there is no direct link between pragmatic competence and language level. In the use of conclusion remarks, the accuracy rate is 61.54%, which is lower than that of advanced learners speaking English. But they have a higher accuracy rate than do Cantonese-speaking learners on the whole, which proves they have a stronger awareness of using conclusion remarks than do speakers of Cantonese.

From the aforementioned analysis, it can be safely concluded that there do exist some differences in the use of politeness language among learners of different

language levels and of different language backgrounds. However, there is no proportional relationship between learners' language level and their pragmatic competence; that is, a higher language level does not necessarily indicate higher pragmatic competence of using politeness remarks. Whether there is a connection between CSL learners' language background (or cultural element) and pragmatic competence is discussed in the subsequent sections.

#### 6.3.4 Discussion of the fifth research question

The last research question is whether CSL learners with higher language level or longer period of learning Chinese would demonstrate higher level of pragmatic competence. The answers are given below.

In effect, the aforementioned analyses have already provided a good response to this question. Specifically, it was found that higher language level and longer learning time do not necessarily ensure higher pragmatic competence. By analyzing the corpus retrieved from 90 college students who have taken part in COPA, the author of this thesis examined their pragmatic competence from the perspectives of discourse cohesion competence and politeness competence. It was then found that there is no proportional relation between learners' pragmatic competence and their use of discourse cohesion measures and politeness remarks. Also, there is no direct connection between learners' pragmatic competence and the length of time they learn a language.

In addition to the findings above, there is an interesting phenomenon observed: English-speaking learners have a higher accuracy rate than that of Cantonese-speaking learners in using conclusion remarks when it comes to politeness. However, theoretically, Cantonese-speaking learners should perform better than English-

speaking learners do concerning politeness principles. Hence, it deserves pondering whether cultural backgrounds of learners should be taken into consideration when evaluating their pragmatic competence. The next section will focus on this issue. The performance of the 90 CSL learners on specific occasions will be compared.

#### **6.4 Cultural Factors**

Pragmatic competence is affected not only by cognitive knowledge but also by social factors; for example, the Chinese culture that learners have absorbed and the influence exerted by first their language. By saying cognitive knowledge in this research, it refers to a person's stored information about human thinking, especially about the features of his own theory. Hence, it is one of the focuses of this thesis to study the transfer influence on pragmatic competence exerted by culture backgrounds and first language based on discourse markers of the spoken corpus of CSL learners. Altogether there are 90 CSL learners whose first language is either Cantonese or English. It was discovered after observation and analysis that Western and Chinese ways of thinking and the ways of expressing oneself indeed exert some influence on learners' learning of spoken language to some extent. To be specific, Chinese and English are classified into two different language families, the difference in their ways of expressing and thinking embodied by sentence structures. In addition, in respect to vocabulary and sentence order, different languages have distinct features which affect learners' pragmatic competence. Furthermore, though the structure of SVO, representing subjects, verbs, and objects respectively, are the basic sentence structure of both English and Chinese. There are obvious differences in the means of expression. Chinese people do not want others to figure out what their intention easily, which is reflected in language. Precisely, Chinese people stress the expression of semantic meaning. The following is the corpus of different language backgrounds

retrieved in COPA. Via the analysis of the means of expression, the author intends to further explain the influence that cultural elements have on pragmatic functions.

For advanced examinees who are native speakers of Cantonese, there are ninety-four examples in offering opinion, fifty-nine using Cantonese way of expression, and twenty-one using English way of expression.

**Table 6.6: Expressions Used in Offering Opinions by Advanced Cantonese-speaking Examinees**

Test Items	Examinees	Cantonese vocabulary	Cantonese way of expression	English vocabulary	English way of expression
What's your opinion of buying pirated software?	Ac0507(2)	1.變作 v.			
	Cc0316(12)	2.價錢 n. 警戒 v.	✓		
	Cc0925(2)	得利 v. 販賣 v.	✓		
		製造 v. 翻版 v.			
Please give your point of view on the issues of physical training and discipline for young people.		3.製造 v.			
	Ac0507(10)		✓		
	Ch0812(10)	2.即興 v. 妨礙 v.	✓		
	Ck0331(10)	體格 v.			
	Cm0328(10)	3.動聽 adj.	✓		
Please show your opinion on the	Cm0618(10)	4.體格 v.			
	Ac0507(11)		✓		

status of English after the return of Hong Kong.					
Please give your opinion on spending nights in the streets.	Ac0507(12) Cc0925(11) Ck0101(10)	2.公堂 n. 3.管制 v. 手續 n.	✓ ✓ ✓		✓
What's your opinion on making money via real-estate speculation?	Ac0628(1)				✓
Please offer your opinion on whether to enact legislation on spam advertisements,	Ac0628(10) Ch0824(10) Ck1125(10)	1.限度 n. 保障 v. 2.短訊 n. 插手 v. 管制 v. 3.短訊 n. 收取 v. 起始 n.	✓ ✓ ✓	電郵 n.	
Please give your opinion on legalizing abortion.	Ac0628(11) Cw0417(11)		✓		✓
What do you think of college students	Ay1028 (1)	1.出外 v.	✓		

doing part-time jobs?	Cl0318(1)				✓
Now please offer your opinion on the legal age of marriage.	Ay1028(10)	1.入世未深 adj 幾時 n.	✓		
Please give your opinion on Hong Kong people's Chinese proficiency.	Ay1028(11)	1.著重 v. 競技 v.	✓		✓
Please offer your point of view on how to promote Chinese proficiency.	Ch0812(11)		✓		
	Cm0618(11)	2.著手 v. 激發性 地 adv.	✓		✓
What's your opinion on people speaking loudly in public?	Cc0316(2) Ch0812(3)	1.都市 n. 大大聲 adv.			
Please give your opinion on Hong	Cc0316(10)		✓		

Kong's land reclamation.	Ch1118(10)	製造 v.			
Now please show your opinion on Hong Kong people's illegitimate children coming to settle in Hong Kong.	Cc0316(11) Ck0101(9)		✓		
Please give your opinion on the phenomenon of primary school and middle school extracurricular tutoring.	Cc0602(2)	出外 v. 功課 n.			
Please offer your opinion on achieving peace via war.	Cc0602(10)				✓
Now please give your opinion on abolishing the	Cc0602(11)	改過自新 v.	✓		

death penalty.					
What do you think of lighting candles on Mid-Autumn Festival?	Cc0810(1)	枉顧 v.			
Now please give your opinion on whether to legislate against telephone sales.	Cc0810(10)	滋擾 v. 電訊業 n.			
What do you think of encouraging fertility in order to alleviate the aging of the population?	Cc0810(11)	終日 adv.			
Now please offer your opinion on giving children pocket money.	Cc0925(10) Ch0225(11) Ch1118(11)	七七八八	✓		✓ ✓
Now please give your opinion about the impact of high technology on life.	Cc0925(12)				✓

Now please offer your point of view on the right to life of people with disabilities.	Cc1111(10)	殘疾人士 n. 援助 n.	✓		
Please give your opinion on negative assets.	Cc1111(11)	人士 n. 限度 n.			
Now please show your thoughts on legitimizing ball gambling.	Cc1111(12) Cm0328(12)	十分之大 adj.	✓		
Now please give your opinion on the cultural climate in Hong Kong.	Cd1125(10) Ch0904(11)	融匯 v.	✓		
Now please offer your opinion on the banding in middle school.	Cg1110(1) Ch0904(1)				✓
Now please show your opinion on the prohibition of	Cg1110(10)	火種 n.	✓		

strikes in certain types of work.					
Many Hong Kong people like playing mahjong. What do you think of this?	Ch0225(2) Cm0618(2)				
Now please give your opinion on the spreading of traditional Chinese sports and drama as well as the promotion of traditional Chinese culture.	Ch0225(10)				
Now please show your thoughts on the relation between environmental protection and economic development.	Ch0225(12) Cm0328(11)	興建 v.	✓		

What do you think of wasting food in buffets?	Ch0805(1)		✓		
Now please give your opinion on the rising rate of suicide among youth.	Ch0805(10) Cw0628(10)		✓		✓
Many Hong Kong people like traveling. What do you think of this phenomenon?	Ch0812(2) Cm0328(2)	價錢 n. 旅費 n.	✓		
Now please give your opinion on overusing credit cards.	Ch0812(12)				✓
What do you think of artificial beauty?	Ch0824(2)				
Now please give your opinion on whether to establish Islamic	Ch0824(11)				

festivals and Taoist festivals.					
What's your opinion of the practice of collecting a deposit before admission to hospital?	Ch0904(4)				✓
Now please offer your opinion of on-the-job training.	Ch0904(10)				✓
Now please give your point of view on the plan made by the government.	Ch0904(12)				
In your opinion, where do those loveable animals go after their death?	Ch0915(5)				
Now offer your opinion on the	Ch0915(10)				

claim that people may not be so generous to their compatriots.					
Now please give your opinion on strengthening the supervision of food quality.	Ch0915(11)				
Now please offer your opinion on young people's use of soft drugs.	Ch1118(12)				
Now please give your opinion on privacy rights.	Ck0101(11)	公眾 n.			
Now please state your view on whether government should establish minimum wage.	Ck0331(11)	僱主 n.			
Now please give	Ck0723(10)		✓		✓

your opinion on the pros and cons of the technology of biological replication.					
How do you like the issue of investment?	Ck1125(1)		✓		
Now please give your opinion on the vandalism behavior of some people in places of interest.	Ck1125(4)	遊覽 v. 人士 n.	✓		
Now please offer your opinion on legitimizing the idea that children should support the elderly.	Ck1125(11)		✓		
Please give your opinions on the issue of excessive drinking of professional	Cl0318(10)		✓		

women and the social problems that ensue.					
Now give your opinion on the criticism of the decline of college students' quality.	CI0318(12)	內地生 n.	✓		✓
What do you think of child stars?	CI0624(2)				✓
Now please give your opinion on how governments should deal with terrorists.	CI0624(10) Cw0417(10)	一時三刻 adj.	✓ ✓		✓
Now please offer your points of view on whether traditional culture is wealth or a burden.	CI0624(11)				
What do you think of Hong Kong	Cm0502(2) Cw0417(1)				

people speaking Chinese mixed with English?					
Please offer your opinions on the issue of the elderly people.	Cm0502(10)		✓		
Now please give your opinion on whether public hospitals should increase their fees.	Cm0502(11)				✓
Now please give your opinion on choosing housing.	Cm0618(12) Cw0714(10)	居所 n.	✓		✓
Now please offer your opinion on some supermarkets' selling of expired foods.	Cm0702(4)	售賣 v.光顧 v.	✓	超級市場	
Now please give your opinion on	Cm0702(10)		✓		

whether to grant sex workers legal status.					
Now please offer your opinion on the criticism of pet cloning.	Cm0702(12)	獨一 adj.製造 v.			
What do you think of charging for using public toilets in the mainland?	Cw0417(4)				
Now please give your opinion on public transportation companies' intention to raise ticket fares.	Cw0417(12)	輕然 v.盈利 n.			
What do you think of Hong Kong people speaking Cantonese mixed with Mandarin	Cw0628(1)		✓		

Chinese?					
Now please offer your opinion on bidding for large-scale international sport events.	Cw0714(12)				

In test items related to giving thanks in public, there were three examinees, one using Cantonese way of expression, another one using English way of expression.

**Table 6.7: Expressions Used in Giving Thanks for Advanced Cantonese-speaking Examinees**

Test Items	Examinees	Cantonese vocabulary	Cantonese way of expression	English vocabulary	English way of expression
Now we give the floor to our graduate representatives.	Ay1028(12)	溫習 v.			
Now we invite the representatives of a charity agency to give us a speech.	Ch0915(12)	有識之士	✓		✓
Now please accept the donated electrical appliances on behalf	Cw0628(11)	捐獻 人士			

of the elderly welfare agency and deliver a speech.					
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There are seven examinees involved in speaking at meetings, only one using Cantonese way of expression, and another one using English way of expression.

**Table 6.8: Expressions Used in Speaking at Meetings for Advanced Cantonese-speaking**

**Examinees**

Test Items	Examinees	Cantonese vocabulary	Cantonese way of expression	English vocabulary	English way of expression
Thank you all. Now let's give time to the host to give us an introduction to the next speaker.	Cc0810(12) Ch0805(11) Cl0624(12) Cm0502(12)	貢獻良多   人士	   ✓		
Thank you all. Now let's give the floor to the spokesperson of the chief executive's office to introduce the new chief executive.	Cd1125(12)				

Now we invite the host to introduce to us to the purpose and content of today's lecture.	Cg1110(11)  Cm0702(11)	貴價			✓
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Altogether, there are eight examinees involved in making explanations, four using Cantonese way of expression, but not one using English way of expression.

**Table 6.9: Expressions Used in Making Explanations for Advanced Cantonese-speaking**

**Examinees**

Test Items	Examinees	Cantonese vocabulary	Cantonese way of expression	English vocabulary	English way of expression
Why do you want to leave earlier?	Ay1028(3)				
Why can't snacks be counted as dinner?	Ay1028(6)				
Why don't you travel to the mainland?	Cc0602(6)				
Why can't I eat and do few sports?	Cd1125(6)  Ch0805(6)		✓		

你 Why do you resign when you are doing well?	Cg1110(3)	出路 人工 市面	✓		
Why can't people eat vegetables only?	Ck1125(6)	快高長大	✓		
Why were you late today? What happened?	Cw0714(4)		✓		

There are four examinees involved in making apologies in total, but none of used either Cantonese way of expression or English way of expression.

**Table 6.10: Expressions Used in Making Apologies for Advanced Cantonese-speaking Examinees**

Test Items	Examinees	Cantonese vocabulary	Cantonese way of expression	English vocabulary	Test Items
What will you say to the public about such an event?	Ac0628(4) Cl0318(4)				
Manager, I ask you to compensate for all the losses involved in this tour group.	Ay1028(4)				
What do you say, as the	Cg1110(4)	屬實			

service in your hotel is so unfair?		上好 光顧			
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In the test items concerning making rejections, there are eight examinees, only one using English way of expression, and no one using Cantonese way of expression.

**Table 6.11: Expressions Used in Making Rejections for Advanced Cantonese-speaking**

**Examinees**

Test Items	Examinees	Cantonese vocabulary	Cantonese way of expression	English vocabulary	English way of expression
Come with me to pick presents, won't you?	Ac0628(6)				
How about taking care of your little brother's homework at the same time?	Cc0810(4)				
Give me one more chance, will you? I promise this will be the last time.	Cd1125(3)	價錢 諒解			
How about investing in the dessert shop with	Ch0805(3)				

me?					
How about investing in the dessert shop with me?	Ck0331(4)				
Could you lend me your library card to borrow several books?	Ck0723(4)	溫 借			
Will you come to my birthday party next week?	Cl0318(5)				
Is it ok that you help me buy some stocks?	Cw0628(4)				✓

Altogether there are one hundred and twenty-four examples in speaking Cantonese, sixty-five having Cantonese ways of expression, or 52.42%, and twenty-four using English ways of expressing, accounting for 19.35%.

And there are thirty-seven advanced high examinees who are native speakers of Cantonese involved in offering opinions in total. Of these thirty-seven examinees, 7 seven used Cantonese way of expression, and six 6 used English way of expression.

**Table 6.12: Expressions Used in Offering Opinions for Advanced High Cantonese-speaking Examinees**

Test Items	Examinees	Cantonese vocabulary	Cantonese way of expression	English vocabulary	English way of expression
What's your opinion of buying pirated software?	Ay0913(2) Ck0203(2) Ck0710(2) Cs0404(12)	價錢 n. 收錄 v.			✓
Please offer your opinions on the issue of the elderly people.	Ay0913(10)				
Now please offer your opinion on young people's use of soft drugs.	Ay0913(11)				
Now please give your opinion about	Ay0913(12)		✓	電郵 n.	

the impact of high technology on life.					
In your opinion, where do those loveable animals go after their death?	Ca1130(6)				
Now please give your opinion on the rising rate of suicide among youth.	Ca1130(10)				
Many Hong Kong people like traveling. What do you think of this phenomenon?	Cc2808(2)				

Now please offer your opinion of on-the-job training.	Cc2808(10)	年長 adj.			
Now please offer your opinions on giving children pocket money.	Cc2808(11) Cs0404(11) Cs0517(10)	自製能力 n.			✓
Now please give your opinion on overusing credit cards.	Cc2808(12) Ck0710(12)				
Please give your opinion on the cultural climate in Hong Kong.	Ch052(10)	入去 v.	✓		

What are the advantages and disadvantages of using credit card payment and cash payment?	Ch1109(2)		✓		
Now please talk about your opinions on Heaven and Hell.	Ch1109(10)		✓		
Now please give your points of view on the influences Chinese and Western culture exerted on Hong Kong.	Ch1109(11) Ck0203(11) Ck0710(10)	飲茶 v. 街 市 n.			

Now please offer your opinions on the relation between the development of tourism and environmental protection.	Ck0203(10)		✓		
Now please share your thoughts on the relation between environmental protection and economic development.	Ck0203(12)				
Please give your opinion on spending	Ck0710(11)				

nights in the streets.					
Now please give your points of view on whether traditional culture is wealth or a burden.	Ck1004(10)				
Now please offer your point of view on the rights of people with disabilities.	CI0115(10)		✓		✓
Please give your opinions on the rising number of male victims in domestic	CI0115(11)				✓

violence.					
Now please offer your points of view on the issue of educating children.	CI0920(10)				
Now please offer your opinions on the issue of professional mothers educating their children.	CI0920(11)	現今 n.			
Many Hong Kong people like playing mahjong. What do you think of this?	Cs0404(2)				
Now please offer your	Cs0404(10)				

opinions on the issues of employment and further study of the youth.					
What do you think of Hong Kong people speaking Cantonese mixed with Mandarin Chinese?	Cs0514(1)		✓		
Please show your opinion on the status of English after the return of Hong Kong.	Cs0514(10)				✓
Now please offer your points of	Cs0514(11)				✓

view on the lopsided development between coastal cities and inland areas.					
What's your opinion on people speaking loudly in public?	Cs0517(1)				
Now please give your opinion on the pros and cons of biological replication technology.	Cs0517(11)				

There are four examinees involved in giving thanks in public, none of them using Cantonese or English way of expression.

**Table 6.13: Expressions Used in Giving Thanks by Advanced High Cantonese-speaking Examinees**

Test Items	Examinees	Cantonese vocabulary	Cantonese way of expression	English vocabulary	English way of expression
Now please accept the donated electrical appliances on behalf of the elderly welfare agency and deliver a speech.	Ch1109(12)				
Now we give the floor to the person in charge of the ecological protection organization.	Ck1004(11)				
Now we invite the representative of the police in	Cl0115(12)	早前			

Hong Kong to deliver a speech.					
Now we invite the representative to express acknowledgement to the public on behalf of the institution accepting the donation.	C10920(12)	人士			

Altogether there are three examinees involved in speaking at meetings, only one using Cantonese way of expression, and no one using English way of expression.

**Table 6.14: Expressions Used in Giving Thanks for Advanced High Cantonese-speaking Examinees**

Test Items	Examinees	Cantonese vocabulary	Cantonese way of expression	English vocabulary	English way of expression
Now we invite the host to introduce to us the purpose and content of today's lecture.	Ca1130(12)				

Now we invite the representatives from Hong Kong to take the floor.	Cl0115(4)	齊全			
Thank you all. Now let's give the floor to the spokesperson of the chief executive's office to introduce the new chief executive.	Cs0517(12)	幫扶	✓		

There are five examinees involved in making explanations, only one using Cantonese way of expression, and no one using English way of expression.

**Table 6.15: Expressions Used in Making Explanations for Advanced High Cantonese-speaking Examinees**

Test Items	Examinees	Cantonese vocabulary	Cantonese way of expression	English vocabulary	English way of expression
Why don't you travel to the mainland?	Ch052(6)				
You mean you won't show up on Thursday night?	Ck1004(6)				

Why can't snacks be counted as dinner?	CI0115(6)		✓		
Why did you dress in such a formal way today?	Cs0514(6)	薪水			
Really, you cannot come for dinner that day?	Cs0517(3)				

In the test items concerning making apologies, there are two examinees, neither of them using Cantonese or English way of expression.

**Table 6.16: Expressions Used in Making Apologies for Advanced High Cantonese-speaking Examinees**

Test Items	Examinees	Cantonese vocabulary	Cantonese way of expression	English vocabulary	English way of expression
It is said that your children's drawing class in summer will not start. Is that right?	Ch1109(4)	籌備			
What do you say as the service in your hotel is	Cs0517(4)	靈光			

so unfair?					
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In making rejections, there are three examinees, one of the three using Cantonese way of expression, but none using English way of expression.

**Table 6.17: Expressions Used in Making Rejections for Advanced High Cantonese-speaking Examinees**

Test Items	Examinees	Cantonese vocabulary	Cantonese way of expression	English vocabulary	English way of expression
I want to borrow your bank account for business purposes. Can I?	Ca1130(3)	一間	✓		
Could you please help me move house?	Ch1109(6)	要緊			
Could you please help me take care of my children and let them have dinner with you when I'm out this month?	Cl0115(3)				

There are fifty-four advanced high CSL examinees speaking Cantonese, ten using Cantonese way of expression, or 18.52%, and six using English way of expression, accounting for 11.11%.

There are sixty-eight advanced examinees who are native speakers of English taking part in offering opinions, forty-seven using English way of expression, twenty-five tending to use complete SVO structures in their expressions.

**Table 6.18: Expressions Used in Offering Opinions for Advanced English-speaking Examinees**

Test Items	Examinees	English-style Literal Translation	English-style syntax	SVO structure
What's your opinion of people speaking loudly in public?	058573-ANb007	吵	✓	✓
	058581-ANb007	麻煩 吵	✓	✓
	IBCE-B1211-ANb007		✓	
		吵 亂說	✓	
	IBCE-B1230-ANb007	什麼	✓	
			✓	✓
	IBI204-ANb007	一點點 麻煩	✓	
	IBI403-ANb007	空氣 麻煩	✓	✓
	IBI408-ANb007	在我眼中	✓	✓
	IBI409-ANb007	停 不要	✓	✓

	Usc211-Anb007 Usc217-ANb007	吵 壞處 還是 尊 敬		
Now please offer your point of view on the right to life of people with disabilities.	058573-SNa003 058581-SNa003 IBCE-B1211- SNa003 IBCE-B1230- SNa003 IBI204-SNa003 IBI403-SNa003 IBI408-SNa003 IBI409-SNa003 Usc211-SNa003 Usc217-SNa003	生病人 麻煩 東西 還給 東西 每種人 隨便 大 活動 思想 傷害 厲害 負擔 麻煩 容易	✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓	✓ ✓  ✓ ✓    ✓
Now please offer your opinions on the issue of professional mothers educating their children.	058573-SNb003 058581-SNb003 IBCE-B1211- SNb003 IBCE-B1230- SNb003	東西 事情 表示 害 harm 多 better	✓ ✓ ✓ ✓ ✓	✓

	IBI204-SNb003		✓	✓
	IBI403-SNb003			✓
	IBI408-SNb003		✓	
	IBI409-SNb003	損失=harm 怎樣		
	Usc211-SNb003	=what		
	Usc217-SNb003	責任		
What do you think of the issue of immigration?	An9542-SS006	優點 缺點=good	✓	
	Cb0525-SS006	bad	✓	
	Cs0911-SS006		✓	
	Jw0402-SS006			
	Pf1013-SS006		✓	✓✓
	Sa0610-SS006	什麼=any		✓
	Tm0807-SS006	大=large		✓
	Ph0605-SS006	優點=good thing	✓	
	Uk0712-SS006	主意	✓	
	Yt0527-SS006	=thoughts/idea		
It is said just now that Chinese culture differs from that of the	An9542-SS007		✓	
	Cb0525-SS007	事情 thing	✓	
	Cs0911-SS007		✓	

United States. Now  please share with us how you like this statement.	Jw0402-SS007	代表 represent	✓	
	Pf1013-SS007			✓
	Sa0610-SS007			✓
	Tm0807-SS007			
	Ph0605-SS007	事情 thing	✓	
	Uk0712-SS007_			✓
	Yt0527-SS007		✓	✓
Just now, it was  stated that there are different opinions between China and the United States  on the issue of educating children. Now please offer your opinions on this issue.	Br0521-SNc081	創造 create 記住	✓	✓
	Ce0428-aSNc081	remember		✓
	Hs0921-aSNc081			
	La0422-aSNc081			
	Mk0303-aSNc081	好處 advantages		
	Nv0917-aSNc081	什麼 some	✓	✓
	Ra1208-aSNc081			
	Sj0212-aSNc081			
What do you think of the view that all American students	Sn1220-SNc081	發達 advanced		
	Ce0428-aSNb081	損壞 bad	✓	
	Hs0921-aSNb081	成為 become	✓	

have to learn another language?	La0422-aSNb081	看到=see	✓	
	Mk0303-aSNb081	(prove)		
	Nv0917-aSNb081	談話/說話	✓	
	Ra1208-aSNb081	=communicate/talk with 連=even		
	Sj0212-aSNb081		✓	
	Sn1220-SNb081		✓	
	Br0521-SNb081		✓	

There are ten examinees involved in giving thanks in public, nine of them using English way of expression, and all nine examinees inclined to use complete SVO structure.

**Table 6.19: Expressions Used in Giving Thanks for Advanced English-speaking Examinees**

Test Items	Examinees	English-style literal translation	English- style syntax	SVO structure
Ladies and gentlemen, this is the student representative	An9542(15)	表示 express	✓	✓
	Cb0525(14)	感覺 feelings	✓	✓
	Cs0911(15)	麻煩	✓	✓
	Jw0402(15)		✓	✓

of the United States. We now invite her to give a speech.	Pf1013(16)	什麼 some	✓	✓
	Sa0610(16)	介紹者	✓	✓
	Tm0807(16)	居住 living	✓	✓
	)	什麼	✓	
	Ph0605(15)		✓	✓
	Uk0712(15)			✓
	Yt0527(15)			

There are nine examinees involved in speaking at meetings, seven of the nine using English way of expression, and ten examinees inclined to use complete SVO structure.

**Table 6.20: Expressions Used in Speaking at Meetings for Advanced English-speaking Examinees**

Test Items	Examinees	English-style literal translation	English- style syntax	SVO structure
Ladies and gentlemen, we now invit	Br0521(14)		✓	✓
	Ce0428(10)	好處	✓	✓
	Hs0921(10)		✓	✓
	La0422(10)		✓	✓

e your representatives to give a speech to us.	Mk0303(10)	人生大事 現場		✓
	Nv0917(10)		✓	✓
	Ra1208(10)	什麼	✓	✓
	Sj0212(10)	容易 easy		✓
	Sn1220(10)		✓	✓

For the test items concerning making explanations, there are twenty-one examinees, five of them using English way of expression, and four inclined to use complete SVO structure.

**Table 6.21: Expressions Used by Advanced English-speaking Examinees in Making Explanations**

Test Items	Examinees	English-style literal translation	English- style syntax	SVO structure
Why do you want to learn	058573(4) br0521(4) IBCE-			✓

Chinese?	B1211(4)	從來		
	IBCE-		✓	
	B1230(4)			
	IBI204(4)		✓	✓
	IBI403(4)			
	IBI408(4)			
	IBI409(4)			
	Sn1220(16)			
	Usc211(16)			
	Usc217(16)			
Why do you resign when you are actually doing well?	058573(6)		✓	
	058581(6)			✓
	IBCE-			
	B1211(6)			
	IBCE-		✓	
	B1230(6)			
	IBI204(6)			
	IBI403(6)			✓
	IBI408(6)			
	IBI409(6)		✓	

	Usc211(2)	專門		
	Usc217(2)			

In making apologies, there are ten examinees, five using English way of expression, and five inclined to use complete SVO structure.

**Table 6.22: Expressions Used in Making Apologies for Advanced English-speaking Examinees**

Test Items	Examinees	English- style literal translation	English- style syntax	SVO structure
What happened to you this afternoon? Why didn't you come to the examination?	An9542(10)	麻煩 什麼	✓	
	Cb0525(9)			✓
	Cs0911(10)		✓	
	Jw0402(10)			
	Pf1013(11)		✓	✓
	Sa0610(11)			✓
	Tm0807(11)		✓	
	Ph0605(10)		✓	✓
	Uk0712(10)			✓
	Yt0527(10)			

In test items concerning refusing, there are ten examinees involved, seven of them using English way of expression, and one using complete SVO structure.

**Table 6.23: Expressions Used in Making Rejections for Advanced English-speaking Examinees**

Test Items	Examinees	English-style literal translation	English- style syntax	SVO structure
How about investing in the dessert shop with me?	058573(8)	東西	✓	
	058581(8)		✓	
	IBCE-B1211(8)		✓	
	IBCE-B1230(8)		✓	
	IBI204(8)		✓	
	IBI403(8)		✓	
	IBI408(8)		✓	
	IBI409(8)	意見 idea		
	Usc211(4)			
	Usc217(4)			

Altogether there are one hundred and twenty-eight advanced high CSL examinees speaking English, eighty using English way of expression, or 62.5%, and fifty-three tending to use complete SVO structure, accounting for 41.41%.

There are twenty-seven advanced high examinees who are native speakers of English taking part in the test items concerning offering opinions, there are, nineteen using English way of expression, and 5 using complete SVO structure.

**Table 6.24: Expressions Used in Offering Opinions in for Advanced High English-speaking Examinees**

Test Items	Examinees	English-style literal translation	English-style syntax	SVO structure
What do you think the idea that all American students have to learn another language?	Wh0628-aSNb081	長處=advantages	✓	
	Wd0913-aSNb081		✓	
	Cc0208-aSNb081		✓	
	Br0730-aSNb081			
	We0603-aSNb081		✓	
	Ts0127-aSNb081			
Just now, it was stated that there are different opinions between China and the United States on	wd0913-aSNc081	事情=things 佩服	✓	
	cc0208-aSNc081	=value	✓	
	br0730-aSNac081	名譽 推動	✓	
	We0603-aSNac081	=motivate	✓	

the issue of educating children. Now please offer your opinions on this issue.	ts0127-aSNc081	表示 express  魅力=attracted	✓	
What do you think of the issue of immigration?	Cs1109-SS006  Mc1009-SS006  Yl0620-SS006  kw0129-SS006  fl0710-SI006	開放    加強	✓  ✓ ✓	✓  ✓ ✓
It was said just now that Chinese culture differs from that of the United States. Now please share with us how you like this statement.	Cs1109-SS007  mc1009-SS007  yl0620-SS007  kw0129-SS007  Fl0710-SI007  Ibce-b1204- ANb007  ibi407-ANb007	      浪費	   ✓ ✓ ✓ ✓	   ✓
Now please offer your point of view	ibce-b1204-		✓	

on the right of people with disabilities.	SNa003  ibi407-SNa003		✓	✓
Now please offer your opinions on the issue of professional mothers educating their children.	Ibce-b1204-SNb003  Ibi407-SNb003	發達=rich 愛情  =love	✓	

In test items related to giving thanks in public, there are five examinees, three of them using English way of expression, and three using complete SVO structure.

**Table 6.25: Expressions Used in Giving Thanks in Public for Advanced High English-speaking Examinees**

Test Items	Examinees	English-style literal translation	English-style syntax	SVO structure
Ladies and gentlemen, this is the student representative	Cs1109(15)  Mc1009(15)  Yl0620(15)  Kw0129(15)	什麼	✓   ✓	✓   ✓

of the United States. We now invite her to give a speech.	Fl0710(15)		✓	✓
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In the context of speaking at meetings, there are six examinees, two of them using English way of expression, and six inclined to use complete SVO structure.

**Table 6.26: Expressions Used in Speaking at Meetings for Advanced High English-speaking Examinees**

Test Items	Examinees	English-style literal translation	English- style syntax	SVO structure
Ladies and gentlemen, we now invite your representatives to give a speech to us.	Wh0628(10)			✓
	Wd0913(10)		✓	✓
	Cc0208(10)			✓
	Br0730(10)		✓	✓
	We0603(10)			✓
	Ts0127(10)			✓

In making explanations, four examinees are involved, none of them using English way of expression and only one inclined to use complete SVO structure.

**Table 6.27: Expressions Used in Making Explanations for Advanced High English-speaking Examinees**

Test Items	Examinees	English-style literal translation	English- style syntax	SVO structure
Why do you want to learn Chinese?	Ibce-b1204(4) Ibi407(4)			✓
Why do you resign when you are actually doing well?	Ibce-b1204(6) Ibi407(6)			

In test items concerning making apologies, five examinees are involved, only one of them using English way of expression, and one inclined to use complete SVO structure.

**Table 6.28: Expressions Used in Making Apologies for Advanced High English-speaking Examinees**

Test Items	Examinees	English-style literal translation	English- style syntax	SVO structure

What happened this morning? Why didn't you come to the exam?	Cs1109(10) Mc1009(10) Yl0620(10) Kw0129(10) Fl0710(10)		✓	✓

For test items related to making rejections, two examinees are involved, one of the two using English way of expression, and no one inclined to use complete SVO structure.

**Table 6.29: Expressions Used in Making Rejections for Advanced High English-speaking Examinees**

Test Items	Examinees	English-style literal translation	English- style syntax	SVO structure
How about investing in the dessert shop with me?	Ibce-b1204(8) Ibi407(8)		✓	

There are forty-nine advanced high CSL examinees speaking English, twenty-six using English way of expression, or 53.06%, and sixteen inclined to use complete SVO structure, accounting for 32.65%.

From the data above, it is observed that of the one hundred and seventy-eight CSL examinees speaking Cantonese, seventy-five used Cantonese way of expression, or 42.13%, and thirty used English way of expression, accounting for 16.85%. There are one hundred and seventy-seven CSL examinees speaking English, one hundred and six using English way of expression, accounting for 38.98%. Thus it can be concluded that in general English-speaking examinees are more easily influenced by their first language than are those speaking Cantonese.

To give a detailed description, of the one hundred and twenty-four examples involved, sixty-five related to Cantonese way of expression, and twenty-four concerned with English way of expression. The probability of Cantonese way of expression is 52.42%, and that of English way of expression is 19.35%. There are fifty-four advanced high CSL examinees with the same first language fifty-four, ten of whom having used Cantonese way of expression, and six using English way of expression. The probability of Cantonese way of expression is 18.52%, and that of English way of expression is 11.11%. There are one hundred and twenty-eight English-speaking examinees of advanced level, eighty of them having used English way of expression and only fifty-three inclined to use complete SVO structure. The probability of using English way of expression is 62.5%, and the chance that they used complete SVO structure is 41.41%. Also, there are forty-nine advanced high examinees speaking English, twenty-six of them having used English way of expression, but only sixteen 16 using complete SVO structure. The probability of

using English way of expression is 53.06%, and that of complete SVO structure is 32.65%. All the data are presented in Table 6.30.

**Table 6.30: Proportions of the Expressions Used by all the Examinees**

Level	Proportion of Cantonese way of expression	Proportion of English way of expression
advanced CSL examinees speaking Cantonese	52.42%	19.35%
Advanced high CSL examinees speaking Cantonese	18.52%	11.11%
advanced CSL examinees speaking English	62.5%	41.41%
Advanced high CSL examinees speaking English	53.06%	32.65%

Table 6.30 shows that advanced examinees speaking Cantonese are more easily influenced by Cantonese and are more inclined to use English way of expression, compared with advanced high examinees of the same first language; that is, the higher the level of Chinese proficiency the examinees have, the less they would be affected by their first language. In contrast, advanced English-speaking examinees are more affected by English way of expression and tend to use complete SVO

structure to a larger degree compared with advanced high examinees speaking English. This indicates that the higher the level of Chinese proficiency the examinees have, the less they would be influenced by their first language.

**Table 6.31: Words Used that are influenced by First Language Transfer for Cantonese-speaking Examinees**

	Advanced CSL examinees speaking Cantonese	Advanced high CSL examinees speaking Cantonese
nouns	35	6
verbs	32	5
adjectives	11	5
adverbs	5	0
classifiers	0	1
Total	83	17

**Table 6.32: Words Used that are influenced by First Language Transfer for English-speaking Examinees**

	Advanced CSL examinees speaking English	Advanced high CSL examinees speaking English
nouns	20	5
verbs	10	4
adjectives	16	4
adverbs	2	0
Total	48	11

From Table 6.32, it can be discovered that the number of the used words influenced by Cantonese for advanced Cantonese-speaking examinees is larger than that of advanced high Cantonese-speaking examinees. In other words, the higher the proficiency level the Cantonese-speaking examinees have, the smaller the number of the used words influenced by their first language would be. Similarly, for CSL examinees speaking English, examinees of advanced level are more easily affected by their first language than are those of advanced high level. To be specific, they use fewer words that are affected by English than advanced high examinees, which indicates the same conclusion as has been reached for Cantonese-speaking examinees; that is, the higher the proficiency level the Cantonese-speaking examinees have, the smaller the number of the used words influenced by their first language would be.

To conclude, the higher the level of Chinese proficiency the examinees have, the smaller the number of the used words influenced by their first language would be, be they English-speaking examinees or Cantonese-speaking examinees. The degree of influence is classified according to the part of speech of the words.

Advanced CSL examinees speaking Cantonese: nouns> verbs> adjectives> adverbs> classifiers

Advanced high CSL examinees speaking Cantonese: nouns> verbs=adjectives> adverbs> classifiers

Advanced CSL examinees speaking English: nouns> verbs> adjectives> adverbs  
Advanced high CSL examinees speaking English: nouns> verbs=adjectives> adverbs

The data given above show that the higher level the examinees are, the less influenced they would be by their first language. However, this only shows the difference in the use of the words. Pragmatic competence still needs exploring to

determine whether cultural elements exert some influence on CSL learners' pragmatic competence.

Language rules are one of the contextual factors of communicating. Everyone has his or her own unique speaking habit, and people living in the same culture and speaking the same language for a long time would have some common or similar speaking habits, for example, Eastern people are said to be implicit in communication and Western people straightforward. Such common habits of the population and their expectations do not disappear because of exceptions in speaking habit in the population. Differences exist between Eastern and Western cultures and the sub-cultures of the same culture have their own features. Therefore, CSL learners need to have some understanding of contextual factors apart from language forms and have to have some knowledge about Chinese culture or the language habits of the same language community in order to express themselves appropriately on different occasions with different language styles (Wu 2006). Chan (2000) points out that in the same language community, we have some common language materials and language rules, but when it comes to actual communication, people differ from one another. Indeed, each language features irregularity and heterogeneity. Still we can communicate with each other, and the reason is that despite the irregularity and heterogeneity the communication mode is predictable (Chan 2000).

What is common among Chinese learners is that they have a good knowledge of Chinese grammar and can speak Chinese fluently; however, it is difficult for them to understand the intentions of people from different cultures correctly and appropriately. Therefore, they are unable to have effective communication. Such a phenomenon can be attributed to cultural factors, and pragmatic rules are actually part of cultural factors. Different cultural backgrounds generate different language structures and

pragmatic rules; in other words, people's speech acts of a certain culture are able to reflect the way of thinking and its values. For example, Chinese people prefer to express their intentions implicitly and euphemistically, trying to avoid head-on confrontation. In contrast, Western people would be more straightforward to make rejections. Such a difference could also be proved from English-speaking and Cantonese-speaking learners' use of expression to make apologies and their use of vague language. All in all, by analyzing the examinees' expressions, it was found that the more advanced the learners are, the less influenced their use of words would be by their first language. It can also be assumed that the higher level learners maintain, the less affected they would be by their first language.

## **6.5 Conclusion**

### **6.5.1 Contributions**

This thesis explores the pragmatic competence features and differences of advanced and advanced high CSL learners speaking Cantonese or English by resorting to COPA corpus. There are some interesting and inspiring findings offered by this research; also some shining points arise from this research.

For example, it is always the case that linguistic correctness has been the norm, and everybody seems to be focusing on correctness and on structure, including people in the field of research and teaching. Even existent theories have a preference of linguistic correctness. The contribution of this research can be made in culturally appropriate. The point is that if it is not culturally appropriate, it is then not good enough. This is not only important in teaching but also in research and in the general umbrella of sociolinguistics.

### 6.5.2 Limitations

It is without denying that there are some limitations too. For example, the corpus selected is not that representative. It has been mentioned that this research takes into consideration the examinees' background information, including their ages, status, and the content of the communications. The corpus was retrieved from COPA, and the examinees' ages are presented in Tables 6.1 to 6.4. From the tables, it is observed that examinees are between 21 and 30 years old. As this corpus is the only one used in this research, the results obtained are thus unable to represent the universal features of all age groups. It is therefore suggested that future researchers take into consideration the factor of age, choosing a balanced age group so as to make the results more representative.

Also, the examinees in this research are all college students who lack social experience; hence, the results of this research can only reflect the results of examinees from the same age group and the same level of education. In view of this deficiency, it is advisable that subsequent researchers select corpus retrieved from examinees of different social status. In addition, though the corpus was retrieved from the answers of the examinees to some questions approximate to actual situations, it cannot evaluate speakers' discourse cohesion competence and their use of politeness language, due to the lack of dialogue in the test items. Accordingly, it is advised that researchers in the future could explore learners' pragmatic competence in dialogues.

Finally, this research does not make any detailed analysis of the design and distribution of discourse cohesion competence and the use of politeness language in Chinese textbooks. Neither does this research make any comparative analysis of the cultivation methods of pragmatic competence, nor any design for the textbooks based

on the research results, which is a deficiency of this research. Therefore, researchers in the future are advised to make comparisons and contrasts of textbooks and based on the research results, design some situational dialogues in Chinese teaching classes to help foreign learners and native speakers communicate fluently.

**Table 6.33: Information about Advanced Cantonese-speaking Learners**

ID Number	Nationality	Date of Birth	Education Background	Time of Learning Chinese	First Language	Occupation
Ac0507	Chinese	07/05/83	university	more than 4 years	c	student
Ac0628	Chinese	28/06/85	university	3 years	c	student
Ay1028	Chinese	28/10/86	university	1 year	c	student
Cc0316	British	16/03/84	university	more than 4 years	c	student
Cc0602	Chinese	02/06/84	university	3 years	c	student
Cc0810	Chinese	10/08/84	university	3 years	c	student
Cc0925	Chinese	25/09/84	university	more than 4 years	/	student
Cc1125	Chinese	25/11/86	college	more than 4 years	c	student
Cg1110	Chinese	10/11/81	university	3 years	c	student
Ch0225	Chinese	25/02/84	university	3 years	c	student
Ch0805	Chinese	08/08/84	university	3 years	c	student
Ch0812	Chinese	08/12/81	university	3 years	c	student
Ch0824	Chinese	24/08/86	university	3 years	c	student
Ch0904	Chinese	04/09/83	university	more than 4 years	c	student
Ch0915	Chinese	15/09/86	university	more than 4 years	c	student
Ch1118	Chinese	18/11/79	university	2 years	c	student
Ck0101	Chinese	01/01/81	university	more than	c	student

				4 years		
Ck0331	Chinese	31/03/86	university	1 year	c	student
Ck0723	Chinese	23/07/85	university	more than 4 years	c	student
Ck0829	British	12/09/86	university	more than 4 years	c	professional
Ck1125	Chinese	25/11/86	university	3 years	c	student
Cl0318	Chinese	18/03/86	university	2 years	c	student
Cl0624	Chinese	24/06/81	university	more than 4 years	c	student
Cm0328	Chinese	28/03/83	university	3 years	c	student
Cm0502	Chinese	02/05/85	university	/	c	student
Cm0618	Chinese	18/06/80	university	more than 4 years	c	student
Cm0702	Chinese	02/07/86	university	more than 4 years	c	student
Cw0417	Chinese	17/04/83	university	more than 4 years	c	student
Cw0628	Chinese	28/06/85	university	2 years	c	student
Cw0714	Chinese	14/07/85	university	3 years	c	student

**Table 6.34: Information about Advanced High Cantonese-speaking Learners**

ID Number	Nationality	Date of Birth	Education Background	Time of Learning Chinese	First Language	Occupation
Ay0913	Chinese	13/9/84	university	3 years	c	student
Ca1130	Chinese	30/11/84	university	more than 4 years	c	student
Cc2808	Chinese	28/8/82	university	more than 4 years	c	student
Ch0520	Chinese	20/5/84	university	more than 4 years	c	student

Ch1109	British	09/11/83	university	3 years	c	student
Ck0203	Canadian	03/02/85	university	more than 4 years	e	student
Ck0710	Chinese	10/07/83	college	1 year	c	student
Ck1004	Chinese	04/10/86	university	3 years	c	student
Cl0115	Chinese	15/01/83	university	more than 4 years	c	student
Cl0920	HK British	20/08/85	college	more than 4 years	c	student
Cm0511	Chinese	11/05/88	university	3 years	c	student
Cs0404	Chinese	04/04/83	university	2 years	c	student
Cs0514	Chinese	14/05/85	university	more than 4 years	c	student
Cs0517	Chinese	17/05/84	university	3 years	c	student

**Table 6.35: Information about Advanced English-speaking Learners**

ID Number	Nationality	Date of Birth	Education Background	Time of Learning Chinese	First Language	Occupation
058573	US	01/07/95	university or above	2 years	e	/
058581	US	21/10/91	university or above	3 years	e	student
Br0521	US	21/05/84	university or above	2 years	e	student
Cb0525	CDN	25/05/56	university or above	/	e	professional
Ce0428	US	28/04/86	university or above		e	
Cs0911	US	11/09/76	university or	3 years	e	administrative

			above			
Hs0921	Indian	21/09/84				
IBCE-B1211	US	21/07/90	university or above	over 4 years	e	student
IBCE-B1230	US	26/08/90	university or above	over 4 years	e	student
IBI204	US	28/09/92	university or above	over 4 years	e	student
IBI403	US	21/09/93	university or above	over 4 years	e	student
IBI408	US	29/08/94	university or above	3 yeas	Burmese	student
IBI409	US	29/12/93	university or above	over 4 years	e	student
Jw0420	US	02/04/73	university or above	2 years	e	/
La0422						
Mj0816	US	16/08/82	university or above	2 years	e	student
Mk0303	US	01/04/85	university or above			
Nv0917			university or above			
Pf1013	US	13/10/78	university or above	1 year	e	business
Ph0605	US	05/06/83	university or above	/	e	student
Ra1208	US	08/12/81	university or above			
Sa0610	US	06/10/78	university or above	3 years	e	teaching
sd0615	US	15/06/78	university or above	3 years	e	student

Sj0212	US	12/02/75				
Sn1220	US	20/12/81	university or above	Over 4 years	e	student
Usc211	US	25/05/91	university or above	1 year	e	student
Usc217	US	17/01/91	university or above	3 years	e	student
Yt0527	Filipino	27/05/79	university or above	1 year	Filipino	customer service

**Table 6.36: Information about Advanced High English-speaking Learners**

ID Number	Nationality	Date of Birth	Education Background	Time of Learning Chinese	First Language	Occupation
Br0730		30/07/57	university or above			
Cc0208		08/02/83	university or above			
Cs1109	US	11/09/76	university or above	over 4 years	E	teaching
Fl0710	Canadian	10/07/75	university or above	over 4 years	E	teaching
Gm0721	Canadian	21/07/89	university or above	over 4 years	E	Student
IBCE-B1204	US	05/10/90	university or above	over 4 years	E	Student
IBI407	US	03/02/94	university or above	3 years	E	student
Kw0129	US	29/01/67	university or above	2 years	E	teaching

Mc1009	Chinese	09/10/78	other	2 years	Dutch	other
TS0127		27/01/64	university or above			
Wd0913		13/09/55	university or above			
We0603	US	03/06/80	university or above			
Wh0628	US	28/06/85	university or above			
Yl0620	Singaporean	06/20/73	tertiary	over 4years	E	professiona l

All in all, limitations are complementary to inspirations to some degree. In other words, the limitations of this thesis shed light on the further studies and offer inspiration for future researchers, and people should pay more attention to CSL learners in the aspect of pragmatic competence.

### 6.5.3 Pedagogical implications

This research shows that there is no proportional relationship between learners' pragmatic competence and the degree of their learning, which poses a question worth thinking about: how do we improve Chinese learners' pragmatic competence? But is pragmatic competence teachable?

After Kasper made a report about "can pragmatic competence be taught" at an international conference on foreign language teaching, it attracted foreign language teachers' attention to teach second language learners pragmatic knowledge (Kasper & Rose 2002). Due to the lack of sufficient input of the target language and contact, second language learners develop slowly in pragmatic competence. However, in Schmidt's (1995) eyes, it is not enough to just have some contact with the target language, because pragmatic competence is quite complicated, as it involves

pragmatic functions and contexts. Learners are probably not aware of this even if they have learned a language for some time (Schmidt 1993). Gabriele Kasper believes that students' pragmatic competence will be fully developed without the intervention of teaching. In their book *Pragmatic Development in a Second Language*, Kasper and Rose (2002) mention the necessity of the teaching of pragmatic knowledge. After this, there have been many researchers trying to make further exploration of the fundamental issues of teaching pragmatic knowledge. In multicultural interaction today, people's views on pragmatic competence have changed to some degree. Much empirical research has proved that it is both practicable and necessary to teach pragmatic knowledge.

For example, Rose and Kasper have conducted some experiments to prove that it is indeed practicable to teach pragmatic knowledge. Rose points out that though it is not easy to teach pragmatic knowledge, some features of pragmatic knowledge of a second language are teachable; therefore, it would be effective to teach pragmatic knowledge separately. In other words, the teaching of pragmatic knowledge promotes students' pragmatic development, and second language learners' pragmatic competence would not get fully developed if not taught (Kasper and Rose 2002).

Therefore, more effort should be devoted to the study of pragmatic knowledge. For this purpose, the author of this thesis tries to discuss the necessity of teaching second language learners pragmatic knowledge via the analysis of their pragmatic errors in various contexts. In this way, the author hopes to offer some suggestions for the teaching of pragmatic knowledge in teaching content, teaching methods, and teaching measures. In their book, Kasper and Rose (2002) divide pragmatic teaching into implicit and explicit teaching, which has long been the focus of the study of pragmatic teaching. To be specific, students are required to pay attention to some

forms and to discuss and summarize pragmatic rules. Implicit teaching does not emphasize explanation of meta-pragmatic rules in class. Instead, it helps second language learners to pay attention to pragmatic rules via the input of kinds of teaching activities, doing a lot of practice and making corrections.

As mentioned, the criteria for evaluating the pragmatic competence of native speakers of Chinese differ greatly from those of second language learners. For the former group, appropriateness is one of the criteria, whereas for the latter, high pragmatic competence requires not only correct language forms but also correct expressions. Specifically, CSL learners' pragmatic competence is reflected in whether they can make use of the target language, that is, Chinese in this case, to communicate appropriately. After all, pragmatic knowledge belongs to implicit knowledge rather than explicit. However, all knowledge can be obtained through learning, and it is the case for pragmatic knowledge.

For the following discussion, teaching principles of pragmatic competence will be the focus. Here, pragmatic competence refers to speakers' capability to express themselves appropriately in certain contexts. The contexts here include elements such as harmonious interrelationships, specific occasions, and good timing; based on the combination of these elements are occasions classified into formal, official, public, and private (Wu 2006). The key to the teaching of pragmatic knowledge is to teach in context; only in this case can learners' awareness of different language styles be raised so that they can make reactions accordingly. Also, they are able to choose appropriate language forms to express themselves, paying attention to both the accuracy and the appropriateness of their expressions.

Based on the discussions above, the author will put forward some teaching strategies in this part. The teaching of pragmatic knowledge should take into consideration learners' language level and the teaching content as well as culture factors so as to make corresponding adjustments in teaching strategies. The teaching of vocabulary and grammar is of great importance, but if the teaching of pragmatic knowledge is overlooked, chances are advanced high learners would also have some difficulty in actual communication. To be specific, the teaching of pragmatic knowledge is to enable students to pay attention to the occasions and the content of a dialogue and pay attention to the listeners' background information, for example, the age, nationality, occupations of the examinees given in the table above. One more focus of pragmatic knowledge is to cultivate students' cognitive awareness. At the same time, teachers are advised to impart to their students the knowledge of Chinese culture and the awareness of the politeness principle. In this case, with the pragmatic knowledge learned, students then are able to put the knowledge to use so that their pragmatic competence will gradually be improved.

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