



**A CORPUS-BASED STUDY ON CONTRASTIVE  
ADVERBIAL USE IN ACADEMIC WRITING**

**BY**

**Ms. SAWANYA ASAWAPANNARAI**

**A THESIS SUBMITTED IN PARTIAL FULFILLMENT OF  
THE REQUIREMENTS FOR THE DEGREE OF M.A. ENGLISH  
LANGUAGE TEACHING  
LANGUAGE INSTITUTE  
THAMMASAT UNIVERSITY  
ACADEMIC YEAR 2016  
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คลังข้อมูลภาษา

โดย

นางสาวสวรรยา อัครพรรณราย



วิทยานิพนธ์เล่มนี้เป็นส่วนหนึ่งของการศึกษาตามหลักสูตร  
ศิลปศาสตรมหาบัณฑิต สาขาวิชาการสอนภาษาอังกฤษเป็นภาษาต่างประเทศ  
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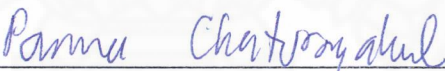
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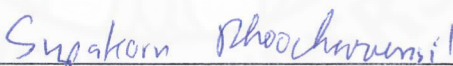
A CORPUS-BASED STUDY ON CONTRASTIVE ADVERBIAL USE IN ACADEMIC  
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### ABSTRACT

Contrastive LAs, which are linking adverbials signifying contrast between two statements, play a crucial role in text cohesion. The present study investigated the use of 8 one-word English contrastive LAs— *but*, *yet*, *however*, *although*, *though*, *nevertheless*, *while*, and *whereas*—in terms of frequency and positions, between advanced and intermediate Thai EFL learners. Additionally, the study was also aimed at comparing the frequency of the selected contrastive LAs used by native and non-native speakers of English. Data was collected from two main sources, i.e. TLEC and BNC. By comparing data obtained from two corpora, the researcher discovered several noteworthy findings. For example, intermediate Thai EFL learners used contrastive coordinating and subordinating conjunctions more frequently than their advanced counterparts, while advanced learners preferred using contrastive conjunctive LAs. Moreover, both groups were found to use *but* in the medial position more than the initial place, while *although*, *though*, *however*, and *nevertheless* were used more in the initial position. By comparing contrastive LA use between native and non-native speakers of English, it was found that Thai EFL learners preferred using *but*, while native speakers more frequently used *though* and *yet*, and *however* was frequently used by both native and non-natives. In addition to discussing new findings, the paper also pointed out contributions to language pedagogy.

**Keywords:** linking adverbials, contrastive LAs, one-word contrastive LAs, TLEC, BNC, corpus

## บทคัดย่อ

คำเชื่อมแสดงความขัดแย้งในภาษาอังกฤษนั้นมีบทบาทสำคัญต่อการการเขียนเป็นอย่างยิ่ง ในวิทยานิพนธ์เล่มนี้ ผู้เขียนศึกษาคำเชื่อมแสดงความขัดแย้งทั้งหมด 8 ตัว นั่นคือ *but, yet, however, although, though, nevertheless, while, และ whereas* ในเชิงความถี่และตำแหน่งในการใช้คำเชื่อม โดยศึกษาจากการใช้ของนักศึกษาไทย นอกจากนี้ผู้เขียนยังทำการเปรียบเทียบการใช้คำเชื่อมดังกล่าวในด้านความถี่ระหว่างนักศึกษาไทยกับเจ้าของภาษาอีกด้วย โดยแหล่งข้อมูลที่น่ามาวิเคราะห์หามาจากคลังข้อมูลภาษา 2 แหล่งซึ่งก็คือ TLEC และ BNC

จากการศึกษาพบว่านักศึกษาไทยที่มีความสามารถด้านการใช้ภาษาอังกฤษระดับกลางมักใช้คำเชื่อมแสดงความขัดแย้งในกลุ่ม *coordinating and subordinating conjunctions* บ่อยกว่านักศึกษาไทยที่มีความสามารถด้านภาษาอังกฤษระดับสูง ในทางตรงกันข้าม นักศึกษาไทยที่มีความสามารถในการใช้ภาษาอังกฤษสูงกลับใช้คำเชื่อมแสดงความขัดแย้งกลุ่ม *conjunctive LAs* มากกว่า นอกจากนี้ยังพบว่านักศึกษาทั้งสองกลุ่มมักใช้ *but* ไว้กลางประโยคมากกว่าใช้ขึ้นต้นประโยค ในขณะที่คำเชื่อม *although, though, however และ nevertheless* มักถูกวางไว้หน้าประโยคมากกว่า จากการศึกษพบว่าแนวโน้มในการใช้คำเชื่อมแสดงความขัดแย้งระหว่างคนไทยกับเจ้าของภาษามีความแตกต่างกัน ในขณะที่คนไทยชอบใช้คำว่า *but* เพื่อแสดงความขัดแย้งในประโยค เจ้าของภาษากลับนิยมใช้คำว่า *though* และ *yet* มากกว่า

งานวิจัยนี้เป็นส่วนหนึ่งที่จะช่วยให้วงการวิชาการไทยรับรู้ถึงปัญหาในการใช้คำเชื่อมแสดงความขัดแย้งของเด็กไทย นอกจากนี้ยังอาจเป็นส่วนหนึ่งในการช่วยพัฒนาการเขียนบทความภาษาอังกฤษของเด็กไทยให้มีคุณภาพมากขึ้น

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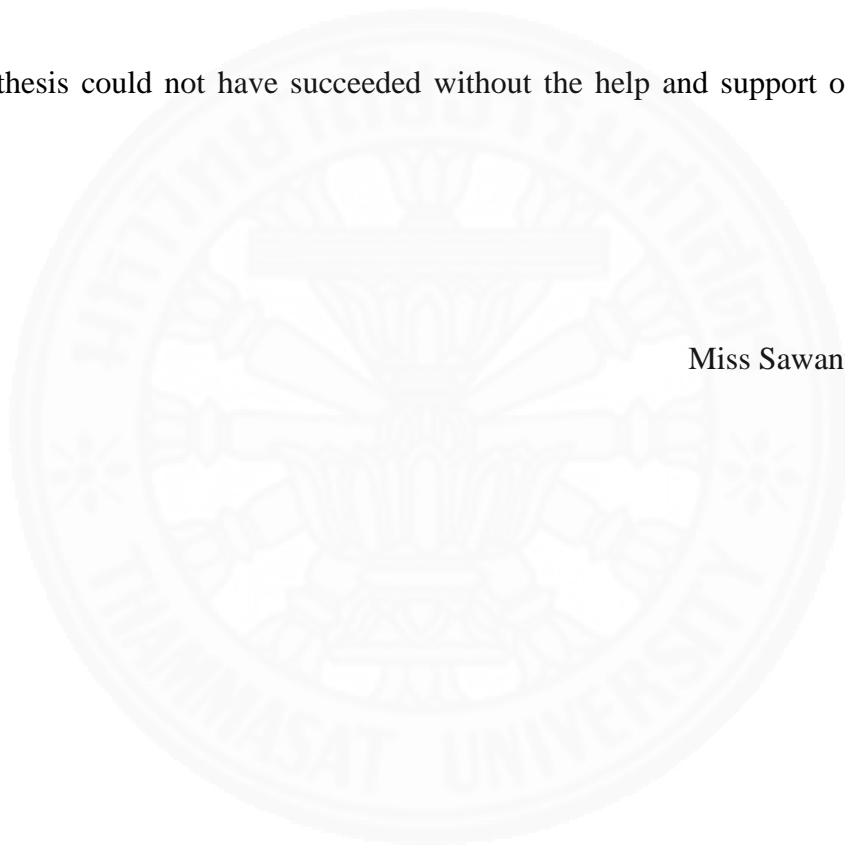
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## LIST OF ABBREVIATIONS

### Symbols/Abbreviations

### Terms

BNC

British National Corpus

TLEC

Thai Learner English Corpus

LAs

Linking adverbials



## CHAPTER 1

### INTRODUCTION

Linking adverbials (LAs), e.g. *moreover* and *however*, play a key role in connecting sentences, forming an effective paragraph, and providing cohesion which logically links ideas in both spoken and written texts. It is almost inevitable that professional language users of English use one when they compose a cohesive piece of writing or even a speech. Not only do the L1 English speakers prefer using these linking devices to form a perfect composition, but most EFL learners also acknowledge the importance of them. Undoubtedly, many EFL learners may discover that utilizing linking words accurately is extremely challenging. Moreover, some of the EFL learners, especially those whose language proficiency is rather low, find it difficult to decide when and how to use LAs. The type of register is another key issue which sparks a controversy regarding LAs' usage. Understanding the usage of and differences in each classification of LAs is of paramount importance, especially in second language writing (Liu, 2008, pp. 491).

The major function of linking adverbials is “to state the speaker/writer’s perception of the relationship between two units of discourse” (Biber, Johansson, Leech, Conrad, & Finegan, 1999, p. 875) and “to make semantic connections between spans of discourse of varying length” (Biber et al., 1999, p. 558). The classifications of these adverbials are varied; many linguists have adopted a great number of different names, arbitrarily labeling and grouping these linking devices into clusters by focusing on the distinctive semantic and syntactic properties. Referring to Patanasorn (2010), as for Thai EFL undergraduates, it has been found out that one of the most problematic categories of LAs used especially in academic writing belongs to LAs under “contrastive adverbials.” This type of LAs can be referred to as “proper adversative/ concessive adverbials” or “correction/dismissal adverbials,” which are the conjunctive adverbials signifying contrast between two statements (Liu, 2008, pp. 495–496). Most Thai learners of English misuse these linking adverbials in their academic compositions. Some of them overuse the contrastive LAs without having reasonable explanations, while others underuse these devices, which mainly results in a choppy piece of writing. The reasons underlying this phenomenon may lie in the fact that most English language instruction in Thailand fails to coach the students effectively with

regard to the proper usage of LAs; the English language teachers in Thailand may put an emphasis only on lecturing about individual grammar rules and vocabulary lessons, while leaving out those dealing with LAs, which are, in fact, also indispensable for academic writing. Additionally, although there are numerous grammar books superficially touching these very issues, most of them are not corpus-based resulting in a lack of reliability and accuracy (Liu, 2008). Mostly, the grammar books which contain the information on contrastive LAs only list the adverbs and provide only short definitions of each one without having contexts of usage. In the worst-case scenario, some grammar books do not even contain example sentences of each LA, so this makes it difficult for Thai EFL learners to utilize the contrastive LAs correctly. Due to the fact that many studies have not focused on contrastive LAs found in authentic English, there is a need for more comprehensive corpus-based information on the issue.

## **1.2 Statement of Problem**

It is evident that LAs play a crucial role in both written and spoken texts. Particularly in English academic writing, writers are in dire need of devices so as to ensure the text flows while presenting their ideas. Improving the overall quality of the composition, writers make use of the linking adverbials to smoothly and effectively join each idea together (Halliday & Hasan, 1976). However, many EFL learners fail to utilize these linking devices, especially the contrastive LAs, effectively in academic writing.

Patanasorn (2010) unveiled the significant information that Thai EFL undergraduate writers have a tendency to use lexical connectors (e.g., opposite words and modals) and reference (e.g., pronouns and demonstratives) to express argumentation in a text, while underusing the contrastive LAs to express their ideas of opposition. The possible reason is due to the cultural aspect of avoiding argumentation; therefore, many Thai writers prefer not to use the contrastive LAs which directly express contrast between statements and are likely to use words which help soften their arguments instead.

Alongside the problem of contrastive LAs' underuse, many Thai EFL learners disproportionately overuse these linking devices in academic writing. Some of the students also misuse them in the contexts which the chosen LAs do not perfectly fit into. As mentioned earlier,

it is clearly seen that contrastive LA use of Thai EFL learners has become one of the major issues which needs to be studied thoroughly.

### **1.3 Purposes of the Study**

Based on the use of an extensive learner corpus of academic writing, i.e. Thai Learner English Corpus (TLEC), this study will address the following:

1. The comparison of English contrastive LAs in terms of frequency and positions of use between advanced and intermediate Thai EFL learners
2. The comparison of English contrastive LAs in writings of Thai EFL learners and those in writings of native speakers of English in terms of frequency.

### **1.4 Research Questions**

1. How do advanced and intermediate Thai EFL learners use English contrastive LAs in terms of frequency and positions?
2. How do Thai EFL learners use English contrastive LAs in terms of frequency in comparison with the LA use of native speakers of English?

### **1.5 Rationale for Corpus-based Studies**

Corpus linguistics is considered as a highly effective tool for studying how language is used in real life situations. Halliday (1992) postulated that a corpus-based study is important for inquiry into language use in at least two ways. First, a corpus contains a very large sample of real text, which possesses the ability of representativeness and generalizability. Another advantage of a corpus is that the whole chunk of information is authentic; it unveils how language is utilized in real context. Equipped with these eminent features, a corpus has become a valuable research tool used for collecting and analyzing information. Not only is it useful for researchers, but corpus-based findings also ensure the reliability and validity of information, which can be highly beneficial for researchers, language learners, and curriculum developers.

### **1.6 Significance of the Study**



As for English language teachers, the findings from this research might be pedagogically useful for them as they can adapt the materials used for writing instruction for intermediate Thai EFL learners and rearrange the teaching lessons dealing with linking adverbs according to the hierarchy of importance. Moreover, the findings of this research may play a part in helping raise awareness in EFL teachers and instructional designers on how Thai EFL students build arguments in writing via contrastive LAs. Moving onto the students' side, the results of this research may contribute to the understanding of how Thai EFL learners utilize the contrastive LAs in their academic writing. Furthermore, this may, more or less, lead to the improvement of English academic writing of Thai EFL learners in the future.

### **1.7 Scope of the Study**

This study is limited only to the information from Thai Learner English Corpus (TLEC). The primary data that was analyzed in the research is based on the interlanguage of intermediate Thai first-year undergraduates who studied in different faculties from Chulalongkorn University and Thammasat University and advanced Thai EFL learners — the second year students in the Faculty of Arts at Chulalongkorn University, whose major was English. Apart from that, this study also compared the information obtained from TLEC with that from British National Corpus (BNC), created by Professor Mark Davies from Brigham Young University, as studied by Liu (2008), so as to outline the differences of how Thai EFL learners use contrastive LAs in comparison with L1 English speakers. In the present study, the researcher chooses the term “linking adverbial” or LA over other names to refer to linking devices functioning only as adverbials, and the term “linking” sounds much more familiar than “conjunctive or logical” to Thais. Moreover, the term “linking device” is used interchangeably in this research project. In addition, the classifications of LA used for language analysis in this study are merely those in the group of LAs which express contrast, known as “contrastive LAs.” The justification for selecting the term “contrastive LAs” rather than “oppositional connectors or concessive adverbials” is familiarity; this term is widely recognizable among Thais. Furthermore, according to Biber et al. (1999), academic prose has the highest frequency and a wide diversity of LA use, with contrastive/concessive adverbials as the third most frequent use of LAs in academic contexts; this is the major reason for which the researcher has closely investigated academic essays of Thai EFL learners and focused on only contrastive LAs. This study has included only 8 one-word

contrastive LAs — *but, yet, however, although, though, nevertheless, while, and whereas*—owing to the fact that these one-word contrastive LAs occur with higher frequency than multi-word contrastive LAs and are taught at university level in Thailand based on the content in three well-known textbook series, i.e. Viewpoint 1, Touchstone 2 and 3, and Language Leader for the upper intermediate level. Furthermore, six of the selected contrastive LAs, i.e. *but, yet, however, though, nevertheless, and while*, are present in the standard list of the most frequently used contrastive LAs from Liu (2008). Even though the other two contrastive LAs selected—*although* and *whereas* — are not on the list, they have been included in the textbooks used for university courses; therefore, the researcher aimed at discovering the use of these two LAs too.

## 1.8 Limitations of the Study

### 1.8.1 Type of LAs

There are three major limitations of type of LAs in this study.

#### 1.8.1.1 One-word Contrastive LA

This study has partly adopted the list of contrastive LAs by Liu (2008) and focused only on the one-word contrastive LAs, i.e. *but, yet, however, although, though, nevertheless, while, and whereas*, as the frequency of this one-word chunk is significantly higher than that of multi-word contrastive LAs, e.g. *on the contrary* and *as a matter of fact*, which occur with far lower frequency. Therefore, the researcher excluded multi-word contrastive LAs. Specifically, in case of *even though*, another common multi-word contrastive LA used by Thai EFL learners and taught in the university level based on the content in three well-known textbook series as mentioned earlier, the researcher also excluded *even though* as it is beyond the scope of this study.

#### 1.8.1.2 Generalizability

As the data in TLEC was collected only from university students, the findings regarding the type of LA use may not be generalized to other levels of Thai EFL learners, e.g. high school or primary students.

#### 1.8.1.3 Register of LAs

According to the Liu's (2008) standard list of frequency and distribution of LAs, which was separated into five major registers, i.e. spoken English, academic writing, fiction, news writing, and other writings in BNC, this research puts an emphasis on LA use in academic writing as it is comparable with the data gained from TLEC, which was learners' essays. Furthermore, regarding the comparison of frequency between native and non-native speakers' use of contrastive LAs as stated in research question 2, there are two selected contrastive LAs, i.e. *although* and *whereas*, which are not present in Liu's list of frequency; thus, these two missing contrastive LAs were excluded from the interpretation of results of research question 2 as it is impossible to calculate and compare the frequency of the very LAs with the use of Thai EFL learners. In other words, while the use of 8 selected contrastive LAs among Thai EFL learners were studied in response to research question 1, there were only 6 out of 8 LAs to be scrutinized in accordance with research question 2 as the frequency of the other two targeted contrastive LAs is not included in Liu's frequency list.

### 1.8.2 Type of English

Apart from studying contrastive LA use of Thai EFL learners, the researcher also aimed to compare and contrast the similarities and differences of the LA use between native and non-native English users. Pursuing this goal, the researcher studied the chosen one-word contrastive LAs in Liu's standard list, based on the British National Corpus (BNC) to draw an analogy between LA use of the British and Thai users in academic writing. By completely relying on the information from TLEC and BNC, the researcher ignores the differences in the use of LAs of speakers from other varieties of English such as American. As a consequence, the outcome of this research may not perfectly account for LAs used by speakers of other Englishes.

### 1.8.3 Corpus Size

Additionally, the source data used for quantitative and qualitative analyses is probably small. As TLEC has a restricted number of tokens, i.e. up to 1000 samples per each selected contrastive LA, such information is probably too small to cover all the LA patterns used by Thai EFL learners. Thus, the patterns found and represented in this research might not be thoroughly conclusive. There might be other significant patterns discovered if a greater number of lines from a larger corpus is collected.

## 1.9 Definition of Terms

### 1.9.1 Contrastive Linking Adverbial

Referring to Biber, Johansson, Leech, Conrad, and Finegan (1999), the contrastive LA is a linking adverbial used for expressing or "contrasting information, which often leads to main points that academic authors want to make" (p. 881). In other words, these LAs play a crucial role in signifying the differences of opinions from the proponents and opponents in academic argumentation. Examples of LAs under this category are *however*, *though*, *on the contrary*, and *but*.

### 1.9.2 Corpus

A corpus is a computer-based source of texts both in spoken and written forms used in natural context for further quantitative and qualitative analyses. The size of each corpus is fairly wide-ranging, from thousands to millions of words, the information of which can be reached only by using a computer. In the past, the information was stored in the form of paper. Nowadays, however, the advent of modern technology makes it easier to compile and record data in electronic form, which is more convenient for language users in terms of data collection and analysis.

### 1.9.3 TLEC

Thai Learner English Corpus (TLEC) collects essays obtained from undergraduate students from Chulalongkorn University and Thammasat University. The information from this corpus has been divided into three levels which are intermediate learners, advanced learners, and professional writers. In the case of writings of professional writers, the source data was collected from writings of Thai journalists in two English newspapers, i.e. The Nation and Bangkok Post.

#### 1.9.3.1 Intermediate learners

Learners at intermediate level are the first-year students studying in different faculties at Thammasat University and those who studied in the Faculty of Arts at Chulalongkorn University.

#### 1.9.3.2 Advanced learners

Advanced learners are the second-year undergraduates in the Faculty of Arts, Chulalongkorn University, whose major was English.

#### 1.9.4 BNC

British National Corpus (BNC) was originally created by Oxford University Press. This corpus contains approximately 100 million words with a wide variety of text genres, i.e. spoken, fiction, magazines, newspapers, and academic. In this study, when referring to BNC, the researcher refers only to the data obtained from the academic section.



## CHAPTER 2

### REVIEW OF LITERATURE

This chapter presents background theories and previous studies relating to the present study. First, the key term “linking adverbial” will be defined, and its importance will be clearly presented. Following the definition and significance of LAs, this chapter will further explain the categories of LAs. Moreover, this chapter will place an emphasis on the contrastive LA use and include the definition and importance of corpora. Lastly, this chapter will include the previous studies related to the use of linking adverbials in EFL contexts.

#### 2.1 Linking Adverbials

##### 2.1.1 The Definition of Linking Adverbials

Swales & Feak (2004, p.15) stated that “linking words and phrases can help a writer maintain flow and establish clear relationships between ideas.” Furthermore, these linking devices are used to organize and bridge extensive clauses, or even paragraphs, so as to create a coherent text. Conrad (1999, p. 3) defined linking adverbials as “those adverbials that serve to connect two stretches of discourse,” which was later added to by Biber et al. (1999, p. 765, 875) that they “make explicit the relationship between two units of discourse.” These linking devices are crucial for establishing cohesion in a paragraph and are widely used in both communicative and written contexts. Particularly in English academic writing, it is necessary for writers to utilize these devices for the sake of coherent, logical compositions. Linking adverbials have a number of distinctive terms, according to different grammar reference books. Due to the fact that the prescriptive grammarians utilize many different names to refer to the same device, they make a distinction between linking adverbials and other types of linking devices. Referring to Liu (2008), some researchers use a variety of terms such as “connective adjuncts”, “connectives”, “linking adjuncts” and “logical connectors” for linking devices which are adverbials together with coordinating conjunctions (connectors joining two independent clauses such as *but, and, for*) and subordinating conjunctions (connectors joining a subordinate clause to a main independent clause such as *even though*). However, other researchers use terms such as “conjunctive

adverbials”, “conjuncts”, “connective adverbs” and “linking adverbials” to refer to those functioning merely as adverbials.

### 2.1.2 Types of Linking Adverbials

According to Biber et al. (1999), the types of adverbials are divided into three main classes which are circumstance, stance, and linking adverbials. Circumstance adverbials refer to the category which adds circumstantial information about manner, time, or place of an event or action (e.g. *nowadays, loudly*), while stance adverbials are those expressing attitude to, or evaluation of, or commitment to what speakers or writers are saying or writing (e.g. *definitely, thankfully*). The last category, which this study will primarily focus on, is linking adverbials, serving a connective function between two statements. Biber et al. (1999) further divided this type of adverbials into six “semantic categories.”

1. Enumeration/addition, which expresses additional information (e.g. *first, also*)
2. Summation, which indicates conclusion (e.g. *to conclude*)
3. Apposition/reformulation, which indicates that the following text is an example of the preceding one (e.g. *for example, that is*)
4. Result/inference, which shows that the following clause is a logical consequence (e.g. *therefore*)
5. Contrast/concession, which emphasizes a contrastive or alternative piece of information (e.g. *however*)
6. Transition, which shows that something is not tightly related (e.g. *by the way*)

While Biber et al. (1999) separated LAs into many different categories depending mainly on their semantic functions, other researchers have distinctive measurements of categorizing these linking devices as seen in Table 2.1.

Table 2.1

*Sub-categorizations of LA*

<b>Quirk &amp; Greenbaum (1973)</b>		<b>Biber et al. (1999)</b>	
<b>Functions</b>	<b>Items (e.g.)</b>	<b>Functions</b>	<b>Items (e.g.)</b>
Antithetic	instead	apposition	namely
		contrast/ concession	though, alternatively
Apposition	namely, e.g.		
Concessive	nevertheless	enumeration and addition	first, additionally
Enumerative	first, second	result/inference	therefore, thus
Inferential	else, otherwise	summation	altogether, overall
Equative	equally, likewise	transition	incidentally
Reformulatory	rather		
Reinforcing	also, furthermore		
Result	consequently		
Summative	then, in conclusion		
temporal transition	meantime, meanwhile		
Transitional	by the way		
<b>Sinclair (2005)</b>		<b>Carter &amp; McCarthy (2006)</b>	
<b>Functions</b>	<b>Items (e.g.)</b>	<b>Functions</b>	<b>Items (e.g.)</b>
Addition	also, at the same time	additive	also, likewise
Causes	consequently, so	concessive	anyway, though
Conjunctions	and, but, yet	contrastive	rather,
contrasts and alternatives	all the same, even so	inference	then, in that case
ordering points	first, second	listing	firstly, lastly
Parallel	again, equally	meta-textual	namely, so to speak
sequence in time	afterwards, first	resultative	so, therefore
		summative	overall, in short
		time	eventually, then

(Ishikawa, 2009, p. 141)



Referring to Table 2.1, sub-categorizations of linking adverbials are widely distinctive. The frameworks proposed by different researchers reveal that they have different perspectives toward semantic functions of linking devices. This arouses bitter controversy among researchers as classifying linking adverbials has long been a problematic task. Grammarians often find it difficult to sort out the purely right categorization of some linking devices as their meaning can vary greatly. To elaborate on this notion, while some include ‘listing/numeration’ (e.g. *first* and *second*) in ‘addition’ (e.g. *furthermore* and *in addition*) (Biber et al. 1999; Leech & Svartvik 2002), others believe that these two categories are different in meaning (Celce-Murica & Larsen-Freeman 1999; Parrot 2000). The similar case also occurs in ‘appositional’ subcategory (e.g. *in other words* and *for instance*), the linking devices which are placed under the ‘additive’ type; however, Biber et al. (1999) and Huddleston and Pullum (2000) refute the idea and label the appositional type as a different group of linking devices. In contrast, Liu (2008), along with Celce-Murcia and Larsen-Freeman (1999), mutually agree on inclusion of ‘appositional’ in ‘additive’ inasmuch as this appositional type also provides an explanation for the preceding clause as the additive category does. Liu (2008) further explained the second reason for which the inclusion of these two categories is perfectly acceptable: it is much better to have a few categories of linking adverbials in order to accomplish simplicity.

As mentioned earlier, the classifications of linking adverbials are varied according to their semantic and pragmatic functions. Furthermore, each individual linking device placed in the same group does not have exactly the same meaning and usage; therefore, it cannot be interchangeably used in every context (Crewe, 1990).

### **2.1.3 Contrastive Linking Adverbials**

Biber, Johansson, Leech, Conrad, and Finegan (1999) unveiled the fact that contrastive LAs play a crucial role in academic writing in a way that these linking devices emphasize "contrasting information, which often leads to main points that academic authors want to make" (p. 881). This is in line with what Peacock (2010) had suggested, that contrastive LAs are "sometimes used to help authors make claims; addition forms often assist in introducing claims; and apposition forms help writers strengthen claims" (p. 19). Put differently, these contrastive devices are mainly used for building up the problematization in academic essays, especially the

argumentative one, and signifying the differences of opinions which belong to the proponents and opponents in academic argumentation. In other words, contrastive LAs are the ones that are mainly used for showing contrast (cf., Barton, 1995).

Contrastive LAs are not restricted to only those adverbs used for connecting statements; there are many other functions of LAs which can be used for the same purpose, i.e. coordinating conjunctions, subordinating conjunctions, and conjunctive adverbs.

First, the major function of coordinating conjunctions is to join two independent clauses into a single sentence. In this present study, the use of contrastive LAs *but* and *yet*, the coordinating conjunctions used for expressing contrasts between ideas, between advanced and intermediate Thai EFL learners were thoroughly scrutinized. The definition of the selected coordinating conjunctions expressing contrastive statements is given below, together with sentence examples obtained from LDOCE (2009).

2.1.3.1 **But** (*conj*) used to connect two statements or phrases when the second one adds something different or seems surprising after the first one:

- (1) It's an old car, **but** it's very reliable.
- (2) They rushed to the hospital, **but** they were too late.
- (3) We've invited the boss, **but** she may decide not to come. (LDOCE, 2009)

2.1.3.2 **Yet** (*conj*) used to introduce a fact, situation, or quality that is surprising after what you have just said:

- (4) Kelly was a convicted criminal, **yet** many people admired him.
- (5) She does not speak our language and **yet** she seems to understand what we say. (LDOCE, 2009)

Second, there are four other contrastive LAs chosen in this study which function as subordinating conjunctions, i.e. *although*, *though*, *while*, and *whereas*. Subordinating conjunctions are used to join an independent clause and a subordinate clause adding information or details to the main clause.

2.1.3.3 **Although** (*conj*) used to add a statement that balances or reduces the effect of what you have just said:

(6) You can copy down my answers, **although** I'm not sure they're right.

(7) No, this is my responsibility, **although** I appreciate your offer. (LDOCE, 2009)

2.1.3.4 **Though** (*conj*) used like 'but' to add a fact or opinion that makes what you have just said seem less definite, less important:

(8) I thought he'd been drinking, **though** I wasn't completely sure.

(9) **Though** she's almost 40, she still plans to compete. (LDOCE, 2009)

2.1.3.5 **While** (*conj*) used to emphasize the difference between two situations, activities etc:

(10) Schools in the north tend to be better equipped, **while** those in the south are relatively poor.

(11) **While** there was no conclusive evidence, most people thought he was guilty. (LDOCE, 2009)

2.1.3.6 **Whereas** (*conj*) used to say that although something is true of one thing, it is not true of another:

(12) The old system was fairly complicated **whereas** the new system is really very simple.

(13) **Whereas** the city spent over \$1 billion on its museums and stadium, it failed to look after its schools. (LDOCE, 2009)

Lastly, the other two targeted LAs function as conjunctive adverbs used to connect two independent clauses, i.e. *however* and *nevertheless*. These conjunctive adverbs can be placed in the initial, medial, or final position of the sentence. LDOCE (2009) provides the definition of each one as follows:

2.1.3.7 **However** (*adv*) used when you are adding a fact or piece of information that seems surprising, or seems very different from what you have just said:

(14) This is a cheap and simple process. **However**, there are dangers.

(15) An extremely unpleasant disease that is, **however**, easy to treat. (LDOCE, 2009)

2.1.3.8 **Nevertheless** (*adv*) used when you are adding information in spite of a fact that you have just mentioned:

(16) What you said was true. It was, **nevertheless**, a little unkind. (LDOCE, 2009)

Each of the mentioned LAs, although used to convey contrastive meaning, is used quite differently, depending on varied circumstances. For instance, *but* and *yet*, which are contrastive coordinators, have subtle nuances in meanings; that is, *but* is usually utilized in order to present a contrast with previous statements, and this mentioned LA can be used either to join an independent clause to a phrase or another independent clause (Farlex International, 2016, p. 290). However, *yet*, like *but* used to deliver contrastive meaning, has the implication that the information carried out is quite unexpected (Farlex International, 2016, p. 290).

According to Hewings, M. (2005), *although* and *though* are used fairly the same way; both of these contrastive LAs express a surprising contrast between the main clause and the adverbial clause. It is worth noting that *though* can be used at the end of the clause, but not *although*. Moreover, *though* is considered less formal than *although*.

*While* and *whereas* are used to show that “something contrasts with something in the main clause,” and these two contrastive LAs can be used interchangeably. However, *whereas* is prone to be more formal than *while* (Hewings, M., 2005, p. 64). Another interesting point is that *whereas* is not used when the subordinate clause expresses surprising information in light of what is said in the main clause as in (17).

(17) **Although/While** Sophie’s father is from Spain, she doesn’t speak Spanish. (**not Whereas...**)(Hewings, M., 2005)

*However* is frequently used as a sentence connector. This LA can also perform such other grammatical functions as an adverb followed by an adjective, adverb, or much/many as in (18).

(18) We just don’t have the money to do the work, **however** necessary you think it is. (Hewings, M., 2005)

Moreover, *however* can also be used as a conjunction, expressing the meaning of ‘in whatever way’ as in (19).

(19) **However** she held the mirror, she couldn’t see the back of her neck. (Hewings, M., 2005)

*Nevertheless* is considered slightly more formal than *however* and is used to convey unexpected results as in (20).

(20) That car cost far too much money; *nevertheless*, Tom bought it. (Farlex International, 2016)

It is widely known that contrastive LAs are highly problematic for university students, especially those whose English proficiency levels are fairly low. Permpikul (1999) postulated that one of the root causes of this deals with interlanguage in linking adverbial use of learners. Put differently, learners, whose language proficiency is low, have a tendency to underuse LAs in writing; however, if their language proficiency is enhanced, they tend to overuse these connectors in writing. Once the learners familiarize themselves with the language, they will be able to use LAs more effectively and automatically. Another reason for improper LA use is that each of the contrastive LAs is used distinctively in academic texts. However, many writing textbooks, grammar references, or even EFL teachers often overlook these differences and treat every contrastive device in the same way (Crewe, 1990). Moreover, Permpikul (1999) stated that Thai EFL learners and L1 learners have similar ways of using contrastive conjunctions; however, in terms of usage, it is quite implausible to find the one-to-one correspondence between the contrastive LAs of the two languages. Taking this problematic statement into account, this study of contrastive LAs is of critical importance as it is useful for those working in the field of language pedagogy. Understanding the usage of contrastive LAs will help teachers productively coach their students for a more appropriate sense of academic writing.

#### 2.1.4 Positions of LA

The distribution of LA positions is varied. Conrad (1999) postulated that in both conversation and academic registers, the percentage of LA placed in the initial position is the highest compared to that of the medial and final position as the functions of LA are to “signal how units of discourse are related to each other.” In this position, the LAs are used to show the connections and relationships between the preceding clauses and the following clauses.

(21) The only thing is in a place like that they're more likely to be Tory. *However*, Jim says he'll take them. (Conv)

(22) This simplification is possible because most of the thousands of known minerals are either rare or unusual. *In addition*, many minerals can be lumped into groups. (Acad)

Specifically, in academic writing, the medial position is comparatively common, while only a few writers put the LA in the final place. Conrad (1999) further indicated that the most popular LAs used in academic prose are *thus*, *therefore*, and *however*. Most of these LAs occur suddenly after the subject, between an auxiliary verb and main verb, and between the main verb and complement as shown in the following examples.

- (23) The rate of profit *thus* stands in inverse proportion to the organic composition of capital. (Acad)
- (24) Planck, *however*, had the temerity to suppose that the emission and absorption of... (Acad)
- (25) We must *therefore* ask what account of these conditions is appropriate for. . . (Acad)
- (26) Four other important substitutions may, *however*, occur in the amphiboles, i.e. . . . (Acad)
- (27) We see *therefore* that Equation (2.1) can be rewritten in the form. . . (Acad)
- (28) There remains, *however*, one further suggestion which easily exceeds all others in its bizarre quality. (Acad)

As can be seen, it is noticeable that the position of LA firmly associates with its registers, semantic functions, and certain adverbial use (Conrad, 1999, p. 15).

Zihan (2014) who investigated the use of LA in English discovered that in academic settings, *then* is used very frequently in the medial position in academic lectures whereas *however* is used most frequently in the same position in written academic prose. She further studied the use of LAs by comparing different corpora i.e. WWC, BNC and COCA, focusing only on written registers. She found that in WWC, writers are most likely to use *however* in the initial and medial position at a very close frequency and no final position at all. A different pattern could be found in BNC and COCA as *however* is used significantly more frequently in the middle of the sentence rather than other positions. However, the three corpora mutually agree that the final position is the least frequent use of this LA. Therefore, Zihan (2014) concluded that in New Zealand English, there is no preferred position of using *however* in the initial or medial position in academic settings whereas in British and American English, it is believed that *however* is most frequently used in the middle of the sentence. Examples of *however* used in initial, medial, and final position are provided.



(29) The area fished and point of landing definitions are not perfectly consistent. **However**, since the net amount of snapper caught in the Bay and landed at outside ports or vice versa does not appear to have been great. (WWC J09, written academic prose)

(30) The venue, the Institution of Mechanical Engineers' own building, deserves a small mention as it is a lovely old building with memorabilia of past presidents and events located throughout the rooms. The conference facilities, **however**, were of the highest modern standard and even included a video projector. (WWC J80, written academic prose)

(31) In the late fifties I recognised that at least two kinds of stress must be recognised for Maori - I called them contour stress and primary stress - but failed to find any general rules applying to either. The discovery, by Pat Hohepa in 1960, of ordered rules for determining primary word stress did the trick, **however**. (WWC J32, written academic prose)

While there is no preference for using *however*, Zihan (2014) proposed that *but* is always used in initial position. An example of *but* used in the front of the sentence is provided.

(32) Now cohort sizes are declining but social change continues with the numbers 154 in form 6, and form 7, still increasing especially the numbers of females. **But** we still lag behind comparable changes in most OECD countries. (WWC J38, written academic prose)

(Zihan, 2014, p. 166-170)

Faruk & Barua (2016), who studied the answer scripts of an “English Writing” exam of 72 students in a Bangladeshi university, examined the similarities and differences between the LA use of Bangladeshi non-native speakers (BNNS) and that of the native speakers of English (only British and American). They discovered the fact that the BNNS learners used all LAs in the initial positions as they strongly believed that LAs should be used only in this position, and some learners thought it would be harder for them to use LAs in other positions. This was in accordance with the findings from Field and Yip (1992) that LAs are most frequently placed in the sentence-initial position for all L2 writers, while native speakers of English placed LAs in “the NIP (non-initial position) significantly more than L2 writers” (1992, p. 22).”

Patanasorn (2010), comparing the LA use in Thai EFL students' argumentative essays between Thai and American students, found that while Thai EFL learners always used LAs in the sentence-initial position, i.e. sentence and clausal initial positions, the American students placed LAs in both the initial and medial positions, whereas the final position occurred not frequently.

## **2.2 Characteristics and Importance of Corpus-Based Research**

A corpus is a computer-based repository of texts both in spoken and written forms used in natural context. The size of each corpus is fairly wide-ranging, from thousands to millions of words, the information of which can be reached only by using a computer. In the old days, the use of corpora was not widely shown in linguistics and language pedagogy as the technological innovations were not fully developed and introduced then. However, with the advent of technological progress in today's world, it is easier to gain access to this online database within a matter of seconds. According to Rezeau (2001), the development of corpus linguistics was made possible only by the revolution of technology, which enabled researchers to seek information in an online database with ease.

According to Conrad (1999), there are several important qualities of corpus-based research. Firstly, the information gathered in a corpus-based study is naturally-occurring. In this sense, teachers can make use of it in real classroom teaching or even create their own corpora to be utilized in specific classrooms. However, there might be some obstacles to gaining reliability and validity caused by the size of the corpus used in a certain study; that is, the size of a corpus should not be very small as it cannot represent the information of the features studied. Unveiling the mystery of corpus's size, Biber (1990) conducted an empirical study and asserted that 1000-word samples with at least ten distinctive texts of the same category, such as a general fiction and newspaper, are adequately used for enhancing reliability in common grammatical structures, while the studies of items with lower frequency and lexical items require larger corpora. Secondly, there are wide varieties of designs of corpora available nowadays. It is important to note that each corpus contains different types of texts; appropriate selection of corpus is required depending on the study. Another equally important characteristic of corpus-based studies is its use of computers, which play a crucial role in compiling and analyzing information. Conrad (1999) further postulated that in certain cases, the process of analyzing texts can be carried out



automatically; human interaction is excluded. However, in other intricate cases, human judgment is highly required as a computer program cannot solely analyze the use of an unclear item by itself. Moving on to the last quality, Conrad (1999) proposed that corpus-based studies require both quantitative analyses and qualitative language interpretations. It is vital that those who conduct corpus-based research seek evidence of how frequent the item is used or related to another item to elicit the quantitative patterns. Apart from studying the numbers, qualitative language interpretations are required for the sake of profound understanding of language functions.

Interest in incorporating corpora with classroom practices has become widespread among teachers and curriculum developers in the recent period. These groups of people pay more attention to making use of corpora in their teaching and have become fully aware that any reference grammar books or paper-based dictionaries that are not corpus-based are relegated to low-standard textbooks, which are not popularly used in the classroom. With this in mind, more and more researchers highlight benefits of language corpora and computer-based classrooms so as to improve the quality of teaching.

Silva and Leki (2004) also mentioned the importance of using corpora in language teaching as corpora are powerful tools which have the power to change perspectives on language study. Regarding the development of vocabulary and grammar in writing, a concordance program is beneficial as it represents the real use of language by offering concrete proof, driving students to become active, self-governing learners and language analyzers (Cobb, 1997; Hanson-Smith, 1993; Johns, 1986, 1994; Stevens, 1995; Taylor, 1991; Qiao and Sussex, 1996). Aside from the usefulness in the writing classroom, corpus-based research also leads to the improvement of textbooks used for spoken English (Carter and McCarthy, 1997). Conrad (1999) postulated another valuable aspect of corpus-based research which lies in the fact that corpus-based studies with more extensive use of corpora can be used to compare similarities and differences between distinctive registers of language such as spoken conversations and academic prose. This virtue of corpus-based research is that it can truly and specifically serve the needs of students and teachers. Without using native speakers' mere intuition, these corpus-based studies provide strong evidence of language use, confirming the proof with numbers and statistics.

All things considered, the use of corpus in linguistic research has proven to be very helpful for both teachers and students as they can truly access more reliable, valid, and natural sources of language information. This especially benefits practicing teachers who can learn a great deal from the growing corpus-based studies and adapt more appropriate materials for classroom teaching.

## 2.3 Previous Studies on LAs

### 2.3.1 General LA Use of EFL Learners

Recently, a few studies have been conducted on the use of LA among EFL learners. Hinkel (2002) is one of the researchers that focused on the differences of native and non-native EFL learners' use of linking adverbials using the information from a corpus of 1,457 argumentative/expository short compositions. The results revealed that most non-native English writers use LAs significantly more than native English speakers, e.g. the Korean EFL learners whose frequency of LA use was around three times higher than that of the natives. This lent support to what Narita, Sato, and Suguira (2004) found. They scrutinized the use of LAs between Japanese EFL learners and Americans by using the US sub-corpora of the LOCNESS and reported that the frequency of LA use of Japanese non-native English writers was significantly higher than that of Americans.

Altenberg and Tapper (1998) who carried out a study on the comparison of use of LAs between Swedish EFL learners and native English writers discovered the fact that non-native English speakers used a wide variety of LAs with lower frequency than the use of the native speakers. Also, they found that the non-native English speakers overused appositive LAs, i.e. *for example*, whereas most of them underused resultative LAs, i.e. *as a result*, and contrastive LAs, i.e. *rather*. These results were in line with Eia's (2006) as Norwegian non-native English speakers underused LAs in terms of frequency compared to the data from the Louvain Corpus of Native English Essays (LOCNESS); however, they used a wider variety of LA types.

Furthermore, there has been evidence proving that EFL writers overuse colloquial LAs in academic contexts rather than formal LAs. Granger and Tyson (1996) found that French EFL learners overused *anyway* and *so* in essay writing, while most of them avoided using formal,

proper LAs such as *therefore*, *thus*, and *however*. Moreover, Chen (2006) stated that *besides* was in the top ten most frequently used LAs of non-native English speakers, whereas none of the native speakers used it in their corpus of academic writing. Likewise, Lei (2012) came up with the same conclusion as what Chen (2006) had discovered; the EFL doctoral students overused *besides* and *actually*, which are considered to be informal, in academic composition. According to Altenberg and Tapper (1998), the underlying reason for this misuse of LAs is that most EFL writers are not familiar with English formal writing style.

In line with other researchers, Fakhra (2009) endorsed the claim by illustrating the evidence from her corpus-based research. She examined the use of linking devices in Syrian university students studying English compared to that of L1 native speakers. There were two major corpora used as a major source of data: the first one was a corpus containing literature essays which were written by Syrian students and the other one was for native speakers of English. Her findings were consistent with the aforementioned researchers as the frequency of occurrences of these linking devices found in the two corpora was entirely different; that is, Syrian EFL students used almost twice more linking devices than did native speakers of English. They particularly preferred using causal and additive linking devices in their writings, while it was revealed that L1 natives used various types of linking devices compared to Syrian students. This result agreed with that of Ishikawa (2009), who was also interested in studying the gap of LAs used by native English speakers and EFL learners. He further carried out research on LA use in writings of Asian learners. Figuring out the differences of LA usage, he compared the information from the International Learner Corpus by English native speakers with Asian non-native speakers, i.e. Japanese learners of English (JLE) and Chinese (CLE). Ishikawa's findings (2009) demonstrated that most of the Asian EFL learners overused the additive LAs while underusing those introducing parallel and sequential data in comparison with native speakers of English. He concluded that Japanese and Chinese EFL learners mostly use linking devices uniquely owing to L1 interference.

### **2.3.2 L1 Interference**

L1 interference in the use of linking adverbials has become the subject of interest among linguists and language teachers lately. Dulay & Burt (1974) remarked that L1 interference is not

surprising; it happens when EFL learners use their L1 language structures when making an attempt to communicate in the target language. Furthermore, they mentioned that the degree of L1 interference relies heavily on the similarities between the first and target languages. On the one hand, the more similar they are in case of grammatical systems, the easier the EFL learners will be able to acquire the target language. On the other hand, the less similar they are, the greater the chance of L1 interference and L1-induced errors (Lado, 1957, cited in Ellis, 2006, p. 174). Moreover, Brown (1994) and White (2003) further postulated that the degree of L1 interference also depends upon the EFL students' level of language acquisition. In other words, those students whose level of the target language is quite low tend to be automatically forced to use their L1 knowledge to bridge the gaps, which eventually will result in more errors in target language use.

Brown (1994) classified errors in second language acquisition into two main types: 1) inter-lingual transfer and 2) intra-lingual and developmental errors. First, inter-lingual transfer is errors caused by the learners' L1 interference. Brown (1994) further suggested that in the early process of target language acquisition, the learners are likely to draw on the L1 linguistic system as it is the only system they have known. Thus, there must be an effect of L1 interference on the acquisition of a new language. On the other hand, Ho (1986) claimed that intra-lingual and developmental errors perhaps are caused by a lack of learning, difficulties in the target language acquisition, and inaccurate ways of teaching. Brown (1994) suggested that inter-lingual transfer errors are prevalent in the early part of second language acquisition; however, once the learners are familiar with the target language, intra-lingual transfer errors tend to occur more often.

Sasaki and Hirose (1996) indicate that low proficiency writers, rather than professional writers, relied more on direct translation from L1 to L2 while writing, which agreed with the result of Wang and Wen (2002) who concluded that novice writers were more prone to L1 interference than expert writers. Similarly, Beare and Bourdages (2007) discovered that most professional writers rarely used their L1 while writing in L2. In contrast, what Cumming (1989) found was drastically different from other researchers; high proficiency writers often used L1 during word searches.

As regards Thai students learning English as a second language, it is quite hard for them to compose an English composition without relying on Thai language structures and culture. Even though it is obligatory for Thai EFL students to learn English, they still use more Thai than English in communication and in the language classroom and do direct translation from Thai to English as a target language, which enables L1 interference to occur (Bennui, P., 2008, p.73)

Bennui (2008) further stated that there are three main perspectives of how Thai linguistic components interfere in English writing, i.e. grammatical structures, vocabulary items and discourse. First, in terms of grammatical structures, Thai language does not have tenses as English does; this might affect the way Thai EFL learners produce sentences in English as in (33).

(33) \*She *go* to Bangkok last month.

With regard to vocabulary, Achara Pengpanich (2002) proposed that Thais and native speakers of English had quite different styles of vocabulary use as in (34).

(34) \*The price is *cheap* instead of ‘The price is *low*.’

The underlying reason behind this phenomenon is that Thais are familiar with using “cheap” in spoken and written language more than “low.”

For L1 discourse interference, Mc Daniel (1994) classified this type into two different levels, i.e. sentence and paragraph. At the sentence level, Mc Daniel (1994) proposed that “Thai student writers may directly translate sentences of Thai- style structures into English,” even though Thai writing has dissimilar sentence structures to those in English. Moreover, as punctuation marks do not exist in Thai language, Thai EFL learners may produce punctuation errors when composing an English composition.

At the paragraph level, Thai EFL learners scarcely divided paragraphs when writing in English, which made it hard for readers to comprehend the writers’ idea and organization (Mc Daniel, 1994). Tipa Thep-Ackrapong (2005), who supported the findings from McDaniel (1994), confirmed that most Thai writers do not write topic sentences at the beginning of the paragraph,

and the underlying reason is that “Thai writers do not realize the difference between Thai and English rhetorical patterns” (p. 80).

L1 interference also occurs as Thais use contrastive LAs when writing an English composition. For example, while native speakers of English used *but* both as a contrastive coordinator and a conjunctive adverbial, it turned out that Thai EFL learners used *but* only in the form of a coordinator (Prommas and Sinwongsuwat, 2011, p. 13). The underlying reason is that Thai EFL learners have been exposed to the use of *but* as a coordinator much more frequently than *but* as an adverbial in Thai classroom teaching. In this case, Thais preferred using *but* as a sentence coordinator since in this position, this contrastive LA can clearly convey “contrastive facts and stances, concession, opposition to expectation, as well as addition” (Prommas and Sinwongsuwat, 2011, p. 13) as in (35) and (36).

(35) The men a king or leader *but* the women were slaves and suffered.

(36) So, I think love in school isn't good if among teenager use unsuitable, *but* I think love is good if they have graduated from University.

Furthermore, *but* was frequently used by Thai EFL learners together with other LAs, i.e. *although* and *even though* (Prommas and Sinwongsuwat, 2011, p. 14). This ungrammatical use of language has not been found in the native speakers' writing as it is due largely to the influence of L1 interference as in (37) and (38).

(37) \**Although* people think love in school is not suitable *but* for me I think love is not suitable or unsuitable as a result we behave ourselves.

(38) \**Even though* your end of love is happy or unhappy, *but* one thing you receive from it, is experience.

### 2.3.3 EFL Students' Overuse, Underuse, and Misuse of Linking Adverbials

A number of studies claimed that EFL students mostly overused, underused, or misused linking adverbials. To demonstrate, Field and Yip (1992) were two of the researchers investigating the use of linking devices in a Hong Kong high school. By comparison with English native speakers in Australia, Hong Kong students used more LAs in timed writing than



their native counterparts. The researchers put forth the underlying justification that the misuse of linking devices arose from a lack of experience in writing. For example, Hong Kong students usually used *on the other hand* to add a point without meaning to imply contrast. They also used *actually* and *besides* in their academic writing, although these two LAs are more frequently used in spoken English, which reflects interference from L1 Cantonese (Field & Yip, 1992, p. 25).

Altenberg and Tapper (1998) also found that the use of LAs in Swedish students' EFL writing was problematic. They compared the use of linking devices between EFL Swedish students with that of L1 English native speakers. The findings showed that EFL Swedish students underused the result/inference and the contrastive linking devices which are normally utilized in formal contexts. (p. 892). The underlying cause of misuse may come from students' lack of experience in writing, which was in agreement with Field and Yip's (1992) result, and lack of register awareness when utilizing LAs in academic context. That is to say, students are not completely aware of the proper LA use for specific registers (Altenberg & Tapper, 1998; Chen, 2006; Granger & Tyson, 1996). Chen (2006) also added on this claim by stating that as a matter of fact, the Chinese doctoral students "write as they speak or they write what they learn from their conversation textbooks" (p. 124).

Another problematic use of LAs in EFL students was students tend to superficially use these linking devices to connect sentences without profound understanding of their usage and awareness of the semantic and syntactic properties of some specific adverbials. Crewe (1990) analyzed the writing of Chinese EFL students at Hong Kong University and revealed that they interchangeably used *on the contrary* for *however* or *on the other hand* as textbooks and classroom teaching practices introduced only the similarities between these LAs, but not differences of LA use. Moreover, Crewe (1990) indicated that the students' overuse of LAs was partly caused by surface logicity and a camouflage for their poor quality of writing. To fix this problem, Crewe (1990) suggested that it is necessary that students be advised to reduce the use of LAs in writing and taught to carefully identify the connection between sentences before adopting any certain LAs. Regarding the problem of surface logicity writing, students require more training programs relating the use of LAs "for non-native students of all proficiency levels" (Chen, 2006, p. 127).

Furthermore, Granger and Tyson (1996) went on, drawing a comparison between the use of LAs in French EFL learners' writing in the French component of the International Corpus of Learner English (ICLE) and that in a control corpus of English native-speakers' writing. They suggested that French EFL writers overused and underused LAs owing to two factors: a lack of knowledge of LA semantic properties and a lack of stylistic awareness.

Ha (2015) who studied the use of LAs in first-year Korean university EFL learners' essays in comparison with the writing of American undergraduates discovered that Korean undergraduates and their American counterparts have different preferences for using LAs. Ha (2015) further postulated that the first-year Korean EFL learners have high tendency to overuse sequential and additive LAs compared to American counterparts. Referring to her findings, she suggested that English teachers provide students with appropriate guidelines of how to use LAs proportionately in order to solve the problem of overuse. Furthermore, Korean students should be aware that using many LAs in their own writings does not enhance cohesion between ideas. Specifically, the students should be thoroughly advised on the peril of overusing LAs under sequential categories such as *firstly* and *secondly* and those under additive ones such as *moreover* and *besides*. Moreover, it is found that some of the Korean students underused LAs under contrastive categories such as *yet* and *instead* in their writing. Solving this problem, Ha (2015) recommended that preemptive Focus-on-Form (Ellis, Basturkmen, & Loewen, 2001), an approach to language education involving the awareness of grammatical patterns that learners have already been able to use communicatively, is one of the effective ways enabling learners to improve their writing. Lastly, EFL teaching materials should be developed as it has been discovered that the language written in the current textbooks is based on a fallacy of language use (O' Keeffe & Farr, 2003).

As a solution, Granger and Tyson (1996) and Altenberg & Tapper (1998) also proposed that EFL student writers should be exposed to real context of how linking adverbials are used and be required more training programs pertaining how to use them correctly in formal writing.

### **2.3.4 Contrastive LAs**

Contrastive LAs play a key role in establishing differences of claims in academic settings. According to Biber, et al. (1999), having explored LAs in different registers, *but* was the most



frequently used in conversation and fiction, while in academic prose, writers preferred using more formal contrastive LAs such as *however*, *nevertheless*, and *on the other hand*.

Carter and McCarthy (2006), in another large-scale corpus-based study, also proposed that contrastive LAs such as *by/in contrast*, *nevertheless*, *on the other hand*, *conversely*, *nonetheless*, and *on the contrary* are very common in academic English. Not only did they mention frequencies of contrastive LAs, but they also described the differences of usage between *on the contrary*, *by contrast*, and *on the other hand*.

*On the contrary* is used mainly to refute the idea of the preceding statement so as to support the oppositional clause coming after, as in (39), whereas *by contrast* and *on the other hand*, as in (40) and (41), signify contrastive ideas but do not reject the first statement.

(39) Such complex impressions on the part of teachers by no means arise from ignorance or prejudice: ***on the contrary***, they are the result of powerful, historically informed, shared perspectives on musical reality.

Carter and McCarthy ( 2006, p. 291)

(40) The birth rate for older woman has declined, but, ***by contrast***, births to teenage mothers have increased.

Longman dictionary of contemporary English (1978)

(41) You want to help your kids as much as you can, but ***on the other hand***, you've got to be careful to help them learn on their own.

Longman dictionary of contemporary English (1978)

As the usage of contrastive LAs is quite complicated for non-native learners of English, Crewe (1990), who conducted research on misuse of specific LAs of Chinese EFL students at Hong Kong University, pointed out that Chinese EFL students misused *on the contrary* for *however* or *on the other hand*. The author mentioned the non-equivalent linking devices in students' mother-tongue language as the main problem of misuse. In line with Crewe (1990), Lei (2012), investigating the use of LAs between Chinese doctoral students and L1 native speakers

in published articles, concluded that Chinese EFL learners overused a total of 33 LAs while underusing 25 adverbials. The study found that Chinese EFL students regarded contrastive LAs as the hardest type of LAs; as a result, they mostly avoided using contrastive LAs in their writings, which resulted in underuse. This result was consistent with those of Granger and Tyson (1996) and Altenberg and Tapper (1998) as they claimed that French and Swedish EFL learners similarly underused contrastive LAs in their writings.

Recently, Patanasorn (2010) undertook a study on the use of linking devices in Thai EFL students' argumentative essays. She compared the LA use between Thai and American students and reported that these two groups of students had the same preferences for LAs. They both preferred to utilize result/inference, enumeration/addition, and contrastive LAs respectively. However, the percentage of each type used was entirely different. To be more specific, American students were most likely to use result/inference adverbials (40%), compared to Thais' use of the same category (38%), while they used lower enumeration/addition adverbials (32%) than Thais' (37%) respectively. In terms of contrastive LAs, it was represented that Thai students used less of this type (13%) in their texts.

Celce-Murcia and Larsen-Freeman (1999) also investigated the use of contrastive LAs. They proposed that *but* has three semantic-pragmatic functions, i.e. denial of expectations, semantic contrast, and marking speaker return. In addition, they also stated that *but* shares the meaning of expectation denial with *yet*, which was in accordance with the findings from Bell (2010), who studied the differences between *nevertheless*, *still* and *yet*, which "share the same core pragmatic instruction of cancellation, that is an aspect of information derivable from P is canceled in Q" (p. 1925). The result showed that *yet*, which occurred with higher frequency than the other two contrastive LAs both in written and spoken corpora, possessed the widest scope of use. Moreover, it is believed that *yet* is akin to *but*. However, *nevertheless* has the most restricted scope. With regard to the degree of concession, *nevertheless* seems to represent the strongest, concessive degree, while *yet* the weakest.

Williams (1996) was another researcher scrutinizing the pattern of how contrastive LAs are used and interpreted in different manners. For instance, he provided insightful frames

describing the use of *by contrast* or *in contrast*, i.e. "X (a) in contrast Y (b)," which identifies that two distinguishing subjects or topics are compared, as in (42).

(42) London is a truly beautiful city. ***By contrast***, Manchester is dirty and depressing.

(Williams, 1996, p. 40)

While *by contrast* or *in contrast* signifies that the two subjects are different in a certain aspect, *on the other hand* has adopted a completely dissimilar frame, i.e. "X (a) on the other hand X (b )." That is to say, *on the other hand* merely requires a single subject or topic that has two contrastive properties, as in (43).

(43) Minnesota is excruciatingly cold much of the year. ***On the other hand***, it is one of the more scenic states.

(Williams, 1996, p. 39)

According to Williams (1996), studying these frameworks will be useful as student writers can learn the differences of each contrastive LA given as interchangeable choices in classrooms and textbooks.

### **2.3.5 Textbooks and Curriculum**

Textbooks and curriculum also play a crucial role in encouraging or discouraging EFL students' use of LAs. According to Rose (1999), the curriculum management in EFL settings, such as Egypt, includes classes with a large number of students with merely restricted hours of teaching, which makes English language acquisition of EFL Egyptians surprisingly challenging. Furthermore, the problem of chronic teacher shortages, lack of professional development of teachers, and age-old curricula are the major stumbling blocks for English language learning in Egypt. This is in line with what Zaalouk (1995) had proposed as English language acquisition in Egypt has become a major problem owing to the unfairly large class size— typically 60 to 70 students per class—and lack of proper communications resulting in limited access to schools in the remote areas of the country.

Ha (2015) reported that Korean EFL learners usually overused *so* in their academic writing. One of the possible reasons for this improper LA use of Korean EFL learners directly deals with the curriculum; the style and register of LA are not officially and thoroughly taught throughout the secondary or higher level of education in Korea. Ha (2015) further stated that the differences between spoken and written styles of LA use will be instructed only in the final part of the college writing curriculum.

Crewe (1990), who mentioned the importance of textbooks used for LA instructions for EFL learners, stated that most of the textbooks used in language classrooms ignore the slight differences in meaning and register of LAs. As LAs are very useful in academic writing, it is important to note the subtly distinctive features of each contrastive LA inasmuch as one LA can convey more than one certain meaning and appear in different forms and positions (Celce-Murcia & Larsen-Freeman, 1999; Liu, 2008; Conrad, 1999). This makes it hard for EFL writers to make use of LA appropriately as most of the traditional textbooks provide only a simple list of LAs without raising awareness of correct styles and registers of LA use (Crewe, 1990). Milton (2001) agreed with this statement and further stated that existing EFL instructional materials are heavily based on the use of a simple list of connectors without detailed information on their usage given.

As regards the three well-known textbook series, i.e. Viewpoint 1, Touchstone 2 and 3, and Language Leader for upper intermediate surveyed in this present study, it is found that all of the mentioned textbooks hardly explain each of the contrastive LA in detail; only an incomplete list and simple exercises are available for students to practice using contrastive LAs (the examples of contrastive LAs taught in the books could be found in Appendix 1). Specifically, the contrastive LAs listed in Viewpoint 1 and Touchstone 3 are not differentiated in terms of semantic categories; that is, each LA is grouped regardless of different shades of meanings. Moreover, possible positions of contrastive LAs placed in a sentence are not directly taught. For instance, *however* and *although* taught in the textbooks are placed only in the sentence-initial position, while *whereas* and *but* are used merely in the sentence-medial position. Only Viewpoint 1, out of the three textbook series, mentions simple common errors caused by inappropriate contrastive LA use.

### **2.3.6 Contributions to Language Pedagogy**

Halliday and Hasan's (1976) introduction of English cohesive devices has aroused public's interest in the study of coherence of texts. One of the most influential studies belongs to Biber et al. (1999), who demonstrated the use of LAs in different registers. Biber et al. (1999) thoroughly studied LAs in four registers in the Longman Spoken and Written English (LSWE) corpus which contains news articles, academic prose, fiction and conversation. He illustrated his argument by stating that linking adverbials are used in a greater number in academic settings and conversation than in news and fiction. Specifically, within the boundary of academic prose, the result/inference LAs, as shown in (44), reach the highest frequency, compared to other categories of linking devices as writers are in dire need of linking devices helping them to present and support claims.

(44) The Census of Production includes only manufacturing industries, in which only one third of women are employed. We do not *therefore* have a comprehensive picture of women's, and especially their parttime, employment patterns. (ACAD)

Biber et al. (1999, p. 881)

In line with the preceding claim from Biber et al. (1999), the study further mentioned the preferences for writing style; most of the writers prefer using *therefore*, *thus* and *hence* interchangeably in order to support their claims. With the contribution Biber et al. (1999) provided in this field of academic writing, teachers can make use of this information to rearrange the hierarchical patterns of teaching by adding a lesson in linking devices in the writing classroom as it has proved to be useful for student writers.

Another powerful research study on linking adverbials deals with the study of such usage in textbooks. Since the number of studies of linking adverbials in ESL textbooks is dramatically low, Conrad (2004) saw the usefulness of research on the topic and started surveying such information in four textbooks in comparison with corpus-based information. What she found out was beyond expectation; the problem of incompatibility between corpus data and information in textbooks was shown. To illustrate, the data from the corpus pointed out that *though* can function both as a conjunction or a linking adverbial, most of which are often used as LA expressing contrast, concession, or disagreement. However, the definition and usage of *though*, commonly used as a contrastive LA in corpus-based data, was not included in three of the four examined

textbooks. Furthermore, one of the four books that mentioned it merely explained its contrastive meaning without providing an example and context of usage. In addition, she also indicated that *however* and *on the other hand* are utilized more in academic prose according to the corpus-based information, which stands in sharp contrast with that of one of the textbooks which place these contrastive LAs in conversational English.

According to Conrad (2004), this misleading data can become a major stumbling block for L2 learners of English; as a consequence, more corpus-based studies are required to help fix the problem and improve the content in the textbooks. With the information from corpus-based research, teachers can revise and improve the language description in the textbooks as well as the materials used in classroom teaching as they gain access to more accurate, reliable data. Although there are a large number of studies on ESL/EFL learners' use of LA, most of them are not corpus-based. Moreover, the previous studies were more likely to put an emphasis only on the frequency of the linking devices used in different registers while leaving out the patterns of usage. The present study will help bridge the gap and focus mainly on how advanced and intermediate proficiency Thai EFL learners utilize the very devices in academic writing.

## CHAPTER 3

### METHODOLOGY

#### 3.1 Data Collection

##### 3.1.1 Participants

The non-native speakers' writings are from Thai Learner English Corpus (TLEC), which collects essays written by Thai undergraduate students studying at leading universities in Thailand, whereas the frequency of contrastive LAs used by native speakers of English is from British National Corpus (BNC), thoroughly investigated by Liu (2008). Moreover, the register focused on in this research is academic writing. Furthermore, the topics of writings of the selected corpus are richly varied, including philosophy, religion, world history, education, technology, and many other topics. In this study, the participants are divided into two main groups, i.e. advanced and intermediate Thai EFL learners. Those who belong to the advanced learner's groups are the second-year English-major students in the Faculty of Arts at Chulalongkorn University, while the intermediate learners are the first-year students studying in different faculties at Thammasat University and those who studied in the Faculty of Arts at Chulalongkorn University. Apart from investigation of the similarities and differences between advanced and intermediate Thai EFL learners' use of contrastive LAs in essays, the study was also aimed at comparing the trend of contrastive LAs use between native and non-native speakers of English. Therefore, the data used for quantitative and qualitative analysis are from two different sources: a corpus of non-native speakers' writing and a corpus of native speakers' writing.

##### 3.1.2 Procedure

The contrastive LAs scrutinized were as follows, adopted mostly from the standard list of Liu (2008): *but, yet, however, although, though, nevertheless, while, and whereas*. The underlying reason for choosing these contrastive LAs is that these connectors are taught in Thai university level based on the content of three well-known textbook series, i.e. Viewpoint 1, Touchstone 2 and 3, and Language Leader for upper intermediate. Additionally, six of them, which are *but, yet, however, though, nevertheless, and while*, are present in the standard list of



the most frequently used contrastive LAs in academic writing from Liu (2008). Even though the other two contrastive LAs selected— *although* and *whereas* — are not on Liu's list, they have been included in the surveyed textbooks used for university courses in Thailand; therefore, the use of these selected ones was targeted in this study.

After the target contrastive LAs were selected, the researcher then searched for the use of each of the chosen contrastive LA in TLEC by using KWIC (Key Word in Context) technique in order to carefully investigate the patterns of the selected contrastive LAs among advanced and intermediate Thai EFL learners. Regarding the number of tokens, the researcher set the maximum limits of the number of tokens, i.e. 1000 samples, per each selected contrastive LA/each group of the participants. In case the selected contrastive LAs have multiple functions and meanings, the researcher manually removed those LAs performing other functions that do not directly convey contrastive meanings. Finally, the results and raw data were copied and sent further to the concordance software, i.e. AntConc (version 3.4.4.0), for language analysis.

Regarding the methodology used for analyzing the data, first, the researcher gathered the raw data and counted up the frequency of each of the selected contrastive LAs from both corpora of intermediate and advanced Thai EFL learners. Then, with the raw data, the researcher compared their frequency between the two groups of participants in order to identify the similarities and differences of LA use.

Subsequently, the researcher specifically made a comparison between the intermediate and advanced Thai EFL learners' positions of use and misused patterns of LA. By focusing on the LA positions of use of the two groups, the researcher aimed at discovering the ways the two groups of participants used the chosen contrastive LAs in the initial, medial, and final positions similarly or differently. Moreover, the interesting, misused patterns of the selected contrastive LAs obtained from both corpora were also studied in this present research.

Finally, the researcher also aimed at comparing the frequency of the selected LA use between native and non-native speakers of English. With the objective of comparing the trend of use between the two groups of English users, the researcher then adopted the frequency list of Liu (2008) as the main measurement. In accordance with the system of calculation used by Liu, which was the frequency per million words, the researcher gathered the raw frequency of the



selected contrastive LAs from TLEC first and subsequently converted the figure into frequency per millions in order to make the figures from two corpora perfectly comparable. By pointing out the trend of contrastive LAs between native and non-native speakers of English, the researcher wants to investigate the affinity between the two groups of participants in terms of LA use in their essay writing.

### 3.1.3 Corpora

In this study, the information from two distinctive corpora was used as source data available for quantitative and qualitative interpretation: Thai Learner English Corpus (TLEC) and British National Corpus (BNC). The TLEC collects essays obtained from undergraduate students from Chulalongkorn University and Thammasat University. Referring to the category of this corpus, it has been divided into three levels, which are intermediate learners, advanced learners, and professional writers. Learners at intermediate level are the first-year students studying in different faculties at Thammasat University and those who studied in the Faculty of Arts from Chulalongkorn University. The corpus size is altogether 880,000 words. Regarding the advanced learners, the essays were collected from the second-year English-major students in the Faculty of Arts. The corpus size is approximately 66,000 words. In addition to the essays of intermediate and advanced learners, there are writings of professional writers, i.e. Thai journalists from two English newspapers: the Nation and Bangkok Post. The corpus size is about 294,000 words.

Table 3.1

*Total Words and Number of Essays from TLEC*

<b>Category</b>	<b>Total words</b>	<b>Essays (Num.)</b>
Intermediate learners	880,000	2819
Advanced learners	66,000	54
Professional writers	294,000	2739

As can be seen from Table 3.1, the source data belonging to the professional writers has been excluded from this study since the genre of writings is different from that of the other two levels of learners; that is, this study is aimed at exploring the use of contrastive LAs of learners in academic writing only. Therefore, in this research, the researcher focused only on the interlanguage of intermediate and advanced Thai EFL learners. Another underlying reason for comparing intermediate learners with advanced learners was that the researcher wanted to see the differences of contrastive LA use of Thais with different levels of English proficiency.

Alongside TLEC, the use of contrastive LAs of Thais was also compared with that of the native English speakers. One way to achieve this goal is to analyze the frequency of contrastive LAs in TLEC in relation to that in British National Corpus (BNC) created by Liu (2008). Put differently, the researcher focused on the similarities and differences of Thai EFL learners' use of contrastive LAs in academic writing in comparison with the use of the L1 English speakers in the same source of information. In this case, as the researcher decided to adhere to Liu's (2008) frequency list, which was calculated into frequency per million words, as the benchmark, it is necessary that the figures of TLEC be normalized in order to safely compare the figures of two corpora of different sizes. The range of topics of essay writing used in this study is quite varied; both corpora collected an appropriate proportion of topics, such as philosophy, religion, world history, education, technology, and many others.

Table 3.2

*Total Words and the Characteristics of Data from TLEC and BNC*

<b>Corpora</b>	<b>Total words</b>	<b>Characteristics</b>
TLEC (Intermediate learners)	880,000	Academic
(Advanced learners)	66,000	
BNC	15,331,668	Academic

### 3.2 Identification of Contrastive LAs Used in This Study

In this study, the researcher based the criteria for contrastive LA selection on two major conditions, i.e. textbooks used for the university's undergraduate courses and the standard list of Liu (2008). The underlying reason for opting for Liu's (2008) list is that the list of linking adverbials by Liu (2008) is more practical than that of other researchers as it is based on a combination of useful lists (Celce-Murcia & Larsen-Freeman, 1983, 1999; Quirk et al., 1985), which makes his final list a thorough one.

Furthermore, as the major purpose of the study is to investigate the use of contrastive LAs among Thai undergraduates, the researcher has carefully selected only the contrastive LAs being taught in most Thai universities, excluding those contrastive LAs in which undergraduates have not been instructed. Pursuing this goal, the researcher then based the list of contrastive LAs used for further quantitative and qualitative analysis on three standard textbook series used in university level in Thailand, i.e. Viewpoint 1, Touchstone 2 and 3, and Language Leader for upper intermediate.

This study includes only 8 one-word contrastive LAs, which are *but*, *yet*, *however*, *although*, *though*, *nevertheless*, *while*, and *whereas* as all of the LAs are taught in the university level in Thailand as confirmed by the content of the three standard textbook series. While six of the selected contrastive LAs, i.e. *but*, *yet*, *however*, *though*, *nevertheless*, and *while*, are present in the standard list of the most frequently used contrastive LAs from Liu (2008), the other two contrastive LAs selected— *although* and *whereas* — are not on the list. However, since they have been included in the textbooks used for university English courses in Thailand, the researcher made a decision to include these two LAs in the present study. The frequency of each contrastive LA selected from the list of Liu (2008) is shown in Table 3.3.

Table 3.3

*Frequency of One-word Contrastive LAs from Liu's (2008) List (Per Million Words)*

LAs	Overall	Speaking	Academic	Fiction	News	Other
<b>Proper adversative/Concessive</b>						
<i>At the same time</i> (with <i>and</i> , <i>but</i> , <i>yet</i> , and <i>while</i> )	37.64 (13.83)	20.39 (9.20)	<b>59.10</b> (20.01)	25.87 (11.72)	15.70 (6.25)	43.10 (16.76)
<i>However</i>	597.30	89.31	<b>1216.62</b>	187.54	387.85	754.13
<i>Though</i> (including "contrastive" meaning)	123.86	380.07	<b>132.88</b>	126.48	76.15	91.43
<i>Nevertheless</i>	70.45	26.03	<b>159.93</b>	37.36	27.92	83.91
<i>Yet</i> (sentence initial) (after a comma) (in " <i>and</i> <i>yet...</i> ") (in other positions)	325.15 (77.18) (37.26) (34.42) (176.29)	307.21 (8.42) (10.64) (45.38) (242.77)	<b>307.46</b> (116.40) (40.25) (29.94) (120.87)	456.07 (69.34) (58.35) (65.02) (263.36)	305.88 (74.26) (27.92) (14.10) (189.6)	309.85 (87.11) (38.94) (28.92) (154.88)
<i>Although</i>	-	-	-	-	-	-
<i>Whereas</i>	-	-	-	-	-	-

(Adapted from Liu, 2008, p. 514–515)

According to Table 3.3., the frequency of *but*, *yet*, *however*, *though*, *nevertheless*, and *while* used in academic writing is fairly high, especially for *however* and *nevertheless*. Even though the frequency of the other two contrastive LAs selected, i.e. *although* and *whereas*, is not included in Liu's list, they are worth investigating as these connectors have clearly been instructed in Thai EFL settings.

The underlying reason for choosing only one-word contrastive LAs for further quantitative and qualitative analyses is that most of the EFL learners are probably exposed to this type of contrastive LAs more than multi-word contrastive LAs, e.g. *on the contrary* and *as a matter of fact*, as suggested by Liu (2008, p. 514) that the frequency of the multi-words is substantially lower than that of one-word contrastive LAs. However, it is still inconclusive that Thais prefer using one-word linking devices in academic writing as the corpus size of Thai English analyzed in this research is quite small. This may not be generalized to the majority of Thai EFL learners.

### 3.3 Data Analysis

To address research question 1, the concordance software AntConc (version 3.4.4.0), a multi-purpose corpus analysis tool for specific classroom use, was used as the tool for comparing the contrastive LA patterns and positions in this study. The software itself combines many useful gadgets for language analysis such as KWIC concordance tool, keyword frequency generators, tools for cluster and lexical bundle analysis, and Concordance Search Term Plot Tool. With this concordance software, the researcher was able to qualitatively scrutinize the similarities and/or differences of patterns of LA use between two groups of participants together with investigating contrastive LA position of use with ease.

Apart from the use of AntConc for quantitative and qualitative language analyses in research question 1, the researcher also converted the raw frequency obtained from TLEC into frequency per million words in order to compare the figure with that in Liu's (2008) frequency list in research question 2. By normalizing the raw frequency into frequency per million words, this makes it possible for the researcher to draw a comparison between the two corpora of different sizes and visualize the trend of contrastive LA use of native and non-native speakers of English.

## CHAPTER 4

### RESULTS

The purpose of this present study is to compare and contrast the frequency and positions of use of English contrastive LAs between two groups of participants, i.e. advanced and intermediate Thai EFL learners. In addition, the researcher also aimed at investigating the trend of contrastive LA use between native and non-native speakers of English.

#### 4.1 Frequency of Contrastive LAs

In order to examine the frequency of the chosen contrastive LAs, the researcher gathered the data from TLEC, manually removed those that do not have contrastive meanings, and calculated the frequency of each of the contrastive LAs in percentage by using the number of total words of each corpus as the quantitative measurement. Regarding research question 1, two main corpora were involved, i.e. advanced and intermediate learners. The total words for the corpus of advanced Thai EFL learners are 66,000, while those of intermediate learners are 880,000 words. Here is the formula used for converting raw frequency to percentage:

$$(\text{Number of tokens of each contrastive LA} / \text{total tokens found in each corpus}) \times 100$$

Table 4.1

*Frequency of Contrastive LAs of Advanced Learners*

Contrastive LAs	Advanced Learners
<i>However</i>	50.80% (158 tokens)
<i>But</i>	30.87 % (96 tokens)
<i>Although</i>	7.72% (24 tokens)
<i>Nevertheless</i>	4.82% (15 tokens)
<i>While</i>	2.89% (9 tokens)
<i>Though</i>	1.61% (5 tokens)
<i>Yet</i>	0.64% (2 tokens)

<i>Whereas</i>	0.64% (2 tokens)
<b>Total</b>	<b>100%</b> <b>(311 tokens)</b>

Table 4.2

*Frequency of Contrastive LAs of Intermediate Learners*

<b>Contrastive LAs</b>	<b>Intermediate Learners</b>
<i>But</i>	74.16 % (419 tokens)
<i>Although</i>	13.98% (79 tokens)
<i>However</i>	8.85% (50 tokens)
<i>Though</i>	1.06% (6 tokens)
<i>While</i>	1.06% (6 tokens)
<i>Nevertheless</i>	0.53% (3 tokens)
<i>Yet</i>	0.35% (2 tokens)
<i>Whereas</i>	0.00% (0 token)
<b>Total</b>	<b>100%</b> <b>(565 tokens)</b>

Referring to Table 4.1 and 4.2, it is noticeable that intermediate learners make use of the overall contrastive LAs more than their advanced counterparts. The total number of tokens was almost double in size (565 tokens) compared to that of the advanced learners, i.e. 311 tokens. However, looking separately at the frequency of each group of contrastive LAs, we can clearly see that the percentage was rather varied.

#### **4.1.1 Coordinating Conjunctions**

In this present study, the frequency of *but* and *yet*, the coordinating conjunctions used for expressing contrasts between ideas, is studied in order to discover the similarities and differences of use between advanced and intermediate Thai EFL learners, as shown in Table 4.3.

Table 4.3  
*Frequency of Contrastive Coordinating Conjunctions*

<b>Coordinating Conjunctions</b>	<b>Advanced Learners</b>	<b>Intermediate Learners</b>
<i>But</i>	30.87 % (96 tokens)	74.16 % (419 tokens)
<i>Yet</i>	0.64% (2 tokens)	0.35% (2 tokens)
<b>Total</b>	<b>31.51%</b> <b>(98 tokens)</b>	<b>74.51%</b> <b>(421 tokens)</b>

According to Table 4.3, it can be clearly seen that the number of tokens of the selected contrastive coordinating conjunctions found in both corpora was pointedly different; both groups of participants used *but* significantly more often than *yet*. In particular, the percentage of advanced learners using *but* accounted for 30.87 %, while the intermediate learners used the same conjunction more frequently in their essays (74.16 %), accounting for more than 2 times higher than the former group. However, in stark contrast to the use of *yet*, advanced and intermediate Thai EFL learners barely opted for using *yet*, with the percentage of 0.64% and 0.35%, respectively. Furthermore, it is believed that intermediate learners (74.51%) used significantly more of the overall contrastive coordinating conjunctions than their advanced counterparts (31.51%).

#### **4.1.2 Subordinating Conjunctions**

There are four contrastive subordinating conjunctions targeted in this study, i.e. *although*, *though*, *while*, and *whereas*. These conjunctions are mainly used to express contrastive meanings between an independent and dependent clause. The frequency of each of the contrastive LAs is shown in Table 4.4.



Table 4.4  
*Frequency of Contrastive Subordinating Conjunctions*

<b>Subordinating Conjunctions</b>	<b>Advanced Learners</b>	<b>Intermediate Learners</b>
<i>Although</i>	7.72% (24 tokens)	13.98% (79 tokens)
<i>Though</i>	1.61% (5 tokens)	1.06% (6 tokens)
<i>While</i>	2.89% (9 tokens)	1.06% (6 tokens)
<i>Whereas</i>	0.64% (2 tokens)	0.00% (0 token)
<b>Total</b>	<b>12.86%</b> <b>(40 tokens)</b>	<b>16.1%</b> <b>(91 tokens)</b>

Referring to Table 4.4, it is assumed that intermediate learners (16.1%) made use of the contrastive subordinating conjunctions more frequently than their advanced counterparts (12.86%), as shown in the higher percentage. Specifically, advanced learners' use of *although* in their essays accounted for merely 7.72%, which was approximately 2 times lower than the use of *although* by intermediate counterparts (13.98%). Although taught in the university level, contrastive subordinating conjunctions, i.e. *though*, *while*, and *whereas*, were not frequently used in the essay writing of Thai undergraduates. The use of *though* and *while*, conveying contrastive meanings among advanced learners accounted for 1.61% and 2.89%, respectively, whereas intermediate learners hardly utilized the same LAs in their writings (1.06% for both contrastive LAs). Interestingly, *whereas* was not used widely among advanced and intermediate Thai EFL learners' writings (0.64% and 0.00%, respectively).

### 4.1.3 Conjunctive Adverbs

The last two targeted contrastive LAs function as conjunctive adverbs joining two independent clauses together, i.e. *however* and *nevertheless*. The frequency of each is shown in Table 4.5.

Table 4.5

*Frequency of Contrastive Conjunctive LAs*

<b>Conjunctive Adverbs</b>	<b>Advanced Learners</b>	<b>Intermediate Learners</b>
<i>However</i>	50.80% (158 tokens)	8.85% (50 tokens)
<i>Nevertheless</i>	4.82% (15 tokens)	0.53% (3 tokens)
<b>Total</b>	<b>55.62%</b> <b>(173 tokens)</b>	<b>9.38%</b> <b>(53 tokens)</b>

As shown in Table 4.5, advanced learners (55.62%) produced a significantly higher percentage of contrastive conjunctive LAs than the intermediate counterparts (9.38%). In addition, the percentage of advanced learners using *however* in essays was sharply high (50.80%), compared to the intermediate learners' use which accounted for merely 8.85%, almost 6 times lower than the percentage used by the former group. A similar outcome was found in the use of *nevertheless* too. The percentage of advanced learners using *nevertheless* (4.82%) was relatively higher than that of intermediate learners (0.53%).

### 4.2 Positions of Contrastive LAs

By investigating the positions of use and misused patterns of LAs found in both corpora, the researcher primarily focused on the similarities and differences of how advanced and intermediate Thai EFL learners used the selected contrastive LAs in initial, medial, and final positions. Furthermore, misused patterns found in both corpora were subsequently analyzed in order to provide a profound understanding of LA use.

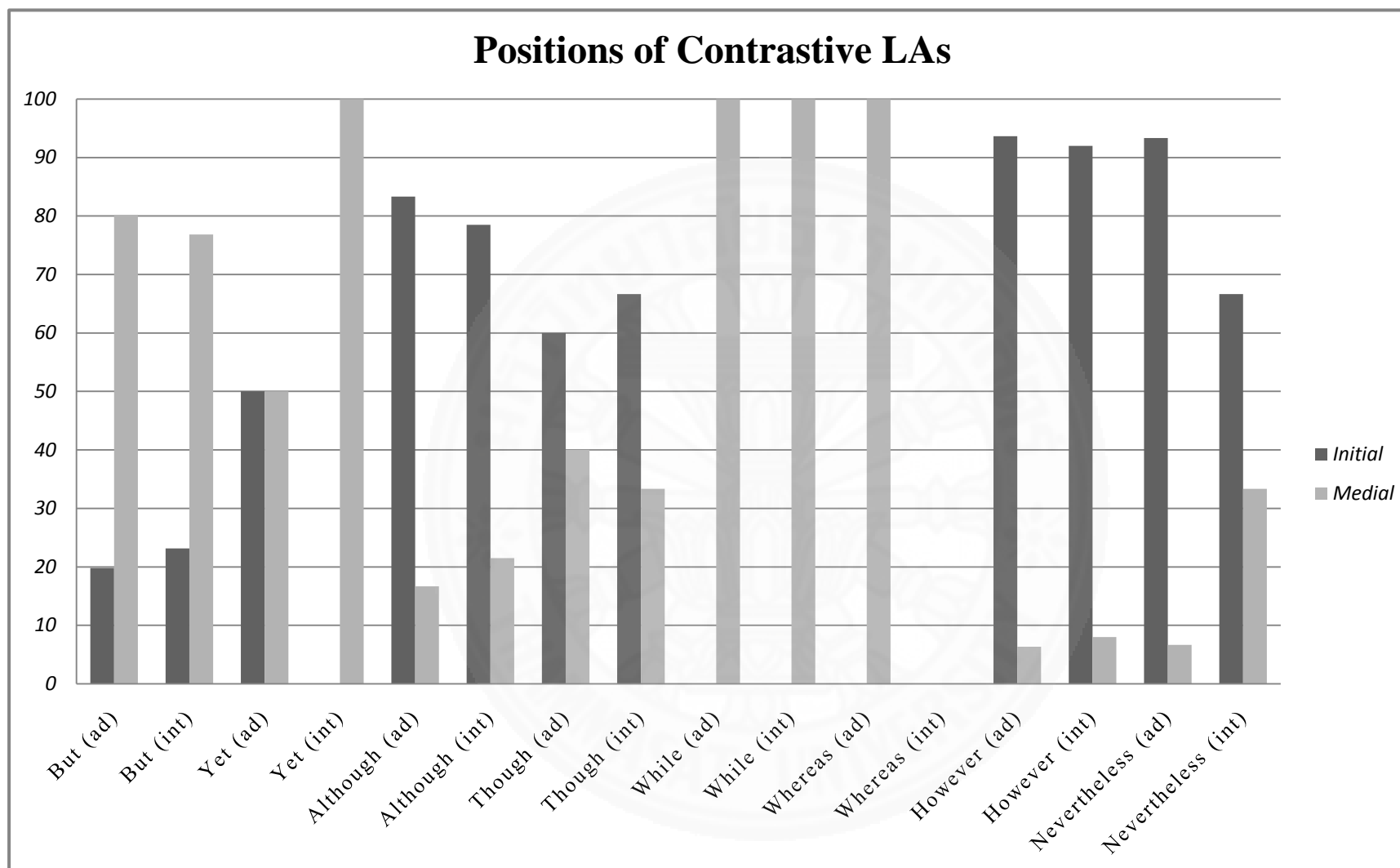


Figure 1. Positions of overall contrastive LAs from advanced and intermediate Thai EFL learners' corpora.

## 4.2.1 Coordinating Conjunctions

### 4.2.1.1 *But*

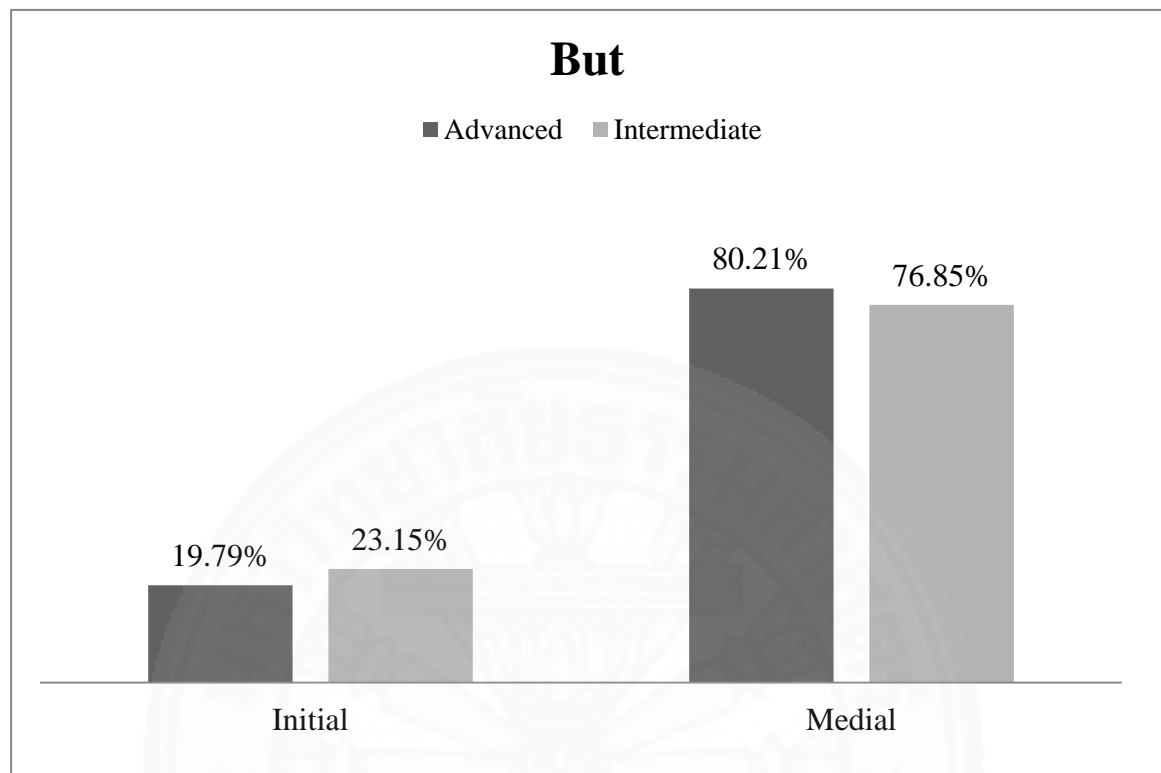


Figure 2. Positions of use of *but* from advanced and intermediate Thai EFL learners' corpora.

*But* is the frequently used contrastive coordinating conjunction in the essays of advanced and intermediate Thai EFL learners. There were altogether 515 tokens in both learner corpora. According to Figure 2, both groups of participants had a similar trend of utilizing *but* in their essay writing; that is, advanced and intermediate learners tended to use this contrastive LA in the medial position of the sentences as in (1) and (2).

- (1) ith novel. These reasons are not good for someone ***but*** it has mean for me. If you can  
 (2) e that computers have their benefit in education, ***but*** it does not mean that computers

This position occurred with high percentage of 80.21% and 76.85%, respectively, while only 19.79% of advanced learners used *but* in front of the sentences as in (3).

(3) monarchy or a danger to national security. *but* there are no clear criteria about what \x93

The intermediate learners' percentage of placing this contrastive LA in the initial position, however, was slightly higher than that of the advanced learners, at 23.15% as in (4).

(4) ,so people like to spend their time on reading. *but* I'm different. I hardly never

#### 4.2.1.2 Yet

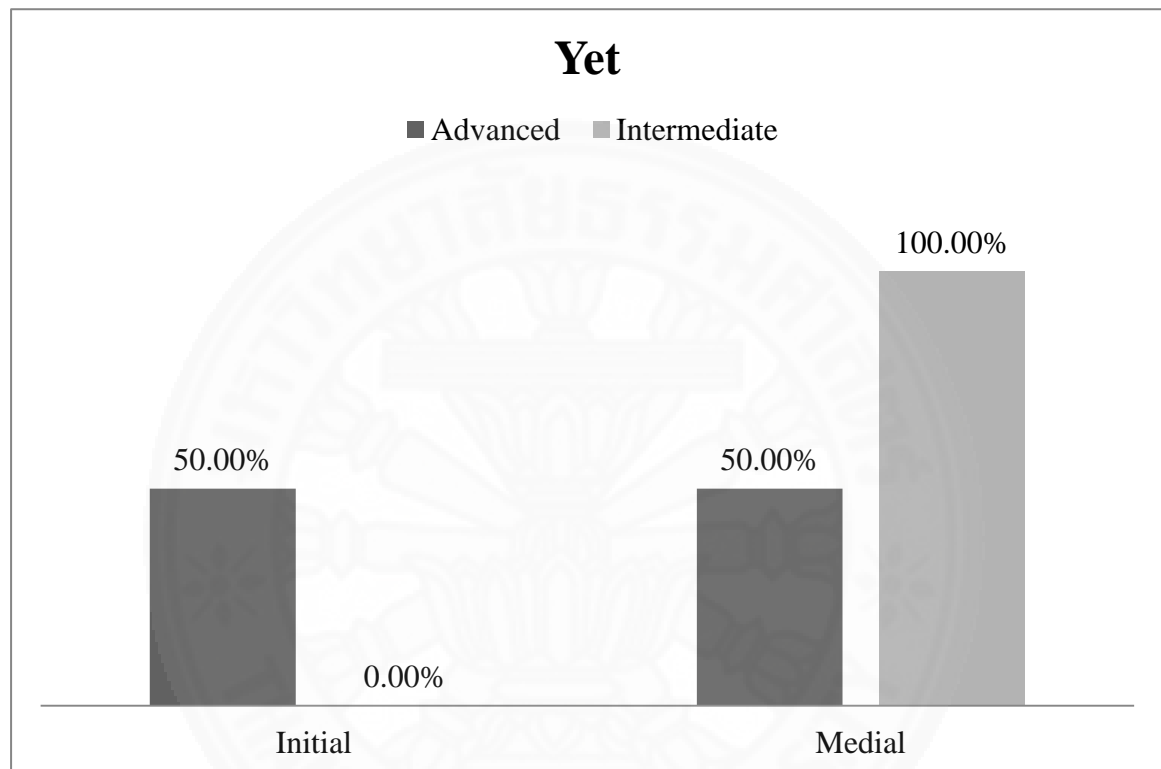


Figure 3. Positions of use of *yet* from advanced and intermediate Thai EFL learners' corpora.

In sharp contrast to the use of *but*, which was widely used in essay writing, *yet*, another contrastive LA in the same group, was rarely used, with only 4 tokens from both corpora. The pattern of use found was quite under the same trend; intermediate Thai EFL learners preferred placing *yet* in the middle of the sentences (100%) as in (5) and (6).

(5) twelve years old and now she is practice *yet* but I practice to cover dance about eight

(6) is common of teenager for quite wrong, *yet* she always forgive and encourage me. Although

None of the intermediate learners placed this contrastive LA in the sentence-initial position. However, advanced learners had no preferences for using *yet* either in the middle or in front of the sentences as in (7) and (8).

(7) ale students being sexually harassed on campuses. *yet*, people who think that more men in

(8) Obviously children cannot do that for themselves *yet* but that is where parents, guardians and

#### 4.2.1.3 Misused Patterns of Coordinating Conjunctions

After searching for the misused patterns of the selected contrastive coordinating conjunctions from each corpus, only one major type of errors was discovered, i.e. grammatical errors, which are shown in Table 4.6.

Table 4.6

##### *Misused Patterns of Contrastive Coordinating Conjunctions*

<i>Yet</i>
<p><b>Grammatical errors</b></p> <p>*<i>Yet but</i>+ independent clause</p>

According to the data in the corpus, advanced learners apparently produced fewer misused patterns of these two contrastive coordinating conjunctions (7 tokens in total), and this was separated into 1 grammatical error and 6 informal uses of LAs, while intermediate learners produced far more misused patterns (249 tokens in total), divided into 1 grammatical error and 248 informal uses.

It has been found that both groups of participants used *yet* and *but* together in the same sentence followed by an independent clause, creating a redundancy of conjunctions used and violating the grammatical rules.

**Yet**

- (9) \*Obviously children cannot do that for themselves **yet but** that is where parents,  
 (10) \*twelve years old and now she is practice **yet but** I practice to cover dance about

Additionally, it was discovered that both groups of participants produced informal or colloquial patterns as they missed a comma before *but* in order to join two independent clauses. (Yoon, Jung Wan & Yoo, Isaiah WonHo, 2011).

**But**

- (11) . That time I play wrong I can feel that **but** I don't serious After that I feel happy  
 (12) classroom so we're punished by our teacher **but** we went on. We went to Koh Samed  
 (13) [Faculty of Arts]. Now, we are not close **but** we continue to talk telephone. I  
 (14). I realize that my mom feels tired from works **but** anytime she turns her face to me- what  
 (15) my picture was drawn by me isn't beautiful **but** it's a precious thing on me. For  
 (16) feelings and emotions take control their mind **but** they are grown up men who are  
 (17) edia present these stars as the attractive ones **but** they might forget that they had  
 (18) one and fat one, who both are talented **but** there is only one place for being a

## 4.2.2 Subordinating Conjunctions

### 4.2.2.1 *Although*

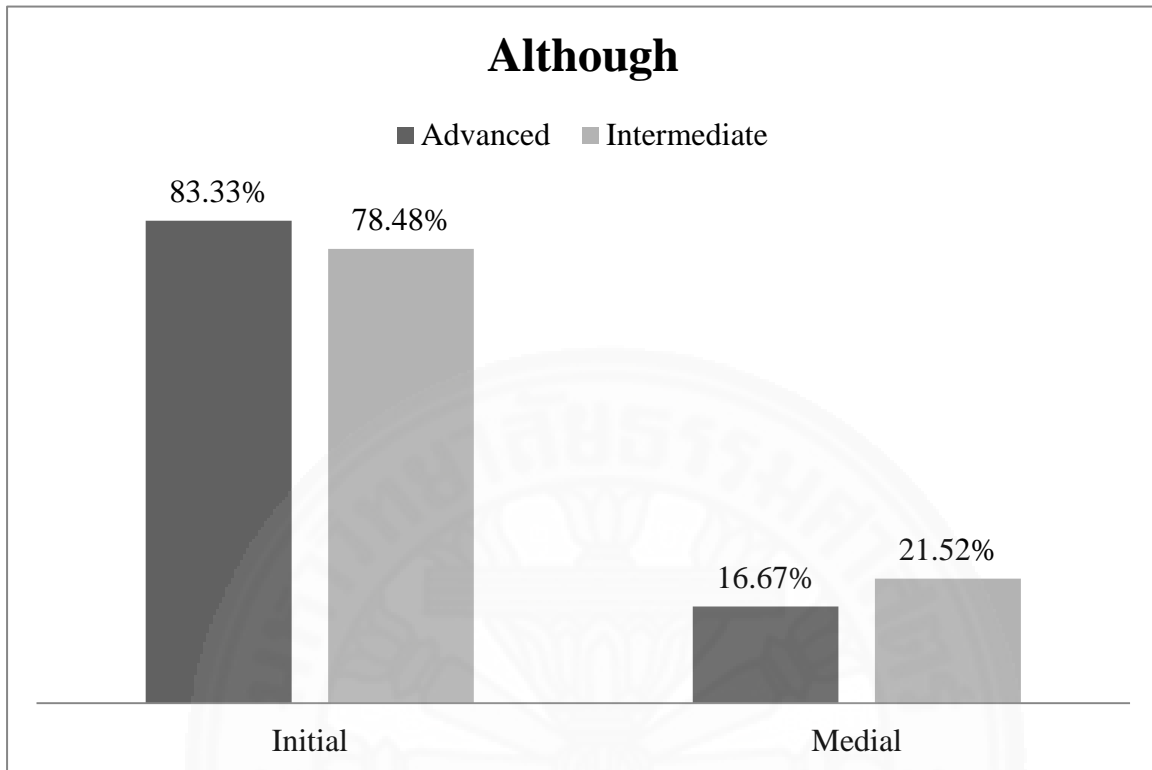


Figure 4. Positions of use of *although* from advanced and intermediate Thai EFL learners' corpora.

The frequency of *although* used in essay writing of Thai undergraduates was highest among the selected contrastive subordinating conjunctions; there were altogether 103 tokens found in both corpora, which was significantly higher than other contrastive subordinating conjunctions in the same group. Referring to Figure 4, 83.33% of the advanced learners used *although* in the initial position of the sentences as in (19) and (20).

(19) choose to wait and have sex after marriage. ***although*** sex is a nice thing to try, we

(20) her dead body and throwing into river. ***although*** people who can achieve academic

The percentage of the intermediate learners utilizing this contrastive LA in the similar position was not much lower, at 78.48% as in (21).

(21) some advise. He really cheered me up a lot. ***although*** he is a little too overweight, he loves t



By contrast, these two groups of participants, i.e. the advanced and the intermediate learners, used this contrastive LA in the medial position in far fewer frequency, 16.67% and 21.52%, respectively as in (22).

(22) a musle-cat , a snake and a amphibian **although** we have many animals in the world

Thus, as shown in Figure 4, a similar frequency of *although* in the same positions were seen in both groups.

#### 4.2.2.2 *Though*

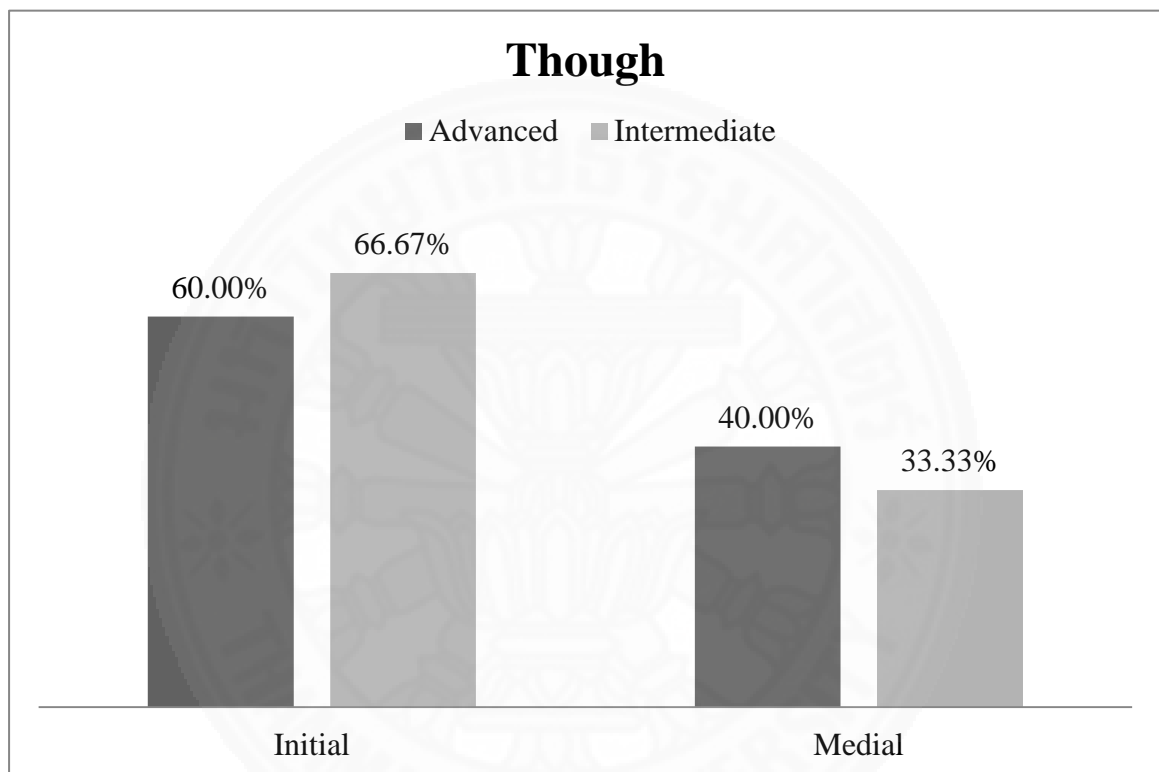


Figure 5. Positions of use of *though* from advanced and intermediate Thai EFL learners' corpora.

As indicated by the data in both corpora, it can be clearly seen that most of the Thai EFL learners hardly used *though* (only 11 tokens from the two groups of participants), although it is usually taught in university level based on the three surveyed well-known textbook series mentioned in Chapter 1. As can be seen in Figure 5, the majority of advanced learners preferred using *though* in the initial position of the sentence (60%) as in (23).

(23) more difficult and pressured than ever before. **though** we really are ruder than people in

In contrast, the percentage of the same group of participants placing this contrastive subordinating conjunction in the middle of sentences was fairly lower (40%) as in (24).

(24) plan. Both can get your basic message through, *though* only the latter carries an extra

It is worth noting that the figure of intermediate learners has shown the same trend, with 66.67% placed in front of the sentences as in (25).

(25) They brought smile and happy to me. *though* sometimes they brought resent and boubt to

Moreover, 33.33% of them placed this contrastive LA in the medial position as in (26).

(26) me that I have many good memories *though* that time is also the terrible time so I

#### 4.2.2.3 While

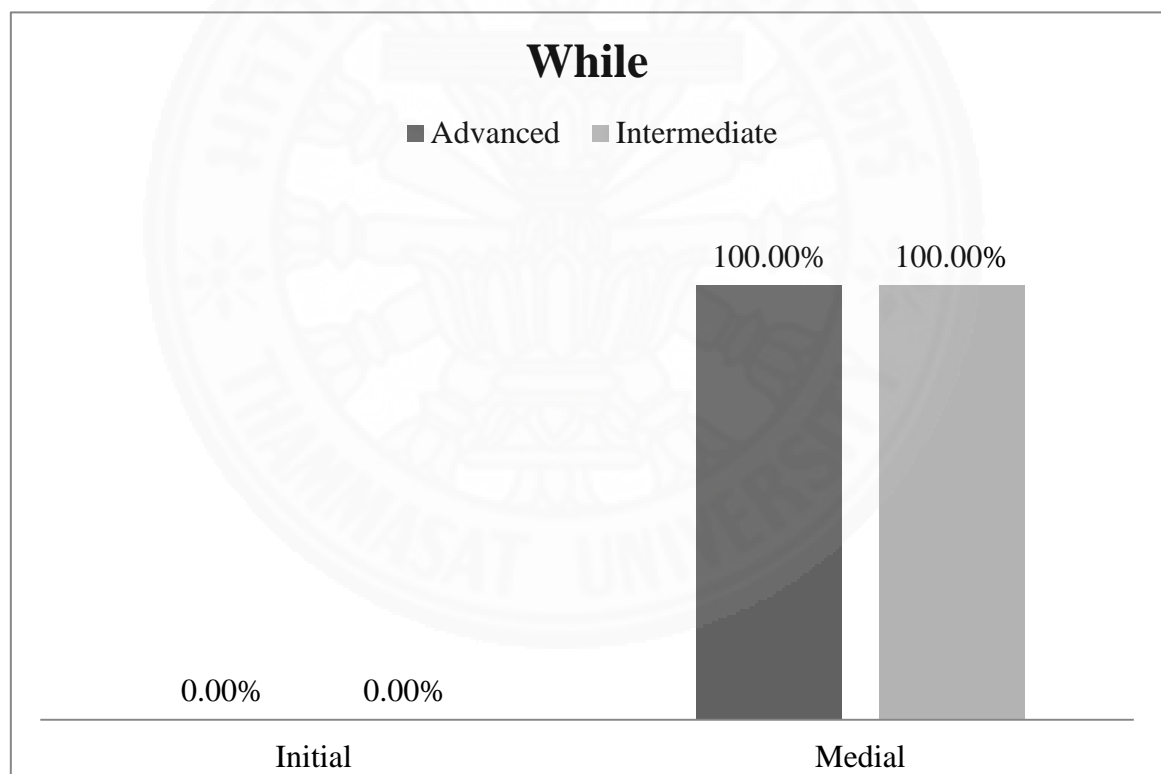


Figure 6. Positions of use of *while* from advanced and intermediate Thai EFL learners' corpora.

Unlike *although*, which was frequently used in advanced and intermediate Thai EFL essays, the frequency of *while* expressing contrastive meanings was low; there were only 15 tokens found in both corpora. Interestingly, it was discovered that the two groups of participants

had a completely similar pattern of using *while*; that is, they never used *while* in the initial position in their essay writing. Both groups preferred placing this contrastive subordinating conjunction only in the medial position of the sentences (100%) as in (27), (28), and (29).

(27) car, look like we cannot have any anger *while* we are in such a pleasant condition. However  
 (28) opinions can be utterly impolite in Thai culture *while* doing so in western world may not be  
 (29) I am lazy. Sometimes I hate a lady character *while* I do it. I have a bad mood despite

#### 4.2.2.4 Whereas

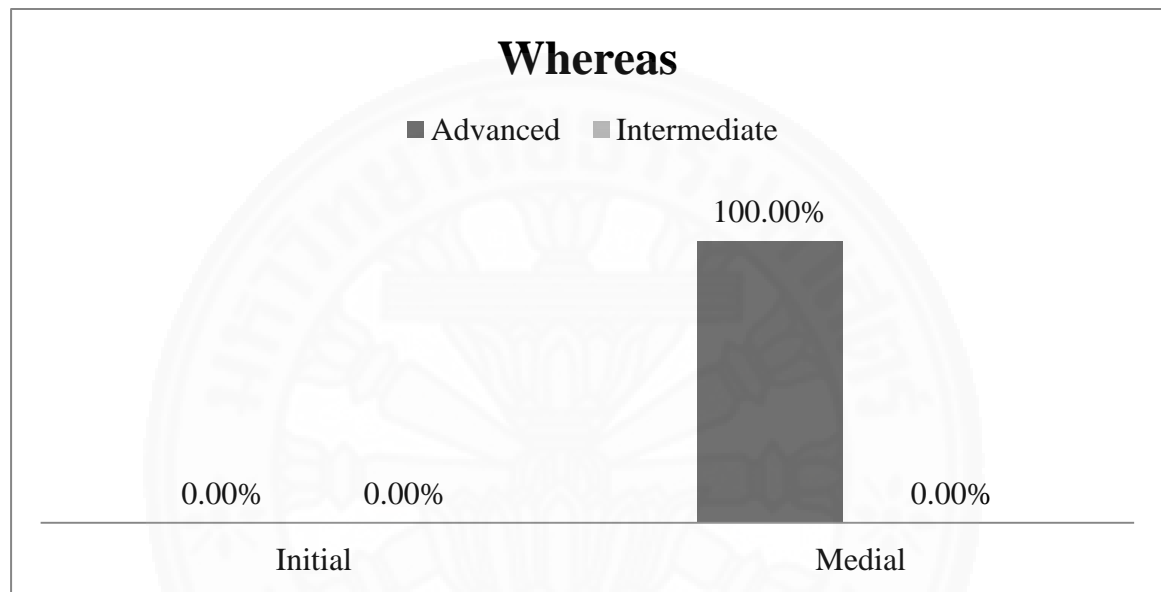


Figure 7. Positions of use of *whereas* from advanced and intermediate Thai EFL learners' corpora.

In comparison with the use of other contrastive subordinating conjunctions as mentioned earlier, *whereas* was least frequently used in Thai undergraduates' essays; there were only 2 tokens from advanced learners, while none of the intermediate learners used *whereas*. This shows that this contrastive subordinating conjunction is probably quite harder to acquire for learners in contrast with other LAs. From Figure 7, advanced learners entirely used this contrastive LA in the middle of the sentence (100%) as in (30) and (31).

(30) that beggars do not have a job *whereas* they need money to sustain themselves, and

(31) communications could give us, *whereas* some have tried to oppose, and I,

#### 4.2.2.5 Misused Patterns of Subordinating Conjunctions

According to the data provided, the misused pattern of contrastive subordinating conjunctions was due to grammatical patterns, which was the same as that from contrastive coordinating conjunctions. These errors were shown in Table 4.7.

Table 4.7

##### *Misused Patterns of Contrastive Subordinating Conjunctions*

<i>Although</i>	<i>Though</i>
<p><b>Grammatical errors</b></p> <p>*<i>Although</i> + dependent clause + <i>but</i> + independent clause.</p> <p>*<i>Although</i>, + independent clause</p>	<p><b>Grammatical errors</b></p> <p>*<i>Though</i> + dependent clause + <i>but</i> + independent clause.</p> <p>*<i>Though</i>, + independent clause</p>

Referring to the corpus data, it is intriguing to notice that none of the advanced learners formed misused patterns of contrastive subordinating conjunctions. The total 35 tokens of errors entirely came from intermediate learners. The errors made in this group were much lower than those from contrastive coordinating conjunctions.

According to Table 4.7, the misused patterns of *although* and *though* were almost exactly the same. First, intermediate learners were likely to use the pattern of \**Although* + *dependent clause* + ***but*** + *independent clause* and \**Though* + *dependent clause* + ***but*** + *independent clause*. This is considered ungrammatical as *although* and *though* already signify contrastive meanings and are subordinating conjunctions used for joining a dependent clause and an independent one; thus, there is no need to add *but*, another contrastive LA, to this complex sentence.

##### ***Although***

(32)\*sely when I sad Milo is best friend. ***although*** Milo is dumb ***but*** she recovered me

(33)\*while mom live in Loei province. ***although*** we live in different province,***but***

(34)\*my most memorable experience in my life. ***although*** it passed long time ***but*** I

(35) \*I met many close friends from this time. **although** it pass **but** we never ending.

(36) \*listener. Perhaps she counseling me too. **although** we used to quarrel **but** it's like

### Though

(37)\*lucky to be her daughter. **though**, my mother is not such a successful woman **but**

(38)\*ches me. She always says "**though** people couldn't choose where to be born **but**

Furthermore, there was existence of the use of \**Although*, + *independent clause* and \**Though*, + *independent clause* only among intermediate learners. This pattern of LA use is grammatically incorrect as intermediate learners try to utilize the selected contrastive subordinating conjunctions as if they were using *however*, which is a conjunctive adverb. Instead, the comma should be put between a dependent clause and an independent clause.

### Although

(39) \*happy when everyone touch her and kiss her. **although**, they has a different

(40) \*a problem, she is a shoulder to cry on. **although**, sometimes she says nothing,

(41) \*mmon like, food, shopping and clothes. **although**, we are not in the same

(42) \*who make you happy when you cry. **although**, long time pass. Our friendship

### Though

(43)\*I feel lucky to be her daughter. **though**, my mother is not such a successful

Apart from grammatical errors, there were also informal patterns found, which was not quite severe since this does not deal with the meaning and grammatical structure of the sentences. Most of the informal patterns occurred when intermediate learners missed adding a comma to separate the sentences or join a main clause to a subordinate clause.

### Although

(44) iversity that it is the best wonderful. **although** I haven't think for admistion here.

### Though

(45) procure audition of Yenta 4 contest. **though** we are not past audition we aren't to

*While* and *whereas*, the other two targeted contrastive subordinating conjunctions, were not commonly used in the essays of both advanced and intermediate learners; as a result, the data obtained was too small to be analyzed regarding the misused patterns. Moreover, within the range of information gathered, there were no grammatical and informal patterns concerning these two LAs found.

### 4.2.3 Conjunctive Adverbs

#### 4.2.3.1 *However*

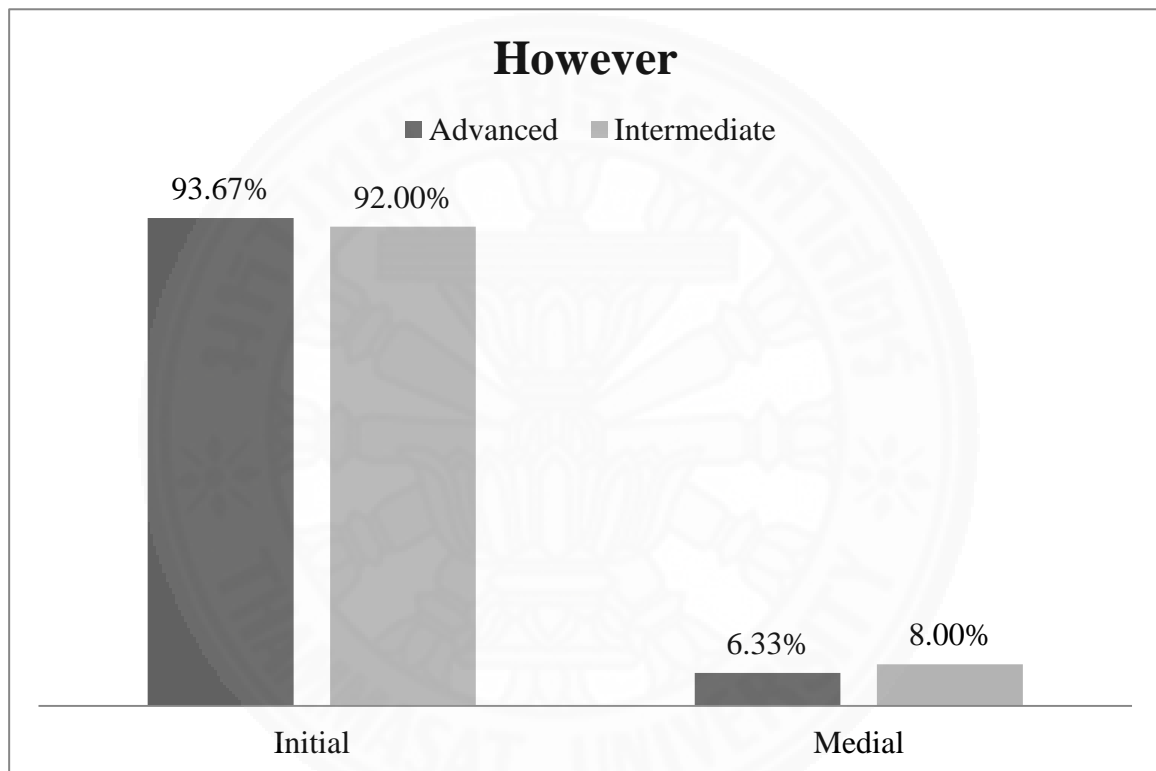


Figure 8. Positions of use of *however* from advanced and intermediate Thai EFL learners' corpora.

The use of *however* to express contrastive ideas was extremely common among Thai EFL learners (208 tokens). Specifically, the higher the level of learners, the more they tended to use this contrastive conjunctive adverb in their writings. In this case, the frequency of *however* of advanced learners was significantly higher at more than three times that of intermediate learners, 158 and 50 tokens respectively. According to Figure 8, the percentage of *however* placed in the

initial position of the sentences between the two groups was slightly different at 93.67% and 92%, respectively, as in (46), (47), and (48).

(46) block websites unsuitable for children. *however*, these programs are not completely reliabl

(47) to make our lives easier and quicker. *however*, we have changed these benefits into furth

(48) confess, I want to kick him for many times. *however*, I had never done . ) In every morning ,

In contrast, the percentage of *however* placed in the medial position of both groups was substantially low, at 6.33% and 8.00%, respectively, as in (49) and (50).

(49) The dogs made trouble for my family; *however* we love in cleverness of them. When I had

(50) Their own judgment to see a website , *however*, may cause difficulties to other persons a

In accordance to what Lee (2004) had proposed, most EFL learners prefer to use the adverbials in the sentence-initial position as they often misused *however* in the sentence-medial position, which resulted in run-on sentences. As can be seen from Figure 8, the two groups of participants utilized *however* in a similar manner.

#### 4.2.3.2 Nevertheless

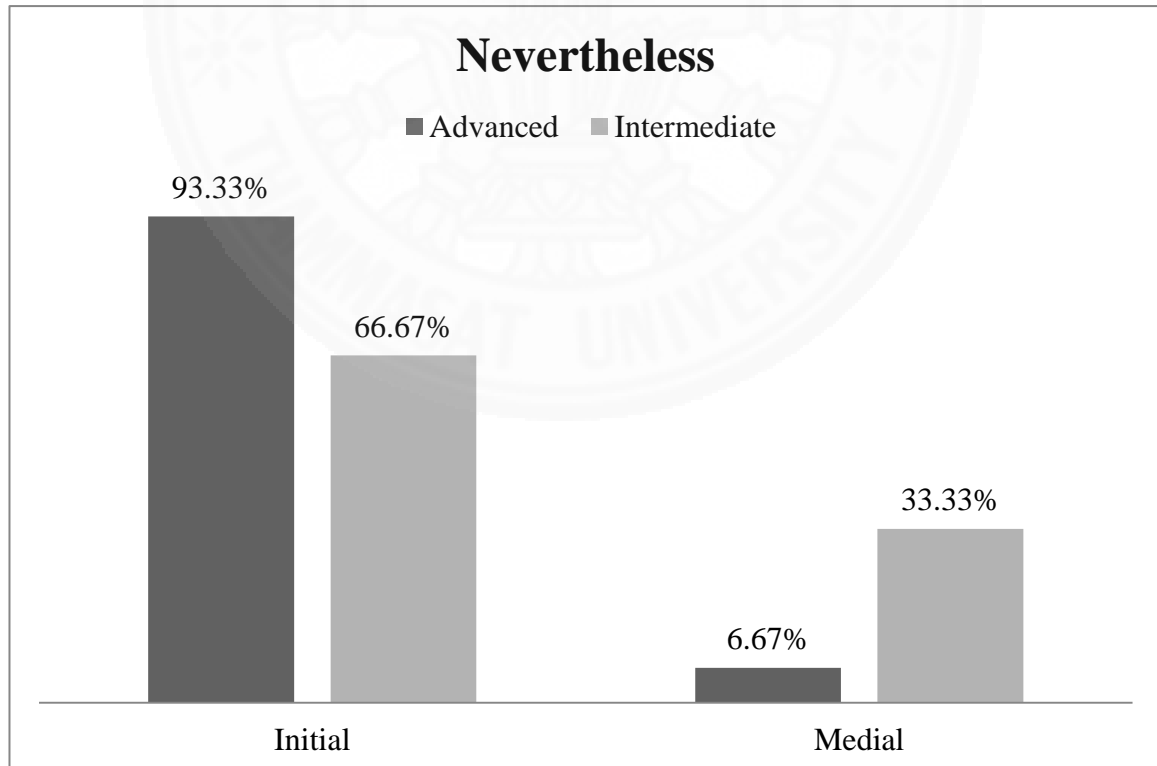


Figure 9. Positions of use of *nevertheless* from advanced and intermediate Thai EFL learners' corpora.

In stark contrast to the frequency of *however*, that of *nevertheless* was obviously less frequent (18 tokens). This contrastive conjunctive adverb was used more frequently by the advanced learners (15 tokens) than intermediate learners (3 tokens), which was similar to the use of *however* as mentioned earlier. As seen in Figure 9, both groups tended to have the same pattern of *nevertheless*; that is, they preferred placing this contrastive LA in front of the sentences, with different levels of percentage (93.33%) and (66.67%) respectively as in (51), (52), and (53).

(51) to online games more than academic matters. *nevertheless*, their parents can cope with these  
 (52) everybody have cellular phone of their own. *nevertheless*, in order to own such inventions,  
 (53) game and listen a music and sleep . *nevertheless*, it has advantage due to I attain

However, only 6.67% of advanced learners used this contrastive LA in the middle of the sentences as in (54).

(54) guardians or individual judgment . In fact, *nevertheless*, the parents or guardians cannot

In addition, 33.33% of intermediate learners placed it in the same position as in (55).

(55) me. I didn't like him *nevertheless* his teaching was very good. He made

The major reason for which *nevertheless* was not frequently used in the medial position is that EFL learners often misused this contrastive LA, resulting in run-on sentences (Lee, 2004).

#### 4.2.3.3 Misused Patterns of Conjunctive Adverbs

Unlike contrastive coordinating and subordinating conjunctions, there were no serious misused patterns of conjunctive adverbs. In fact, only the informal patterns of use were found in both corpora, and this does not deal with grammatical structures and meanings of the sentences.

The informal or colloquial patterns found in this group were dealing with omission of a comma both in the initial and medial positions, which was acceptable in informal English



language use, but not in academic writing (Yoon, Jung Wan & Yoo, Isaiah WonHo, 2011, p.238). There were altogether 3 tokens from advanced learners and 27 tokens from intermediate learners.

According to the corpus data, advanced and intermediate learners failed to conform to the formality of English language use by placing both *however* and *nevertheless* in the initial position of the sentence without having a comma to separate the adverb from the independent clause.

### However

(56) nowadays if they can not earn money? *however* they actually have a job, a job  
 (57) back to talk again because of her. *however* I had to move school when I finished  
 (58) and helped me when I feel depressed. *however* I've never found him or her until I  
 (59) boy. So, many friends don't like her. *however* I had to stay with her because I am  
 (60) me although I have away mistake. *however* father is the best person for me. For  
 (61) it younger. And it can sleep all day. *however* it can make me happy whatever it do.  
 (62) It's difficult to find who can be yours. *however* you'll find and then you must

### Nevertheless

(63) party because of economic problems. *nevertheless* my friends always surprise me

Furthermore, they failed to conform to the formal pattern of using contrastive conjunctive LAs to join two independent clauses, i.e. independent clause; conjunctive adverbs, independent clause.

### However

(64) have been put forward about this issue, *however*, this article will consider some of  
 (65) is legalized in Oregon State, USA, *however*, it is still questioning that whether  
 (66) gether. Family is very important for me *however* I can't loss my family. And  
 (67) The dogs made trouble for my family; *however* we love in cleverness of them.  
 (68) is English-Cocker. They are friends, *however*, sometimes they fight together.

### Nevertheless

(69) me. I didn't like him *nevertheless* his teaching was very good. He

### 4.3 Native and Non-native Use of Contrastive LAs

Alongside the study of contrastive LAs between Thai EFL learners whose levels of English proficiency are different, the researcher also wanted to compare the trend of use between Thai EFL learners and native speakers of English. By drawing an analogy between the two groups of participants, the researcher compared the frequency per million words of each selected contrastive LA in order to see the differences or similarities of use. With the prime objective of investigating contrastive LA use between native and non-native speakers of English, the researcher adopted Liu's (2008) frequency list as the major measurement used as the benchmark for comparing frequency of LA. This list was comprehensively compiled from the British National Corpus (BNC), established by Professor Mark Davies from Brigham Young University and was divided into 5 major registers, which are spoken English, academic writing, fiction, news writing, and other writings. However, in this study, only the frequency of contrastive LAs in academic writing register was adopted since this register is comparable with learners' essays.

Not only did Liu (2008) distribute LAs into distinctive subcategories, but he also created a list of classification of contrastive LAs into different bands, ranging from Bands 1 to 3 according to their frequency, as shown in Table 4.8. Referring to Table 4.8, it is noticeable that most of the contrastive LAs under Band 1 with frequency of 50 and above per million words were one-word contrastive LAs, i.e. *however*, *yet*, and *nevertheless*, while native speakers of English were not likely to utilize multi-word contrastive LAs, i.e. *then again*, *as a matter of fact*, and *on the contrary*, the frequency of which was lower than 10 per million words (Band 3), according to the data obtained by Liu (2008).

Table 4.8

*A Complete List of LAs by Frequency*

<b>Band 1 (with frequency of 50 and above per million words)</b>	
Adversative	<i>however, yet, nevertheless, of course, though, in fact, on the other hand, instead, anyway, despite N/this/that</i>
<b>Band 2 (with frequency of 10 through 49.99 per million words)</b>	
Adversative	<i>at the same time, nonetheless, actually, in/by comparison, in/by contrast, in reality, rather, after all, all the same, in any case, in spite of this/that/</i>
<b>Band 3 (with frequency under 10 per million words)</b>	
Adversative	<i>then again, as a matter of fact, conversely, on the contrary, admittedly, anyhow, at any rate, still</i>

(Adapted from Liu, 2008, p. 517–518)

In order to compare two corpora of distinctive sizes, only the raw frequency gathered from each corpus is not clearly sufficient to make the differences clear. In this regard, as the researcher decided to adhere to Liu's (2008) frequency list, which was calculated into frequency per million words, as the benchmark, it is inevitable that the figures of TLEC be normalized, i.e. frequency per million words, to be able to safely compare the figures of two corpora of different sizes. Here is the formula used for converting raw frequency to frequency per million words:

$$\text{Normalized result} = \text{number of tokens/tokens} \times (1,000,000 / \text{size of this corpus})$$

Table 4.9

*Overview of the Frequency of Contrastive LAs from TLEC (Per Million Words)*

<b>Contrastive LAs</b>	<b>Advanced Learners</b>	<b>Intermediate Learners</b>
<i>But</i>	1,454.55	476.14
<i>Yet</i>	30.30	2.27
<i>Though</i>	75.76	6.82
<i>While</i>	136.36	6.82
<i>However</i>	2,393.94	56.82
<i>Nevertheless</i>	227.27	3.41

According to Table 4.9, there were altogether 6 out of 8 contrastive LAs to be analyzed in this section as the other two contrastive LAs, i.e. *although* and *whereas*, were not included in Liu's list of frequency; thus, these two missing contrastive LAs were excluded from research question 2. As can be seen in Table 4.9, it seemed that contrastive LAs were used more frequently in the advanced learners' corpus compared with that of the intermediate learners.

#### **4.3.1 Coordinating Conjunctions**

The frequency of *but* and *yet*, the two targeted contrastive coordinating conjunctions, between Thai EFL learners and native speakers of English was shown in Table 4.9.

Table 4.9.1

*Frequency of Contrastive Coordinating Conjunctions between Thai EFL Learners and Native Speakers of English*

<b>LA</b>	<i>But</i>	<i>Yet</i> (Per million words)
<b>Advanced Learners</b>	1,454.55	30.30
<b>Intermediate Learners</b>	476.14	2.27
<b>BNC (Academic)</b>	20.01	307.46

Referring to Table 4.9.1, the trend of using *but* and *yet* as contrastive coordinating conjunctions in academic writing of native and non-native speakers of English was completely different. That is, Thai EFL learners preferred using *but* to *yet*, while native speakers of English were likely to use *yet* more frequently than the use of *but*, the contrastive conjunction in the same group.

First, *but* was commonly used in essay writing of Thai EFL learners, especially in the writings of advanced learners, with 1,454.55 per million words. This figure was more than three times bigger than that of intermediate learners, which was only 476.14. However, Liu (2008) proposed that in BNC, where *but* was used together with another proper concessive conjunction, i.e. *at the same time*, the frequency of *but* was even lower, with only 20.01 tokens per million words in academic register; this contrastive coordinating conjunction appeared far less frequently in native speakers' writings than those of Thai EFL learners.

The trend of using *yet* was totally in a reverse order. That is, it was found that native speakers of English had a strong tendency to use this contrastive LA in academic writing (307.46), with a number of different positions of use, i.e. sentence initial (116.40), after a comma

(40.25), in “and yet...” (29.94), and in other positions (120.87). While the figure belonging to native speakers was sharply high, Thai EFL learners utilized *yet* in their essay writing sparingly. The figure of *yet* used by advanced learners was 30.30 tokens per million words, which was approximately ten times lower than that of the native speakers, while that of intermediate learners was merely 2.27 tokens per million words. This proved the fact that *yet* was quite difficult to acquire among students whose level of English proficiency is intermediate, and that this mentioned contrastive coordinating conjunction was not commonly used by Thai EFL learners, although it occurred very frequently in the corpus of native speakers of English.

### 4.3.2 Subordinating Conjunctions

Among the selected contrastive subordinating conjunctions used for the present study, two LAs, i.e. *although* and *whereas*, were absent from Liu’s (2008) frequency list; thus, these two missing contrastive LAs were excluded from the interpretation of research question 2. The frequency of the rest of contrastive LAs was shown in Table 4.9.2.

Table 4.9.2

*Frequency of Contrastive Subordinating Conjunctions between Thai EFL Learners and Native Speakers of English*

LA	<i>Though</i>	<i>While</i> (Per million words)
<b>Advanced Learners</b>	75.76	136.36
<b>Intermediate Learners</b>	6.82	6.82
<b>BNC (Academic)</b>	132.88	20.01

According to Table 4.9.2, it was native speakers of English who more frequently used *though* conveying contrastive meanings in academic writing; however, the trend was opposite in

writings of Thai EFL learners. Conversely, advanced Thai EFL learners were more likely to utilize *while* more than native speakers.

Considering the occurrences of *though* in both corpora of native and non-native speakers, we can clearly see that this contrastive LA appeared more frequently in the corpus of native speakers (132.88 per million words), while the number of tokens of the same contrastive LA found in writings of advanced Thai EFL learners was almost two times lower than that of the native speakers, at 75.76 tokens per million words. However, when comparing the figure with that of intermediate learners, it is obvious that *though* was used far less frequently in this corpus (only 6.82 tokens per million words), almost twenty times lower than the use in native speakers' corpus and approximately eleven times lower than that in the advanced learners' corpus.

While native speakers preferred using *though* in academic writing, the use of *while* expressing contrasts was found to be significantly low. Moreover, as stated in Liu's (2008) frequency list, this mentioned contrastive LA was paired with another proper concessive conjunction, i.e. *at the same time*, which was the same case as *but*. The frequency of *while* was extremely low, only 20.01 tokens per million words in academic register. In contrast with *while* used by advanced Thai EFL learners, which occurred frequently (136.36 tokens per million words), the figure in the native speakers' corpus was almost seven times lower. However, *while* still appeared more frequently in the native speakers' corpus (20.01) than in the corpus of intermediate Thai EFL learners (6.82 tokens per million words).

### 4.3.3 Conjunctive Adverbs

The frequency of the last two contrastive LAs under the group of conjunctive adverbs, i.e. *however* and *nevertheless*, was shown in Table 4.9.3.

Table 4.9.3

*Frequency of Contrastive Conjunctive LAs between Thai EFL Learners and Native Speakers of English*

<b>LA</b>	<i>However</i>	<i>Nevertheless</i> (Per million words)
<b>Advanced Learners</b>	2,393.94	227.27
<b>Intermediate Learners</b>	56.82	3.41
<b>BNC (Academic)</b>	1216.62	159.93

As shown in Table 4.9.3, *however* and *nevertheless* appeared fairly frequently in the corpus of native speakers of English. To be more specific, the occurrences of *however* (1216.62 tokens per million words) were almost eight times greater than that of *nevertheless* (159.93 tokens per million words). This strongly suggested that *however* was more commonly used in academic writing in the corpus of native speakers than *nevertheless*.

However, if we made a comparison between the native and non-native speakers of English, the figures of both corpora were rather varied. The LA *however*, commonly used by native speakers, was far more frequent in the corpus of advanced Thai EFL learners (2,393.94), almost double in size compared with the figure in native speakers' corpus (1216.62). While advanced learners very frequently used *however* in their essays, it was discovered that intermediate learners utilized the same LA far less frequently, with merely 56.82 tokens per million words.

Likewise, the trends of use of *nevertheless* between native and non-native speakers were completely the same. It is true that *nevertheless* was used very frequently in the native speakers' corpus of academic writing (159.93 tokens per million words), which was placed in Liu's (2008)



Band 1 frequency list; in fact, the mentioned contrastive conjunctive adverb appeared substantially frequently in the corpus of advanced Thai EFL learners (227.27 tokens per million words), whereas it was obviously less frequent in the intermediate learners' corpus (only 3.41 tokens per million words).



## CHAPTER 5

### CONCLUSIONS, DISCUSSION AND RECOMMENDATIONS

This chapter presents (1) a summary of the study, (2) a summary of the findings, (3) discussions of how Thai EFL learners make use of contrastive LAs in academic writing in comparison with the LA use of native speakers of English, (4) conclusions, and (5) recommendations for further research.

#### 5.1 Summary of the Study

This section summarizes the purposes of the present study together with giving a recap of the participants, materials, and brief procedures used in order to examine the use of contrastive LAs in academic writing.

##### 5.1.1 Purposes of the Study

Based on the use of an extensive learner corpus of academic writing, i.e. Thai Learner English Corpus (TLEC), this study aimed at investigating the use of contrastive LAs among Thai EFL learners. Pursuing this goal of the study, the researcher intended to study the patterns of contrastive LA use by means of comparing the frequency and positions of use of English contrastive LAs between advanced and intermediate Thai EFL learners. Apart from that, the study was also aimed at investigating the similarities and differences of English contrastive LAs in writings of Thai EFL learners in comparison with those in writings of native speakers of English in terms of frequency.

##### 5.1.2 Participants, Materials, and Brief Procedures

There are two main groups of participants in this study: native and non-native speakers of English. The first group of participants mentioned in this study is the native speakers of English whose writings are from British National Corpus (BNC). Furthermore, the non-native participants are Thai undergraduate students studying at leading universities in Thailand. Such participants are divided into two sub-groups, i.e. advanced and intermediate Thai EFL learners. Those in the advanced learners' groups are the second-year English-major students in the Faculty of Arts at Chulalongkorn University, whereas the intermediate learners are the first-year students

who studied in different faculties at Thammasat University and those who studied in the Faculty of Arts at Chulalongkorn University.

The information from two distinctive corpora was used as the source data: Thai Learner English Corpus (TLEC) and British National Corpus (BNC). Regarding the category of TLEC, it has been divided into three levels, which are intermediate learners, advanced learners, and professional writers. However, only the first two sub-corpora were used as the source data in this study. The corpus size of intermediate Thai EFL learners is 880,000 words, while that of advanced learners is quite smaller, i.e. 66,000 words. Apart from investigating the contrastive LA use among Thai EFL learners, the researcher compared the frequency of LA use between native and non-native speakers of English; therefore, the researcher adopted the frequency list based on the information in British National Corpus (BNC), which was created by Liu (2008), as the benchmark.

Referring to the procedure, first, the targeted contrastive LAs, i.e. *but*, *yet*, *however*, *although*, *though*, *nevertheless*, *while*, and *whereas*, were selected based on the content of three well-known textbook series, i.e. Viewpoint 1, Touchstone 2 and 3, and Language Leader for upper intermediate, which were used for teaching English in Thai universities. After selecting the targeted contrastive LAs, the researcher gathered the raw data and counted the frequency of each of the selected contrastive LAs from the corpora of advanced and intermediate Thai EFL learners. Then, with the raw data converted into percentage, the researcher compared their frequency between the two groups of participants. Additionally, the LA positions and misused patterns of contrastive LAs were also thoroughly examined.

Apart from studying the LA use among Thais, the trends of contrastive LA use between native and non-native speakers of English was also analyzed. By adopting the frequency list of Liu (2008) as the benchmark, the researcher gathered the raw frequency of the selected contrastive LAs from TLEC, converted the frequency into frequency per million words, and compared the trends between native and non-native speakers of English in order to see the similarities and differences of contrastive LA use.

## 5.2 Summary of the Findings

The results of the study can be summarized as follows:

### 5.2.1 How do advanced and intermediate Thai EFL learners use English contrastive LAs in terms of frequency and positions?

Referring to the overall use of contrastive LAs between two groups of participants, it is noticeable that intermediate learners had a higher number of tokens of contrastive LAs use in academic writing than their advanced counterparts, with the total number of 565 tokens and 311 tokens, respectively. Specifically, looking at the percentage of LA use from each group, we can safely conclude that intermediate Thai EFL learners made use of the contrastive coordinating and subordinating conjunctions more frequently than their advanced counterparts, while advanced learners preferred using contrastive conjunctive LAs compared to the use of intermediate learners. This finding suggests that the lower the proficiency of learners, the more they tend to overuse contrastive LAs to connect sentences in writing. Furthermore, we can safely conclude from the findings that conjunctive LAs are more difficult for EFL learners to acquire than contrastive coordinating and subordinating conjunctions.

In terms of contrastive coordinating conjunctions, advanced and intermediate Thai EFL learners tended to use *but* very often, 30.87% and 74.16% respectively, whereas only a few tokens of *yet* were discovered from both groups, 0.64% and 0.35%, respectively. To be more specific, *but* was used more in writings of intermediate learners at approximately two times higher than the figure of their advanced counterparts. While *but* was found to be commonly used, *yet* did not occur frequently as can be seen in the surprisingly low percentage. Looking at the next group of contrastive LAs, it was intermediate learners (13.98%) who used *although* more frequently than their advanced counterparts (7.72%). However, *though* and *while* were frequently used by advanced learners, i.e. 1.61% and 2.89% respectively, whereas the figure of intermediate learners using these two LAs was the same, at 1.06%. Meanwhile, the other targeted contrastive LA in this group, i.e. *whereas*, was not commonly utilized in essays according to the data found from advanced (0.64%) and intermediate (0.00%) learners' corpora. According to the data provided, *however* appeared significantly more in the essays of advanced and intermediate Thai EFL learners than *nevertheless*. In contrast to the overall trend of the two groups of contrastive

LAs mentioned earlier, *however* and *nevertheless* occurred considerably more in the corpus of advanced learners, (50.80%) and (4.82%) respectively, than that of intermediate learners (8.85%) and (0.53%) respectively.

Regarding the positions of LA use between advanced and intermediate Thai EFL learners, both groups were found to use *but* in the medial position more than the initial one. In other words, advanced learners tended to place *but* in the middle of the sentences, with 80.21%, while only 19.79% of them used these contrastive LAs in front of the sentences, whereas 76.85% of intermediate learners placed *but* in the middle, and only 23.15% of them used *but* in the initial position. However, advanced learners had no preferences for using *yet* as the percentage was halved, while intermediate learners were found to use *yet* mostly in the medial position (100%). Moving onto contrastive subordinating conjunctions, advanced and intermediate learners had a similar tendency to use *although* in the initial place, at 83.33% and 78.48% respectively, while *although* used in the medial position was not very common, at 16.67% and 21.52%, respectively. In case of *though*, advanced (60%) and intermediate learners (66.67%) also preferred using it in the initial position of the sentence, while 40% of advanced learners and 33.33% of intermediate learners respectively placed this contrastive LA in the middle. *While* and *whereas*, unlike the other contrastive LAs in this group, were not commonly used in academic writing of EFL learners. Moreover, these contrastive LAs were found to be used only in the medial position of the sentences. Put differently, both groups of participants never used *while* and *whereas* in the initial position. In case of *whereas*, it was found that none of the intermediate learners ever used this contrastive LA in their writings; its use appeared merely in the corpus of advanced learners and only in the medial position. The positions of contrastive conjunctive adverbs, i.e. *however* and *nevertheless*, used between both groups were similar; advanced and intermediate learners preferred using *however* in the initial position, with a close percentage of 93.67% and 92%, respectively, and this was the same case as *nevertheless*, both groups mostly used this contrastive LA in front of the sentences too, with 93.33% and 66.67% respectively.

Alongside the study of frequency and positions of LA use, the interesting, misused patterns discovered from both corpora were also examined. First, there was only one type of misused pattern of contrastive coordinating conjunctions found in both corpora: grammatical errors. One interesting grammatical point was that both advanced and intermediate learners used

\*yet but+ independent clause, creating a redundancy of conjunctions used and violating the grammatical rules. The other informal pattern discovered was not relatively serious as it did not interfere with the meaning of the sentences as a whole. For example, some of the learners created informal patterns as they missed a comma before *but* in the pattern of *Independent clause + but + independent clause*. The misused patterns of contrastive subordinating conjunctions also fell into one category too. Intriguing grammatical patterns found were the patterns of \**Although/Though + dependent clause+ but + independent clause* and \**Although,/ Though, + independent clause*. The first pattern violates the rules of grammar as *although* and *though* already express contrasts, it was not necessary to add *but*, another contrastive LA, to this complex sentence. This type of grammatical error was believed to be attributed to L1 interference because in Thai language, Thai EFL learners usually placed contrastive LAs between two clauses. In addition, the use of \**Although,/ Though, + independent clause* was found among intermediate learners; this was grammatically inaccurate as *although* and *though* are subordinating conjunctions used for joining a dependent clause to an independent clause. Apart from the grammatically misused patterns, there were other informal patterns found; that is, learners missed punctuations, especially a comma, when they wrote extended sentences. As *while* and *whereas*, the other two targeted LAs, were not commonly used in the essays of both advanced and intermediate learners, the data was too small to be analyzed. However, within the range of data collected, there were no serious misused patterns. Unlike contrastive coordinating and subordinating conjunctions, there were no serious misused patterns of conjunctive adverbs; only the informal patterns of use were discovered in both corpora. The pattern found in this group was the omission of a comma, used for separating the adverb from the independent clause, when placing *however* and *nevertheless* in the initial position of the sentence. Moreover, some of the learners failed to conform to the formal pattern of using contrastive conjunctive LAs to join two independent clauses. These mentioned patterns are acceptable in informal language. Additionally, this does not deal with any misused grammatical structures and interfere with the core meanings of the sentences.

### 5.2.2 How do Thai EFL learners use English contrastive LAs in terms of frequency in comparison with the LA use of native speakers of English?

Apart from the study of contrastive LAs among Thai EFL learners, the researcher also wants to compare the frequency of contrastive LAs between native and non-native speakers of English in order to see the similarities of and differences in LA use. By adopting Liu's (2008) frequency list, based on the data collected from the British National Corpus (BNC), as the benchmark, the researcher selected only the academic writing register as it is comparable to learners' essays. Furthermore, the raw frequency of each contrastive LA was converted into frequency per million words, which were compatible with Liu's methodology, in order to compare two corpora of different sizes. There were altogether 6 out of 8 contrastive LAs to be analyzed in this section as the other two contrastive LAs, i.e. *although* and *whereas*, were not included in Liu's list of frequency; thus, these two missing contrastive LAs were excluded from research question 2.

By normalizing the results into frequency per million words, we can assume that contrastive LAs appeared significantly more frequently in the corpus of advanced learners in contrast with that of the intermediate learners. Moreover, comparing the figure of contrastive coordinating conjunctions used by native speakers of English, it is noticeable that the frequency of *but* and *yet* between native and non-native speakers of English was reverse; advanced and intermediate Thai EFL learners had a preference for using *but*, (1,454.55) and (476.14) respectively, and did not often utilize *yet* in writing, (30.30) and (2.27) respectively. By contrast, *yet* (307.46) occurred far more frequently in the corpus of native speakers of English compared with the frequency of *but* (20.01). In case of contrastive subordinating conjunctions, i.e. *though* and *while*, it was native speakers of English who more frequently used *though* conveying contrastive meanings in academic writing (132.88) compared with advanced learners (75.76) and intermediate learners (6.82). However, the trend was opposite in the use of *while*; that is, *while* appeared far more frequently in the corpus of advanced Thai EFL learners (136.36) than that of the natives (20.01). By contrast, this contrastive LA still occurred more frequently in the native speakers' corpus than in the corpus of intermediate Thai EFL learners (6.82). Regarding the last two targeted LAs, which are *however* and *nevertheless*, happening fairly frequently in the corpus native speakers of English, it was found that *however* was more commonly used in academic



writing in the corpus of native speakers than *nevertheless*. While *however* was widely present in the native's corpus (1216.62), this contrastive LA was far more frequent in the corpus of advanced Thai EFL learners (2,393.94), while it appeared far less frequently in intermediate learners' corpus at only (56.82). The same scenario happened with *nevertheless*; that is, native speakers preferred using this contrastive LA in their writings (159.93). However, the figure was far higher in the corpus of advanced Thai EFL learners (227.27), while this occurred noticeably less frequently in that of intermediate learners (3.41).

### 5.3 Discussion

The present study attempted to explore how Thai EFL learners whose level of English proficiency is different make use of English contrastive LAs in terms of frequency and positions in their writing. In addition to the study of LA use among non-native speakers of English, the researcher also aimed at comparing the contrastive LA use between native and non-native speakers of English in terms of frequency. As a result of the analysis, several issues are worth noting.

#### 5.3.1 The differences/similarities of English contrastive LA use in terms of frequency and positions among advanced and intermediate Thai EFL learners

The results have shown that most of the intermediate learners frequently utilize contrastive LAs, especially contrastive coordinating and subordinating conjunctions, in writing compared to the LA use of the advanced learners. This finding is inconsistent with what Permpikul (1999) projected, that the interlanguage in linking adverbial use of learners is one of the key factors contributing to improper LA use. That is, low proficiency learners tend to underuse LAs in writing. However, when their English proficiency is improved, they tend to overuse LAs when composing an essay. Only when the learners master their language can they make use of LAs in writing more naturally.

Furthermore, some of the contrastive LAs investigated in the present study appear significantly more frequently in essay writing than others. For instance, both groups of participants have a strong tendency to use *but*, *although*, and *however* to emphasize contrastive ideas. However, the use of such other contrastive LAs as *yet*, *while*, and *whereas* occurred with



low frequency; as a consequence, this situation might lead to EFL learners' unfamiliarity of certain contrastive LAs. Crewe (1990) and Milton (2001) mutually agreed that traditional textbooks and materials for EFL learners play a crucial role in students' reliance on particular contrastive LAs since most of the traditional textbooks and classrooms provide only a simple list of LAs without detailed information on their usage given; thus, learners use only the LAs they are familiar with when composing contrastive ideas in essays while leaving out the unfamiliar ones. As regards the surveyed textbooks, i.e. Viewpoint 1, Touchstone 2 and 3, and Language Leader for upper intermediate, in this present study, the information found gives support to Crewe's (1990) and Milton's (2001) claim that the textbooks used for instructing Thai EFL learners scarcely explain details of how to use each contrastive LA correctly and provide only simple exercises for students to practice; this may lead to students' dependence on certain contrastive LAs that they are familiar with.

In several studies (e.g. Conrad, 1999; Zihan, 2014), most of the LAs are placed in the initial position as using LAs in this position shows the connections and relationships between the preceding and the following clauses. In addition to the initial use of LAs in academic writing, the medial position is comparatively common, whereas LAs used in the final position rarely occur. The present study confirms this assumption as the percentage of most LAs, such as *but*, *yet*, *while*, and *whereas*, used in the medial position is significantly high, signifying that learners have a higher tendency to place these connectors in the middle of the sentences rather than other positions.

Moreover, most Thai EFL learners have strong preference for placing the other contrastive LAs, such as *although*, *though*, *however*, and *nevertheless*, in the initial position. This supported the previous findings from Faruk & Barua (2016), who investigated the LA use between Bangladeshi non-native speakers (BNNS) and that of the native speakers of English (only British and American) and suggested that the BNNS learners always used LAs in the initial positions, and Field and Yip (1992), who proposed that unlike native speakers of English, L2 writers often placed LAs in the initial positions. Furthermore, this finding endorsed Patanasorn (2010)'s claim that Thai EFL learners always used LAs in the initial positions. As can be drawn from the results of the present study, contrastive LAs placed in the final position of the sentences were remarkably rare, which was in line with what Conrad (1999) proposed.

Nevertheless, it is worth noticing that the results of *however* collected from the present study provide a different picture from what Conrad (1999) and Zihan (2014) had discovered; that is, most Thai EFL learners have a personally strong preference for placing *however* in the initial position when writing academic prose, which contrasts with the previous study's claim drawn from native speakers' corpus (Conrad, 1999) that *however* is normally used after the subject, between an auxiliary verb and the main verb, and between the main verb and complement. Furthermore, the result of this study is not consistent with Zihan's (2014) conclusion that, in New Zealand English, writers have no preference for using *however* in the initial or medial position in academic writing prose; that is, they use *however* interchangeably in both positions, whereas in British and American English, native speakers of English tend to place this contrastive LA in the medial position.

Another intriguing contrast found from this present study is that while *but* is always used in the sentence-initial position in New Zealand English (Zihan, 2014), both groups of Thai EFL learners are inclined to place this contrastive LA in the medial position, with strikingly high percentage of use.

The underlying reason for students placing contrastive LAs in specific positions is possibly due to the textbooks used for teaching contrastive LAs. As possible positions of contrastive LAs placed in a sentence are not directly illustrated and explained in the surveyed textbooks, Thai EFL students might not realize that there is a variety of LA use in different positions. For instance, the surveyed textbooks have shown merely one possible position of *however* and *although*, which was the sentence-initial position. Thai EFL students, therefore, imitate the use in the textbooks, leading to the surprisingly high percentage of these mentioned LAs placed in front of the sentences.

Regarding the misused patterns of contrastive LAs, it has been found from this study that most of the Thai EFL learners made grammatical errors when composing an English composition. Some of the serious grammatical misuses, such as *\*yet but*+ independent clause, *\*Although/Though* + dependent clause+ *but* + independent clause, and *\*Although,/Though*, + independent clause, possibly result from L1 interference and ineffective textbooks and curriculum. The results from this study reinforce the previous claim of L1 interference and

language acquisition among EFL learners (Dulay & Burt, 1974) that L1 interference happens when EFL learners are learning the target language, and its degree depends on the similarities and differences between the first and the target languages. From this study, it is clear that intermediate Thai EFL learners made more grammatical mistakes in LA use in their writing, so the possible conclusion drawn from the findings might be that the lower the level of English proficiency, the higher the chance that learners tend to make grammatical mistakes owing to L1 interference in LA use in academic writing. This supports the claims of many previous studies (Brown, 1994; White, 2003; Sasaki and Hirose, 1996; Wang and Wen, 2002; Beare and Bourdages, 2007) that the degree of L1 interference is associated with EFL learners' proficiency level; that is, those whose level of English proficiency is low have a higher tendency to use their L1 knowledge to help them learn the target language, which finally results in more errors of LA use in the target language.

In accordance with Prommas's and Sinwongsuwat's (2011) claim that Thai EFL learners frequently used *but* with other LAs, i.e. *although* and *even though*, the findings from this present study also unveiled the same, ungrammatical use of language, which has been found only in the corpus of EFL learners owing to L1 interference. The corpus-based example of such grammatically incorrect patterns is shown in (1).

(1) /mɛəwɑ: hɔ:ŋ tʃɑ:n mə:i ja:i tɛə tʃɑ:n ru:suɪg tsbaɪ/

Although room my not big but I feel comfortable

Although my room is not big, I feel comfortable.

Drawn from the above examples, it is obvious that Thai EFL learners are likely to overuse contrastive LAs in the same sentences and do the direct translation from Thai to English language, which leads to grammatically misused patterns in the target language. This finding lends support to what Bennui, P. (2008) proposed earlier, that Thai EFL learners usually rely on the structures of Thai language and culture as the base for learning English as a target language.

Alongside the contrastive LA misused patterns arising out of L1 interference, the results of the present study also casts doubt on the effectiveness of EFL textbooks and curriculum used for English language teaching as they are also responsible for the errors learners made.

Examining the root cause of LA misused patterns, it was discovered that traditional textbooks and old curriculum somehow contribute to the serious grammatical errors made by Thai EFL learners. The results of this study backs up what Crewe (1990) proposed earlier that many writing textbooks, grammar references, or the EFL teachers themselves often treat every contrastive LA in the same way and intentionally overlook the differences of each LA use. This also concurs with what other researchers suggested (Celce-Muria & Larsen-Freeman, 1999; Liu, 2008) that the distinctive features of each contrastive LA are worth noticing as one LA can express more than one meaning and appear in different forms and positions. Furthermore, the grammatical errors found in the present study might be caused by the ineffective use of EFL materials as most of the traditional textbooks provide only a simple LA list without giving detailed explanation of each contrastive LA use, which finally results in overgeneralization of LA used in academic writing. (Crewe, 1990; Milton, 2001). This can be seen from the pattern of *\*Although/Though*, + independent clause, used by many Thai EFL learners. It is assumed that this error arises out of misunderstandings as learners might have learned only the similarities in meaning between *although/though* and *however* via textbooks, but they failed to notice the differences of syntactic categories in real language use. Therefore, some of the learners used *although/though* as a conjunctive adverb like ‘however’ without having a following independent clause, resulting in a sentence fragment.

Referring to the informal use of contrastive LAs, most Thai EFL learners merely failed to conform to the formal pattern of contrastive LA use in academic writing; however, this pattern does not interfere with the grammatical structures and meanings of the sentences as a whole. For instance, most of the Thai EFL learners omitted a comma when using *but/yet* to join two independent clauses, which is perfectly acceptable in informal, colloquial English language. However, in essay writing, this pattern might not be suitable (Yoon, Jung Wan & Yoo, Isaiah WonHo, 2011, p.238). The underlying cause of this improper pattern might be that students lack experience in writing essays and are not familiar with English formal writing style (Altenberg and Tapper, 1998), which reinforces the prior claims (Granger and Tyson, 1996; Chen, 2006; Lei, 2012) that EFL writers mostly overuse colloquial LAs in academic contexts. In addition, it can be seen that the school curriculum in Thailand dealing directly with English language pedagogy has not yet been fully improved and this may be one of the causes leading to misused patterns of LA in writing. This is in agreement with what Ha (2015) proposed, that in Korea the style and

register of LA are not directly taught in the secondary or higher level of education, which results in the inappropriate use of LAs in writing.

As a consequence, it is strongly recommended that EFL teaching materials, textbooks and curriculum should be revised so as to solve the problems of LA misused patterns. Moreover, in some studies (Altenberg & Tapper, 1998; Chen, 2006; Granger and Tyson, 1996), the researchers suggest that EFL students be exposed to the real context of how contrastive LAs are used in formal writing to raise awareness of stylistic misuse of LAs. With this claim, a corpus can be one of the most effective tools in helping EFL learners to find out and compare LA use in authentic contexts in order to give insights into proper contrastive LA use. With the help of a corpus, EFL learners will be able to differentiate the appropriate contrastive LA use in formal writing and put this knowledge into practice.

### **5.3.2 The differences/similarities of English contrastive LA use in terms of frequency between native and non-native speakers of English**

After scrutinizing the frequency of English contrastive LA use in academic compositions written by native and non-native speakers of English, the researcher found that some of the selected contrastive LAs occurred more frequently in the corpus of non-native speakers of English than that of native speakers of English. For instance, both advanced and intermediate Thai EFL learners had a strong tendency to use *but* as a contrastive coordinating conjunction in academic writing (1,454.55 per million words) and (476.14 per million words), while the figure of native speakers of English opting for this contrastive LA was only 20.01 per million words, which was considered to be significantly lower compared with the use of non-native speakers. Furthermore, *while* was more frequently used by advanced Thai EFL learners (136.36) than the figure of the native speaker corpus (20.01). Likewise, the use of *however* and *nevertheless* experienced the similar trend; that is, these two contrastive LAs appeared significantly more frequently in the corpus of advanced Thai EFL learners, (2,393.94 per million words) and (227.27 per million words) respectively, than that of the native speakers, (1216.62 per million words) and (159.93 per million words) respectively. This lends support to the findings from previous researchers (Fakhra, 2009; Hinkel, 2002; Narita, Sato, and Sugaira, 2004) that most non-native English writers use LAs significantly more than the native speakers in writing.

Also, some contrastive LAs are worth deeper investigation. According to the present findings, we can see that native speakers of English tend to frequently use *yet* and *however*, both of which are contrastive LAs under Band 1. This confirms the claim of Bell (2010) that *yet* occurred with higher frequency than *nevertheless* and *still* in the native speakers' written corpus. While the use of *yet* as a contrastive LA is prevalent among the native speakers' corpus, this mentioned contrastive LA was found to be used sparingly in Thai EFL learners' writing, which is in agreement with what Ha (2015) discovered, that Korean students underused LAs under contrastive categories such as *yet* and *instead* in writing.

From the analysis, it is generally believed that the underlying reasons for this phenomenon are possibly due to students' lack of experience in writing (Field and Yip, 1992; Altenberg and Tapper, 1998), lack of profound understanding of LA use and lack of awareness of the semantic and syntactic properties of certain contrastive LAs (Crewe, 1990). As a solution, Thai EFL learners should be required to attend more training programs directly instructing them how to use contrastive LAs in academic writing more properly, and this is in line with what Chen (2006) proposed earlier. In addition to the training courses for students, EFL teachers should provide thoroughly detailed guidelines of how to use certain LAs appropriately and equip students with the knowledge of contrastive LA use in authentic contexts.

#### **5.4 Pedagogical Implications**

The findings from this corpus-based study should be interesting and useful to those in the field of language pedagogy. That is, the findings from the present study can help English teachers arrange their lesson plans and classroom practices for writing sessions more properly to suit the students' learning needs. Moreover, the findings raise EFL teachers' awareness of the importance of teaching students how to use contrastive LAs more properly, pointing out the differences to students of certain English contrastive LAs when teaching writing sessions, and encouraging the students to improve their ability to write in formal writing style. For curriculum developers, the findings from this study may play a part in emphasizing the importance of teaching connectors in writing classes so as to enable EFL students to write more naturally and professionally. Finally, this may lead to the redevelopment of EFL textbooks and the adaptation of grammar reference books to include more authentic LA uses in sections directly relating to contrastive LA use.



## 5.5 Conclusions

In conclusion, this corpus-based study has shown the differences and similarities of how Thai EFL learners taught at university level make use of English contrastive LAs in academic writing and compares/contrasts the LA use between native and non-native speakers of English. It is clear that the findings of this corpus-based study have provided a profound understanding of contrastive LA use among EFL learners. With an insight into the LA use, this may play a part in improving students' writing in the future.

It is equally crucial to conclude by pointing out the limitations of the present study. As aforementioned, there are three major limitations in this study: type of LAs, type of English, and corpus size. First, this study has partly adopted the list of contrastive LAs by Liu (2008) and focused only on the one-word contrastive LAs in academic writing register as their frequency is substantially higher than multi-word contrastive LAs. Moreover, while the use of 8 selected contrastive LAs among Thai EFL learners were studied in response to research question 1, there were only 6 out of 8 LAs investigated in accordance with research question 2 as the frequency of the other two targeted contrastive LAs, i.e. *although* and *whereas*, is not included in Liu's frequency list, which is the benchmark the researcher relied on. Therefore, these 2 contrastive LAs were excluded from research question 2. Apart from that, the source data from TLEC was gathered from university students; thus, the findings may not be able to be generalized to other levels of Thai EFL learners such as high school or primary students. Furthermore, given that this corpus-based study relied only on Liu's standard list, which was based on the British National Corpus (BNC), and information from TLEC, the researcher overlooks the differences in the use of LAs of speakers from other varieties of English. Consequently, the findings of this research may not be generalized to contrastive LAs used by speakers of other Englishes. Finally, the source data used for analysis is fairly small in size. As TLEC has a limited number of tokens, i.e. up to 1000 samples per each LA, such information is probably too small to cover all the LA patterns used by Thai EFL learners. Possibly, there might be other significant patterns of contrastive LAs found if a larger corpus is adopted.

## 5.6 Recommendations for Further Research

Based on the findings and conclusions of this study, the following recommendations are made for future research.

5.6.1 Future research should include more one-word contrastive LAs that are frequently used by EFL learners, especially the frequency of *although* and *whereas* used by native speakers of English, in order to compare such use with that of the non-native speakers of English, to see the similarities and differences.

5.6.2 Future research should include more types of contrastive LAs, i.e. multi-word contrastive LAs, so that researchers will have insights into their frequency and patterns of use.

5.6.3 Future research should expand the scope of study to cover the LA use of other levels of Thai EFL learners such as high school students and primary students.

5.6.4 Future research should incorporate the information of the contrastive LA use of speakers from other varieties of English, such as American, to make a comparison between Thai EFL learners' use of contrastive LAs and speakers of other Englishes.

5.6.5 Future research should collect the data from a larger, more comprehensive corpus as this will enable researchers to see whether there are other significant patterns of contrastive LAs use and misused patterns among Thai EFL learners.



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**APPENDICES**





## APPENDIX A

### CONCORDANCE LINES FROM TLEC

#### Although

on their works with the intention to plagiarize.  
 er, nowadays, people still face with harder lives  
 g various topics in different languages. However,  
 felike online communication also lacks immediacy.  
 used to happen with many famous Thai actresses.  
 utes per day plugged into electronic media. Thus,  
 . Many people always donate some money to them  
 areas than a library or education on television.  
 men in one night or to have sex  
 roots and good care to bloom. Most importantly,  
 from others than fat or dark-skinned ones  
 accepted from ancient literature and from T.V.  
 choose to wait and have sex after marriage.  
 e it concerns the development of the country (3).  
 ,cutting her dead body and throwing into river.  
 if you might not. And you know what  
 aces a crime and a punishable offence (Lal 2007).  
 ucced in their goals easier because of equality.  
 what they are willing to see. In conclusion,  
 s. However, this violates the criminals' privacy.  
 business databases and blackmailing of companies.  
 and oblige us to give them much money.  
 pay more attention to what they are studying.  
 educational success doesn't depend on computers.

although laws and rules provide disgust, shame and  
 although the methods to meet physical necessity-fo  
 although it's true that these innovative ways of  
 although it provides us with voices and vision (sh  
 although they could sue that website, they already  
 although computers are convenient tool for enterin  
 although the street beggars have been begging at t  
 although computers are available in some areas, ed  
 although they are ????? Others are forced to work  
 although new technology offers faster, more conven  
 although they both have the same qualities. For in  
 although it is too late to blame traditional Thai  
 although sex is a nice thing to try, we  
 although the age 25 may indicate how old and exper  
 although people who can achieve academic  
 although you will actually marry him, your marriag  
 although there is severe punishment on street begg  
 although they are not children of authorities, peo  
 although film censorship is a way to help reduce  
 although they have committed crimes, they still re  
 although many brands of antivirus software, such a  
 although we have to avoid donating to street begga  
 although students' attention can be hooked longer  
 although it is undeniable that computers are wonde



**But**

talk to her. I don't know what  
 university [Faculty of Sociology and Anthropology]  
 with novel. These reasons are not good for someone  
 . That time I play wrong I can feel  
 aochao. I called it Puinoon because It is cloudy.  
 dog ; thus , I think it's not only pets  
 too. Her name is Pui. She was a  
 one prepare flowers , someone prepare desserts ,  
 our classroom so we're punished by our teacher  
 ,so people like to spend their time on reading.  
 s not that, everybody want to have "Real friend".  
 best friend Everybody has a different lifestyle.  
 . I don't know how much she love  
 go, to lose power. Live at home more then.  
 not stable and not reliable. Why male can select

but I know one thing. In my life with her  
 but she studies in Lampang Rajabhat University [Fa  
 but it has mean for me. If you can light  
 but I don't serious After that I feel happy  
 but it was died 10 years ago I like a dog  
 but I think it's an important part in my  
 but she died by the frightful dog. My next pet  
 but everybody is the smile appears on the face. Af  
 but we went on. We went to Koh Samed at 3  
 but I'm different. I hardly never read any books  
 but at least everybody want to have a friend. If  
 but the same thing that everybody has called "frie  
 but everything that she doing for me it is an  
 but I haven't think too. I attenden 2 camps. First  
 but woman is the one so bewitched. It's

**However**

have evidence, reason(s) and proven ability.  
 not enough governmental controls and censorship.  
 discussing various topics in different languages.  
 to make our lives easier and quicker.  
 ng various advantages for this globalization era.  
 and help learner understand the point clear.  
 will learn to conform as they mature.  
 do not need to buy any books.  
 choose death to end their unbearable pain.  
 true that donation can help the needy.  
 order to be accepted to the job.

however, rationalism and empiricism are able to re  
 however, it is been argued by many web  
 however, although it's true that these innovative  
 however, we have changed these benefits into furth  
 however, we cannot leave some bad sides of  
 however, education today seems to have more classe  
 however, as has already been mentioned above, stud  
 however, in fact it is very dangerous for  
 however, euthanasia is used as a tool to  
 however, most of our donation sometimes does not  
 however, it is unfortunately that the patronage sy

the young less polite, inside their minds.  
 information easier and more convenient for us.  
 beggars seem to have a miserable life.  
 government can afford students with scholarships.  
 assume that they do virtue of donation;  
 . Their own judgment to see a website ,  
 academic excellence\94 (Rupert). The truth is,  
 porn sites or sites with violent contents.  
 part of text that one has written.  
 does not violate them in any way.  
 , all people are equal because of democracy.  
 on floppy disk, hard disk and USB.  
 us to use them anywhere we want.  
 skills that are needed for a job,  
 suicide is legalized in Oregon State, USA.  
 the proper method to make them educated.  
 do not need to buy any books.  
 were inspired to have surgery like her.  
 decide that euthanasia is the best solution.

however, the competitive lives in the crowded soci  
 however, by switching on the computer, some people  
 however, are the beggars really poor and disabled?  
 however, those scholarships are not sufficient for  
 however, some critics, governors and citizens cons  
 however, may cause difficulties to other persons a  
 however, teaching only for academic excellence is  
 however, they are overlooking the fact that these  
 however, education today makes almost homework  
 however, the difference between the information in  
 however, very few people realize that in fact  
 however, these kinds of programs make students dep  
 however, while we are using them, we may  
 however important that is. It's also about  
 however, there is still a question that whether  
 however, the reality is not the same as  
 however, in fact it is very dangerous for  
 however, there are some risks regarding surgery. T  
 however, euthanasia is not always a \93mercy\

### **Nevertheless**

people\92s feeling and social problems.  
 ents, guardians or individual judgment . In fact,  
 to online games more than academic matters.  
 everybody have cellular phone of their own.  
 they want to talk or exchange ideas.  
 better life, they have to be diligent.  
 to pay is the Internet connection cost.  
 roducts' or 'slimming pills' every program break.

nevertheless, after considering about donation to  
 nevertheless, the parents or guardians cannot  
 nevertheless, their parents can cope with these pr  
 nevertheless, in order to own such inventions,  
 nevertheless, by means of using a telephone,  
 nevertheless, sometimes diligent is not enough.  
 nevertheless, actually the expense that they have  
 nevertheless, if we think about this point clearly

in community ruder, such as verbal abuses.  
 them rather than to the beggars themselves.  
 that impolite by people in our society.  
 girls to be victims of sexual harassment.  
 be control or gives any security warrant.  
 women might lose their virginity for free.]  
 take advantage of them rather than themselves.

nevertheless, they still ignore-or may be fail-  
 nevertheless, people still have reasons for giving  
 nevertheless, polite behaviors vary from culture t  
 nevertheless, universities\%92 freedom and less  
 nevertheless, it will be better for the government  
 nevertheless, if the relationship does work, they  
 nevertheless, people still have a reason for donat

### **Though**

plan. Both can get your basic message through,  
 that we still don't have good manners  
 more difficult and pressured than ever before.  
 or watch the news. Also on television,  
 depend on individual responsibility. In reality,

though only the latter carries an extra message  
 though we have good condition of living. We  
 though we really are ruder than people in  
 though censors blot out nudity, they still allow  
 though we are driving under the same law,

### **While**

opinions can be utterly impolite in Thai culture  
 the details of the lessons again and again  
 for adults still believe in importance of respect  
 eople believe that being thin means being healthy  
 products with the same quality in short time

while doing so in western world may not be  
 while students can download the files and read the  
 while children are strongly convinced in rationali  
 while being fat can lead to many health problems,  
 while humans usually spend much time completing

### **Whereas**

that beggars do not have a job  
 reasons Thai mass communications could give us,

whereas they need money to sustain  
 whereas some have tried to oppose, and

### **Yet**

ale students being sexually harassed on  
 children cannot do that for themselves

yet, people who think that more men  
 yet but that is where parents, guardians and

## APPENDIX B

### SURVEYED TEXTBOOKS

#### Writing *Making judgments*

##### In this lesson, you ...

- plan an argument.
- contrast ideas.
- avoid errors with *whereas*.

##### Task Write a script for an online debate.

*Should employers judge applicants by their online profiles?*

**A Brainstorm** Read the question above. Write three reasons to answer “yes” and three reasons to answer “no.”

**B Look at a model** Read the debate script. Circle three more expressions that contrast ideas.

Many employers check the Internet for information about job applicants. However, this is not a fair way to judge a person. On the one hand, employers need people who will fit into the company. An online profile gives information that employers will not see on a résumé – for example, if the person is aggressive or has extreme views. On the other hand, an online profile is for friends, whereas a résumé is for employers. A résumé provides the most relevant details about qualifications and work experience. An online profile may contain information that employers should not use to judge an applicant, such as age or religion. In conclusion, while there are good reasons to check an applicant’s online profile, it is not a professional document. For this reason, it is not fair, in my opinion, to judge candidates by their personal online profiles.

**C Focus on language** Read the grammar chart. Then use your ideas from Exercise A to complete the sentences below.

##### Contrast ideas in writing

*On the one hand*, employers need workers who will fit into the company.

*On the other hand*, an online profile is for friends.

A résumé is for employers. **However**, an online profile is for friends.

A résumé is for employers, **while/whereas/but** an online profile is for friends.

**While** there are reasons to check an online profile, it is not fair to do this.

##### Writing vs. Conversation



1. Introduction: *Many employers* \_\_\_\_\_. *Some people think* \_\_\_\_\_. *However*, \_\_\_\_\_.
2. Say why it is fair: *On the one hand*, an online profile \_\_\_\_\_, *whereas* a résumé \_\_\_\_\_.
3. Say why it is not fair: *On the other hand*, an online profile \_\_\_\_\_.
4. Conclusion: *In conclusion*, *while* \_\_\_\_\_. *In my opinion*, \_\_\_\_\_.

**D Write and check** Now write your own script for the debate. Then check for errors.

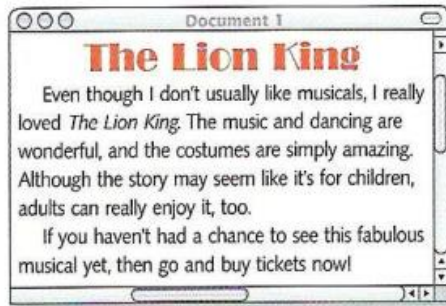
##### Common errors

Do not start a sentence with *Whereas* to contrast ideas with a previous sentence.  
An online profile is for friends. **However**, a résumé is for employers. (NOT ~~Whereas~~ . . .)

Samples from Viewpoint 1



**C** Think of a show, a movie, a book, or a CD you have enjoyed. Write a review about it.



#### Help note

##### Contrasting ideas

**Although** the story may seem like it's for children, adults can really enjoy it, too.

**Even though** I don't usually enjoy animated movies, I loved this one.

**Even if** you don't know anything about African music, you'll enjoy this CD.

Unit 11 Trends

## 2 Grammar Linking ideas

**Contrast:** Although / Even though environmental problems are overwhelming, there is hope.  
Some people water their lawns daily **in spite of / despite** drought warnings.

**Reason:** Climates are changing **because of / as a result of / due to** global warming.  
Carbon dioxide levels are increasing **because** we are burning oil, coal, and gas.

**Purpose:** Turn down the air-conditioning **(in order) to** save electricity.  
Recycle garbage **so (that)** it doesn't end up in a landfill.

**Alternative:** Use public transportation **instead of** driving your car.  
Take showers **instead of** baths.

**Notice:**  
*in order to / to + verb*  
*although / even though / because / so that / so + clause*  
*in spite of / despite / because of / as a result of / due to / instead of + noun (or verb + -ing)*

**A** Link the ideas in these sentences using expressions from the grammar chart. How many ways can you complete each sentence? Compare with a partner.

- In order to / To save water, you should take showers instead of baths.
- building new highways for cars and trucks, the government should spend money on public transportation.
- Global warming isn't being taken seriously enough,                      rising ocean levels and floods.
- When homes near the ocean have been destroyed                      a flood, the owners shouldn't be allowed to rebuild in the same place.
- More money should be invested in wind, solar, and wave power                      we don't need to burn so much coal, gas, and oil.
- Private cars should be banned from cities                      people are developing

Samples from Touchstone 3

**BIOGRAPHY**

Name	Miss Sawanya Asawapannarai
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