國立政治大學英國語文學系英語教學碩士在職專班碩士論文

指導教授：鍾曉芳博士

Advisor: Dr. Siaw-Fong Chung

中文題目：

台灣學習者與英語母語者使用連接詞 *because* 之比較：

以語料庫為本之研究

英文題目：

Learners' and Native Speakers' Use of *because*:

A Corpus-based Study

研究生：何靜文 撰

Name: Ching-Wen Ho

中華民國一一零年七月

July, 2021

DOI:10.6814/NCCU202101172

Learners' and Native Speakers' Use of *because*: A Corpus-based Study

A Master Thesis
Presented to
Department of English,
National Chengchi University

In Partial Fulfillment
Of the Requirements for the Degree of
Master of Arts

By
Ching-Wen Ho
July 2021

DOI:10.6814/NCCU202101172

ACKNOWLEDGEMENTS

This work would not have been possible without the support and advice from many people. I would like to express my sincere gratitude to the people who helped me throughout the whole time.

My first and big appreciation goes to my advisor, Dr. Siaw-Fong Chung. Dr. Chung gave me much support, guidance, and critical advice to help me complete this work. I have learned not only how to do research but also the proper logical thinking and academic writing skills from her.

Second, I would also like to thank the committee members, Dr. Michael Tanangkingsing and Dr. Yu-Yun Chang. Their constructive feedback and comment were a big help in the process of my revision.

I also appreciated the lab members and classmates from the course of Data and Questionnaire design. Not only that I have learned a lot from them, but also got much advice and suggestion. Everything was invaluable. I would also like to extend my thanks to my classmate from ETMA, Patty, Wendy, Amanda, and Vera. Their warmly support and suggestions helped me a lot during this tough year. I particularly thank my college classmate, Yi-Chun Chiu. With his encouragement that I could finish this work with the pressure from work and research.

Last but not least, I could not finish the thesis without the support from my beloved family. Their support is what took me to the finish this whole journey.

DOI:10.6814/NCCU202101172

TABLE OF CONTENT

Acknowledgements iii

Chinese abstract ix

English abstract xi

CHAPTER 1 INTRODUCTION 1

1.1 Motivation and Background 1

1.2 Definitions of *because* 5

1.3 Purpose of the study 6

1.4 Research questions of the study 7

1.5 The significance of the study 7

CHAPTER 2 LITERATURE REVIEW 9

2.1 Definition of logical connectors 9

2.2 *because* in English grammar 10

2.3 Meanings and functions of *because* 11

2.4 The Pattern [*because X*] 16

2.5 Compare the use of logical connectors between Native Speakers (NSs) and Asian EFL learners 19

2.6 The functions and sentence sequence of yīngwèi 23

2.7 Cross-linguistic Influence between Chinese and English 25

2.8 Summary of this chapter 26

CHAPTER 3 METHODOLOGY 29

3.1 Method of corpus study 29

3.1.1 Corpora 29

DOI:10.6814/NCCU202101172

3.1.2 Corpus data collection.....30
3.1.3 Data analysis.....33
3.2 Acceptability toward [*because* X].....37
3.2.1 Material.....38
3.2.2 Procedure.....41
3.2.3 Participants.....42
3.2.4 Data analysis.....42
CHAPTER 4 THE USE OF BECAUSE BETWEEN NSs and TAIWANESE NNSs.43
4.1 Different use of *because* between NSs and Taiwanese NNSs.....43
4.1.1 Different patterns of because and the distribution.....43
4.1.2 Different functions of *because* used by NSs and NNSs in Taiwan.....49
4.2 Discussion of the patterns of *because*.....53
4.2.1 The variety use of *because*.....53
4.2.2 Comma before *because*.....53
4.2.3 The patterns of *because of*.....55
4.2.4 *Because* in the sentence initial position.....57
4.2.5 Just/ simply *because*.....60
4.3 Summary of the chapter.....62
CHAPTER 5 ACCEPTABILITY OF [*because* X].....65
5.1 The outcome of the questionnaire.....65
5.2 Discussion of acceptability of [*because* X].....69
5.3 Summary of this chapter.....70
CHAPTER 6 CONCLUSION.....73

DOI:10.6814/NCCU202101172

6.1 Summary and major findings 73
6.2 Pedagogical Implication 76
6.3 Limitation 78
REFERENCES 81
APPENDIX 85

國立政治大學 National Chengchi University

DOI:10.6814/NCCU202101172

LIST OF TABLES

Table 1.1 Definitions of *because* from three different online dictionaries 5

Table 2.1Type-token ratio of logical connectors in Kuwaiti learner and NSs corpora. (Mudhhi & Hussein, 2014: 21) 21

Table 2.2 Distribution of sentence sequence of *yīngwèi* in written and spoken data...24

Table 3.1 The Data imported in MS Word for data analysis 32

Table 3.2 Coding scheme for the meaning and function of *because* 33

Table 3.3 Patterns of *because* observed from NSs data 34

Table 3.4 Eight [*because* X] sentences in English 39

Table 3.5 Eight Chinese sentences in similar pattern of [*because* X].....40

Table 4.1 The distribution of different patterns of using *because*.....45

Table 4.2 Comparison between NSs and Taiwanese NNSs of using *because* in different functions.....52

Table 5.1 The ANOVA result of the online questionnaire 66

Table 5.2 Huynh-Feldt correction of the online questionnaire 66

Table 5.3 The results of the acceptability of [*because* X]: Compared by sentences....67

DOI:10.6814/NCCU202101172

LIST OF FIGURES

Figure 3.1 The Search Page of *because* in a written section on COCA 31

Figure 3.2 The page of concordance lines of *because* in academic section.....31

Figure 3.3 The page in expended co-text of *because*.....32

Figure 3.4 The Search Page of *because* in a written restriction on ICNALE.....33

Figure 3.5 A part of the online questionnaire with only “Next page” button 41

Figure 5.1 The distribution of the mean of the acceptability.....68

國立政治大學 National Chengchi University

DOI:10.6814/NCCU202101172

國立政治大學英國語文學系英語教學碩士在職專班

碩士論文提要

論文名稱：台灣學習者與英語母語者使用連結詞 *because* 之比較：以語料庫為本之研究

指導教授：鍾曉芳博士

研究生：何靜文

論文提要內容：

連接詞的使用在寫作能力上扮演重要的角色。而 *because* 許多常用連接詞的其中之一，同時 *because* 也因為[*because* X]此較新穎之用法被美國方言協會（ADC）選為 2013 年的年度字。因此，為了幫助台灣學習者在使用 *because* 上能夠更貼近母語者，本研究分為兩部分：第一部分為分析母語者與台灣學習者使用 *because* 上的不同，第二為調查台灣學習者對於[*because* X]的接受度為何。本研究從美國當代語料庫（COCA）及學習者語料庫（ICNALE）各收集了 100 筆語料，就模式(pattern)及功能(function)進行分析；另外透過線上問卷的方式調查台灣學習者對於[*because* X]的接受度為何，並透過閱讀具有相似結構的母語句子後，是否接受度會有所提升。

經過語料分析過後，研究結果發現母語者在使用 *because* 上，模式較為多元。而因為母語干擾的關係，台灣學習者在某些特定模式上有過度使用的情形發生，如**"***, because*"，又或是因為非大多數的學習者熟知某模式而鮮少被使用，以避免文法上的錯誤產生，如**"***because of*"；在第二部分，本研究則發現透過閱讀相似結構的母語句子後，台灣學習者在對於 [*because* X] 的接受度並無顯著性。本研究最後提出幾個在教學的建議，教師在教導已具備一定程度的學

DOI:10.6814/NCCU202101172

生時，可針對較少學習者使用，或是學習者比較不熟悉的模式做寫作訓練；對於[*because* X]，教師須注意學生是否在非正式場合(如社群媒體)上看到母語人士使用，而誤以為[because X] 是屬於正規的英文。

中文關鍵字：連接詞、因果關係、語料分析、英語第二外語寫作

國立政治大學 National Chengchi University

DOI:10.6814/NCCU202101172

ABSTRACT

Logical connectors, which establish the links between sentences and paragraphs, are the important devices to create the cohesion in written texts. One of the most commonly used connectors is *because*, it is also the Word of the Year in 2013 chosen by American Dialect Society (ADC) because of the relatively recent structure [*because* X]. There are two parts of the present study. First, in order to help teachers in Taiwan train students how to use *because* closer to native speakers (NSs) do, we investigate the how NSs and Taiwanese non-native speakers (NNSs) use *because* differently. Second, we investigate how well Taiwanese NNSs accept the structure [*because* X] and try to figure out if learners' first language (L1) can bring a positive influence on accepting it.

To examine the use of *because*, we collected the written data in formal context from the *Corpus of Contemporary American English* (COCA) and the *International Corpus Network of Asian Learners* (ICNALE) for the date of NSs and NNSs. As for investigating the acceptability of [*because* X], we create an online questionnaire with 8 sentences in [*because* X] and 8 sentences in similar structure in Chinese. In the first part, we found out that NSs used *because* more variably than NNSs do, and we also found out that there are some patterns that were overused due to the influence of L1, and some patterns were rarely found because learners were not familiar with the use of the patterns and avoid using them to make grammatical errors. In the second part, after reading the similar structure in learner's L1, the acceptability of [because X] did not have significant difference. The instructors should be aware if the learners take

DOI:10.6814/NCCU202101172

[because X] as a pattern that follows English grammar rules after seeing it used by native speakers on informal genre such as social media.

Keywords: logical connectors, because, corpus analysis, EFL/ ESL writing

DOI:10.6814/NCCU202101172

DOI:10.6814/NCCU202101172

DOI:10.6814/NCCU202101172

CHAPTER 1

INTRODUCTION

1.1 Motivation and Background

Nowadays, in order to become a decent writer or be able to communicate with people in written texts, basic writing skills (e.g. spelling, punctuation, and grammar) are important, especially coherence and cohesion. These two are also crucial and essential elements for writing.

Coherence and cohesion have been discussed in plenty of textbooks and research. Coherence indicates how sentences are put together organizationally and has clear meaning (McCarthy, 1991: 26). On the other hand, cohesion, based on Halliday and Hasan (1976), refers to the relation between sentences or paragraphs, which means how the sentences and paragraphs connect to each other. In plain words, coherence is the readers' interpretation, and cohesion is the way how readers can interpret the text. Furthermore, cohesive devices play an important role in cohesion since they are the signals that lead readers to interpret and understand the main idea writer wants to express (McCarthy, 1991: 26).

'Logical connectors', which are considered as a cohesive device, are explained by Celce-Murcia and Larsen-Freeman (1999) as a linguistic unit "that may add little or no propositional content by themselves, but that serve to specify the relationships among sentences in oral and written discourse" (p. 519). In other words, 'logical connectors' are like bridges that connect sentences and paragraphs together for readers or listeners to interpret what they have read or heard smoothly. The other similar terms are 'linking

DOI:10.6814/NCCU202101172

adverbial' (Biber et al., 1990), 'conjunctions', 'conjunctive', and 'discourse adjuncts' (Halliday & Hasan, 1976). In this paper, we use the term 'logical connectors' to refer to the words that connect two clauses and show the relation in between.

In the applied linguistics and language education fields, there has been an interest in studying logical connectors. Among these studies, many researchers combine corpora to analyzing conjunctive cohesion because corpora allow researchers to contextualize their analyses with text (Meyer, 2002). For the related research, Trebits (2009) adopted seven logical connectors (also known as conjunctions) categories proposed by Halliday and Hasan, and examined the use of logical connectors in the European Union (EU) documents in English. Trebits found out that the top three high-frequency categories in EU documents are additive (*and, furthermore, likewise*), temporal (*then, firstly, finally*), and causal (*because, hence, therefore*) because most of the EU documents are descriptive and argumentative.

In the domain of English as a second/ foreign language (ESL/ EFL), many researchers have compared the use of logical connectors between native English speakers (NSs) and non-native speakers (NNSs) and investigated the errors made by NNSs. According to Ma and Wang (2016), university students in the US used *because* more frequently and Cantonese university students tended to use *since*, *due to*, *moreover* after comparing the data from NSs corpus and NNSs corpus made up by written essays from NSs (British and American) and NNSs (Cantonese). The possible reasons for this finding are: (a) Cantonese students took *because* as a less formal word than other similar connectors, such as *since*; (b) students in Hong Kong have more confidence in using noun phrases (*due to* + N.) than clauses (*because* + clause). In addition to *because*, Ma and Wang also indicated that Cantonese students might overuse *moreover*. They found out that *moreover* was used more frequently than NSs, and Cantonese students made some errors such as: (a) using *moreover* when it is unnecessary, (b) not using it to introduce

DOI:10.6814/NCCU202101172

additional information, (c) using it to directly cite a previous study for telling a new statement. Yoon and Yoo (2011) also conducted a corpus-based research to compare 399 essays from Korean university students and written American English in the Brown Corpus. Yoon and Yoo claimed that "Korean learners at university level lack of the necessary grammatical knowledge of English conjunctive adjuncts" (p. 237). Hence, the Korean students might make three kinds of mistakes with conjunctive adjuncts: (1) sentence-initial coordinating conjunctions, (2) sentence fragments and run-on sentences, and (3) punctuation errors. The possible reasons that cause these errors are below: First, there is no certain rule indicating that it is grammatically incorrect to put coordinating conjunctions such as *and* and *but* in the sentence initial position. NSs also do it when a sentence is considered too long (around 20-40 words). However, the Korean students used them in different ways, as shown in example (1-1).

(1-1) *Usually Korea schools' playground is designed to play soccer.* ***But*** *there are many people who want to play baseball. And we have the right to play baseball like people' right who want to play soccer.*

(Yoon & Yoo, 2011: 233; italics added)

Second, students in Korea tended to separate the dependent clause which contained subordinators from the main clause by a period. See the example below:

(1-2) *If I could change one important thing about my hometown, I would change "Communication."* ***Because*** *my hometown's communication is poor.*

(Yoon & Yoo, 2011: 236; italics added)

Last, there were two types of punctuation errors: addition and omission. See examples (1-3a) and (1-3b) below:

DOI:10.6814/NCCU202101172

(1-3a) ***Because,*** *I have to find the way in person*

(1-3b) ***If*** *the population increases* ***(∅)*** *the education force increases.*

(Yoon & Yoo 2011: 238; italics added)

Moreover, not only the error analysis and comparison of NSs and NNSs, but the different structures of a logical connector catch researchers' eye as well. More and more people now use one of the logical connectors, *because*, in a relatively recent pattern—[*because* X], in which the X in the pattern can be any part of speech, such as noun, adjective, pronoun and interjection (Carey, 2013; Kanetani, 2019; Seoane et al., 2018 Whitman, 2013; Walla, 2016; Pullum, 2014). This pattern became so popular that it was selected as the Word of the Year for 2013 by the American Dialect Society (ADC). Shortly after ADC announced *because* as the Word of the Year for 2013, Kanetani (2019) conducted a survey to figure out the NSs' acceptability of [*because* X]. There were 30% of NSs in that survey accepted the usage in different degree of acceptability at that time. According to Kanetani (2019), this could change since the survey was conducted years ago.

As shown above, many corpus-based studies have focused on the structure and how learners from different countries used logical connectors (Ma & Wang, 2016; Trebits, 2009; Yoo & Yoon, 2011), and many researchers have conducted the research about the pattern [*because* X] (Carey, 2013; Kanetani, 2019; Seoane et al.,2018 Whitman, 2013; Walla, 2016; Pullum, 2014). However, not many studies focused on how Taiwanese EFL learners use one specific logical connector, or examine EFL learners' acceptability of the recent structure, [*because* X].

Not only the acceptability of [*because* X], the present study also intended to see if L1 can possibly influence the acceptability of [*because* X]. According to Chuang et al. (2014), the reading strategies of L1 can be transferred to L2. They analyzed the data from high school entrance exams in Taiwan. They found out that students with better L1

DOI:10.6814/NCCU202101172

reading performance also performed well in L2 reading. But so far there were not much research that has examined whether L1 has a positive or negative influence on helping learners accept a new or recent sentence pattern. Therefore, in the present study, we would like to investigate if L1 will affect learners' judgement on a fairly recent L2 patterns

1.2 Definitions of *because*

The word *because* is known as giving a reason or explaining something speakers or writers believe. Some English dictionaries show slightly different meanings in different structure of *because*. The meaning and examples of *because* in Table 1 below are organized from three well-known online dictionaries: a) Merriam-Webster learner dictionary, b) Macmillan Dictionary, and c) Oxford Dictionary.

Table 1.1 Definitions of *because* from three different online dictionaries

Dictionary	***Meaning***	***Example***
Merriam-Webster	For the reason that (because of): for the reason of	*I ran **because** I was scared. The game was cancelled **because** of rain.*
	(just because) for the simple or single reason that	*Don't get nervous just **because** the teacher might ask you a question*
Macmillan	Use for showing the reason something happens or the reason why it is described in a particular way	*I couldn't phone you **because** I hadn't got your number.*
	(mainly spoken) used for introducing facts that explain why you believe that something is true.	*George was obviously in a bad mood, **because** he didn't even say good morning.*
	(very informal) used immediately before another	*I love flat screen monitors **because** yay for occupying less*

DOI:10.6814/NCCU202101172

	part of speech to give the reason for something, especially in order to suggest that there is no need to go into detail.	*desk space.*
Oxford	For the reason that; since	*Just **because** I'm inexperienced doesn't mean that I lack perception.*
	(informal) Used to introduce a word or phrase that stands for a clause expressing an explanation or reason.	*Making a bag of popcorn with hot sauce for lunch **because** hungry.*

Both Macmillan and Oxford list not only the formal meaning but also the informal definitions of *because* in the pattern [*because* X]. Although it is informal and the pattern is not canonical, these three online dictionaries still list it. Here we could infer that the pattern [*because* X] might be used commonly for a period of time. [*because* X], which may have first appeared in 1987 on the TV show, *Saturday Night Live*, cited by Whitman (2013):

(1-4): *If you ever fall off the Sears Tower, just go real limp, because maybe you'll look like a dummy and people will try to catch you **because**, hey, free dummy.*

(Whitman, 2013)

1.3 Purpose of the study

In order to fill the gap that explained in the end of section 1.1, the purpose of the present study is to compare the use of *because* between NSs and Taiwanese learners and to find out the acceptability of Taiwanese learners toward [*because* X]. Firstly, we observed the use of *because* in the native corpus, Corpus of Contemporary American English (COCA) and in the learner corpus, the International Corpus Network of Asian Learners of English (ICNALE). For the acceptability of [*because* X], an online

DOI:10.6814/NCCU202101172

questionnaire is adopted. In addition, we added a similar sentence pattern in Chinese to see if it will affect acceptability.

1.4 Research questions of the study

To address the issue that is discussed previously, the following two research questions will be directed by the analysis of corpus data:

1. What are the differences in the use of *because* between native speakers and Taiwanese students?
2. What is Taiwanese EFL learners' acceptability toward the relatively recent structure [*because* X]?

1.5 The significance of the study

For EFL domain, the outcome of this study may give EFL educators some new aspects. For the use and functions of *because*, this may give EFL teachers in Taiwan a closer inspection of how Taiwanese learners use *because* in formal writing, and how teachers can train learners using this common logical connector in a versatile manner like native speakers do. For the recent pattern [*because* X], teachers or some non-formal educator (e.g. YouTubers who makes English learning videos) may try to offer real-life English uses. Learners may be able to not only learn the formal use, but also know the real-life uses of *because* which they can use in chatting or having small talk in non-formal social situations.

DOI:10.6814/NCCU202101172

DOI:10.6814/NCCU202101172

CHAPTER 2

LITERATURE REVIEW

In this chapter, the term 'logical connector' is defined in section 2.1. Section 2.2 and 2.3 introduced the role of *because* in English grammar, and the meaning and function of *because*. The relative new pattern [*because* X] was introduced in section 2.4. Section 2.5 presented the studies about how native speakers and non-native speakers use *because* differently. Section 2.6 introduce the function of *because* in Chinese, *yīnwèi*, and the patterns of *yīnwèi* that Taiwanese native speakers often use. Section 2.7 introduced the cross-linguistic influence and the related study. Lastly, the summary of this chapter was presented in section 2.8.

2.1 Definition of logical connectors

Logical connectors, a term that also called **'**conjunctions', are defined by Halliday and Matthiessen (2014) as "provides the resources for marking logicosemantic relationships that obtain between text spans of varying extent, ranging from clauses within clause complexes to long spans of a paragraph or more"(p. 609). In other words, logical connectors connect ideas among texts and get cohesion so as to allow readers understand the text better and easier. There are various similar terms, such as 'connectors' (Ma & Wang, 2016;), 'discourse connectors' (Jangarun & Luksaneeyanawin, 2016), 'conjunctive adjuncts' (Mudhhi & Hussein, 2014; Yoo & Yoon, 2011; Mudhhi & Hussein, 2014), 'linking adverbials' (Biber et al., 1999), and 'adjuncts' (Quirk et al., 1985). The present study adopted the framework proposed by Celce-Murcia and Larsen Freeman

DOI:10.6814/NCCU202101172

(1999) which used the term 'logical connectors' to indicate the words that connect two clauses to show the relation in between. The reason why the present study adopts their framework will be given in the following section 2.2

2.2 *because* in English grammar

Because is usually defined as a subordinator, which is also called 'subordinator conjunction' or 'clause link' by Biber et al. (1999). A subordinator's function is to show "the meaning relationship between the dependent clauses and the superordinate structure: time, reason, condition, comparison." (Biber et al., 1999: 85). It introduces dependent clauses, and *because* is by far one of the most commonly used subordinators.

In *A Comprehensive Grammar of The English Language* (1985), Quirk et al. labeled *because* as an 'adjunct of contingency' under adverbials. The function of 'adjuncts of contingency' is to express the contingency relationships, such as reason and semantic correlate purpose (Quirk, et al., 1985). *Because* usually introduces a finite clause, as in example (2-1):

(2-1) *She returned home early* ***because*** *he insisted.*

(Quirk et al., 1986: 564; italic added)

'Conjunctions', as proposed by Halliday and Hasan (1976), were divided into 4 categories: 'additive', 'adversative', 'causal', and 'temporal'. Halliday and Hasan sorted *because* as causal conjunction. They proposed four relations of the causal type, (a) general causal relations (*because of*, *so*, *thus*); (b) Specific causal relations (*for this reason*, *as a result*, *for this purpose*); (c) General reversed causal relations (*because*, *for*, *then*); and (d) respective relations (*with regard to this*, *otherwise*, *apart from this*).

Celce-Murcia and Larsen-Freeman (1999) classified *because* as a simple 'adverbial

DOI:10.6814/NCCU202101172

subordinator' under 'logical connectors'. 'Adverbial subordinators' (e.g. *after*, *although*, *since*, *when*, etc.) are used to link a subordinate clause and a main clause. Celce-Murcia and Larsen-Freeman argued that some traditional grammarians named this category 'subordinating conjunctions'. Celce-Murcia and Larsen-Freeman referred them as 'adverbial subordinators' since those words or phrases "function to subordinate one clause to another and they have the force of an adverbial" (p.519). Here we need to elaborate that this study does not use either 'subordinating conjunction' or 'adverbial subordinator' to indicate *because* is that according to Garber (2013), it now can be used in different ways, which *because* is called 'prepositional-*because*' or '*because*-noun'. Therefore, *because* in this study is identified as 'logical connector'. Based on Celce-Murcia and Larsen-Freeman, logical connectors are "lexical expressions that may add little or no propositional content by themselves but they serve to specify the relationships among sentences in oral or written discourse, thereby leading the listener or reader to the feeling that the sentences 'hang together' or make sense" (p. 519). In other words, 'logical connector' has a broader sense than 'subordinating conjunction' and 'adverbial subordinator'. For this reason, the term 'logical connector' is considered more suitable to refer to *because* in this study.

2.3 Meanings and functions of *because*

In the late 14th century, borrowed from French "par cause", *because* was written as "bi cause" meaning "for the reason that". It was used to introduce a clause or phrase, and it was often followed by *that* or why (Hoad, 1986).

The meanings of *because* defined by dictionaries are mostly the same, giving reasons or explanations; however, it may have different functions.

For better communicating with others, no matter speakers, writers, listeners, or readers, we all need inferential logical connectors for us to understand each other's

DOI:10.6814/NCCU202101172

intentions (Celce-Murcia & Larsen-Freeman, 1999). Celce-Murcia and Larsen-Freeman classified logical connector into two types: (a) truth-conditional and (b) inferential connectors. According to Celce-Murcia & Larsen-Freeman (1999), truth-conditional connectors "contribute to propositional content of the sentence with which they are associated" (p. 528), and inferential connectors "clarify the logical relationship the speaker/ writer intends" (p. 528). *Because* is also used in the two ways as discussed above. In other words, there are two functions of *because*: 'truth-condition' and 'inference'. The two types of *because* were exemplified in example (2-2a), (2-2b), (2-3a), and (2-3b)

(2-2a) *My friend was fired* ***because*** *he didn't come to work on time.*

Truth-condition

(2-2b) *The poplar tree died* ***because*** *it was attacked by a disease.*

Truth-condition

(Celce-Murcia & Larsen-Freeman, 1999: 530)

In example (2-2a), being late caused the consequence of losing the job; and in example (2-2b), it was the disease that made the tree die. Another two examples are below:

(2-3a) *My friend was probably fired,* ***because*** *I don't see him anywhere.*

Inference

(2-3b) *I think this is a poplar tree,* ***because*** *the leaves are pointed at the top*.

Inference

(Celce-Murcia & Larsen-Freeman, 1999: 530)

In both examples (2-3a) and (2-3b), *because* is "used in a different, more colloquial,

DOI:10.6814/NCCU202101172

sense, *because* is an inferential connector that signal warrant for a particular belief" (Celce-Murcia & Larsen-Freeman, 1999: 530). Therefore, the speaker in example (2-3a) inferred that not being able to find his/ her friend became an evidence that the friend might have been dismissed. And in example (2-3b), the speaker made an inference that it may be a poplar tree according to its shape of the leaves.

By comparing example (2-2a), (2-2b), (2-3a), and (2-3b), there was an obvious difference— the use of comma. Celce-Murica and Larsen-Freeman (1990) explained that when *because* contribute to 'truth-condition', a main clause is followed directly by a subordinate clause; on the other hand, when *because* functions as an inferential indicator, a main clause is usually followed by a comma, as shown in example (2-3a) and (2-3b).

Furthermore, *because* may have two functions in one sentence. Hirose (1991) quoted an example from Kanbayashi (1989) that *because* can be interpreted as an indicator of causal relations and inferential connector:

(2-4) *John smokes,* ***because*** *he has cigarettes in his house.*

(Kanbayashi, 1989: 48, cited in Hirose, 1991: 20; bold and italic added)

Hirose (1991) interpreted the relation between John's smoking behavior and the cigarettes in his house to be a causal one. It is the fact that John has cigarettes in his home causes him to become a smoker. Generally speaking, the structure of *because* in causal relation is [B *because* A]. "A is the reason for B implies that A is a sufficient condition for B. (Hirose, 1991)". In addition, the researcher also pointed out that example (2-4) is an ambiguous sentence and can also be interpreted in an inferential way: John must have the smoking habit, according to that he has cigarettes in his house.

On the other hand, in the pattern [*just because…doesn't…*], one of its primary functions is to deny the possible inference (Hirose, 1991). Example (2-5) exemplified this

DOI:10.6814/NCCU202101172

function below:

(2-5) *Just **because** he's wrong doesn't mean you're right.*

Possible inference denial

(Hilpert, 2007: 30; bold and italic added)

Hilpert (2007) explained that speakers considered that what *just because*-clause talked about is a fact, and the hearers used it to deny the conclusion in *doesn't mean*-clause. Also, Hilpert added that, from the grammatical aspect, the *just because*-clause construction must be followed by a negative sentence or *that*-clause. See example (2-6a) and (2-6b):

(2-6a) *That John is rich doesn't mean that he is happy.*

(2-6b) *Just **because** John is rich doesn't mean that he is happy.*

(Hirose, 1991: 19; bold and italic added)

In example (2-6a) and (2-6b), the *that*-clause in example (2-6a) can be substituted by *just because*-clause; however, there is an exception in example (2-7a) and (2-7b):

(2-7a) *That John is liked by all the students means that he is a good teacher.*

(2-7b) ***Just **because** John is liked by all the students means that he is a good teacher.*

(Hirose, 1991: 19; bold and italic added)

In this situation, *that*-clause cannot be substituted by a *just because*-clause since it is an affirmation sentence. The *Just because*-clause has to be a negative sentence to replace

DOI:10.6814/NCCU202101172

that-clause (Hirose, 1991).

Hilpert (2009) also discussed the other function of [*just because…doesn't…*] by comparing two examples:

(2-8a) *Just* ***because*** *a client is the customer doesn't mean he is always right.*

(2-8b) *Now, simply* ***because*** *it's desirable doesn't mean it's doable.*

(Hilpert, 2007: 31; bold and italic added)

In Example (2-8a), [*just because…doesn't…*] serves to deny the possible inference. The *That*-clause in example (2.8a) rejected the idea that the customer is always right; however, in example (2-8b), although it has the same pattern as [*just/ simply because…doesn't…*], it has no denial of inference. It did not reject the idea of something is desirable. On the other hand, it has a concessive function, which means "although we might want to do X, it is not certain that we actually can" (Hilpert, 2009:31).

Therefore, *because* and [*just because…doesn't…*] have different functions. It functions as giving reasons, explanations, and inferring; as in the pattern [*just because…doesn't…*], it functions as denying the possible inference or has concessive meaning.

There is another explanation on the pattern [*just because…doesn't…*]. According to Lin (2020), *just* in the pattern [*just because…doesn't…*] has the function of 'depreciatory', that is used to "minimize and event, action or situation, usually in comparison to some other event, action, or situation that often is not explicitly." mentioned" (Kishner & Gibbs, 1996: 23). See example (2.9)

(2.9) *...it would be ridiculous to think that men should not provide these qualities in order to raise their children* ***just because*** *the male gender identity does not permit them to be sensitive and loving.*

DOI:10.6814/NCCU202101172

(Lin, 2020: 52, cited in *The Louvain Corpus of Native Speaker Essays*)

In this example, Lin (2020) explained that the writer downplayed the reason given in the *because*-clause, and gave a justification for the previous clause.

To sum up, *because* itself serves different functions. It is the indicator of (a) causal relation (b) truth-condition, and (c) inference. Moreover, *because* functions differently in different patterns. There are three functions: (d) denying the possible inference and (e) indicating the concession, and (f) minimizing the reason in *because*-clause and emphasizing the event in the main clause in [*just because…doesn't…*].

2.4 The Pattern [*because X*]

Because has been chosen as Word of the Year for 2013 by the American Dialect Society for its variety of use. Minneapolis (2014) stated that "*because* is now being used in new ways to introduce a noun, adjective, or other parts of speech", as exemplified below:

(2-10a): *rewatch teen wolf* ***because*** *feels[.]*

(2-10b): *Going to bed way early* ***because*** *exhausted[.] :/*

(2-10c): *That feeling you get when you finish an essay and you just want to cry* ***because*** *yay[.]*

(2-10d): s*tomach ache* ***because*** *laughing[.] lol*

(tweets cited in Carey, 2013)

Carey (2013) gave this *because*-complement pattern a label—[*because* X]. Although *because* is sorted as a conjunction by major dictionaries, *because* in [*because* X] is categorized as preposition by researchers (Carey, 2013; Garber, 2013; Whitman, 2013) because of its function. Here is the definition of preposition given by *Oxford Advanced*

DOI:10.6814/NCCU202101172

American Dictionary:

> *A word or group or words, such as in, from, to, out of, and on behalf of, used before a noun or pronoun to show place, position, time, or method.*

Whitman (2013) stated that *because* in [*because* X] is treated as a preposition because it can introduce a noun phrase directly instead of clauses or a *of*-headed prepositional phrase.

However, it is still controversial about *because* as a preposition. First of all, McCulloch (2014) stated that *because* was already a preposition because it has been followed by both a prepositional phrase and a clause. Example (2-11a) and (2-11b) exemplified her statement:

(2-11a) *I want this **because** of reasons.*

because + prepositional phrase

(2-11b) *I want this **because** I have my reasons.*

because + clause

(McCulloch, 2014, para. 17; bold and italic added)

Secondly, McCulloch (2014) pointed out that based on the definition of preposition, it cannot introduce an adjective, or an interjection. However, [*because* X] is allowed to be followed by a word that is in both of the part of speech. Moreover, preposition can introduce a pronoun, but it is weird for *because* in [*because* X] to do so. Take (2-12a) and (2-12b) as examples:

(2-12a) *I can't go to the party **with** you.*

preposition + pronoun

(2-12b) **I can't go to the party **because** you.*

because + pronoun

(McCulloch, 2014, para. 8; bold and italic added)

DOI:10.6814/NCCU202101172

Based on the reasons that McCulloch (2014) proposed, she decided to use [*because* X] to describe this new *because* instead of *because*-as-a-preposition nor *because* + noun. And the present study use [*because* X] based on the same reasons.

According to Whitman (2013), the pattern [*because* X] was firstly appeared in 1987 on TV. This pattern can not only be found on TV, but also on social media such as Twitter and Facebook (Willa, 2016). We can sort [*because* X] as a part of computer-mediated communication (CMC), which means communication happened on computer or internet (e.g. social media websites, texting messages, emails) (Walther, 2011).

In a pragmatic aspect, [*because* X] gives readers an "exceptionally bloggy and aggressively casual and implicitly ironic" feeling (Garber, 2013, para. 3). It can also function in a snappy, playful way, and avoid long, lengthy explanation as to the meme of 2011 '*because* racecar' (Carey, 2013; Whitman, 2013). This came from an advertisement on Cragslist:

(2-13) *Completely stripped inside* ***because****, racecar*.

(Cragslist, 2011, as cited in Walla, 2016)

'*because* racecar' from this advertisement then became a meme to reply any "why" questions sarcastically. (Walla, 2016)

Another instance of avoiding explanation is '*because* reasons'. This functions as not only bypassing the long clarification but also showing the speakers or writers are reluctant to explain or that the reasons are unworthy of attention.

(2-14) *Person 1: Are you voting for Santorum in the primaries?*

Person 2: No, ***because*** *reasons.*

(Urban Dictionary, bold added)

DOI:10.6814/NCCU202101172

[*Because* X] is also used for speakers or writers to interject something, and it does not need an interjection follow after *because*, *because* in [*because* X] can be followed by many different types part of speech but still with the interjecting function (McCulloch, 2014)

In the traditional grammar structural norm, *because* should be followed by a subordinating clause or an *of*-headed prepositional phrase (Walla, 2016), [*because* X] clearly breaks the rule. However, it has become a language fad since it is short, and it is more emphatic that it uses keywords to show people the main point (Adams, 2019). Moreover, [*because* X] has more semantic functions as shown in the previous paragraph. This pattern is not grammatically correct but may be acceptable (Carey, 2013). David Weinberger (2013), who has the same point of view, said "I think there's a good chance it will stick, because efficiency."

2.5 Compare the use of logical connectors between Native Speakers (NSs) and Asian EFL learners

The different use of logical connectors between native speakers (NSs) and non-native speakers (NNSs) have been studied by many corpus-based studies for pedagogical purposes. Those studies mainly focused on errors, frequency, overuse, and underuse of logical connectors. Some EFL learners tended to inappropriately put logical connectors in sentence-initial position. Mohd Don and Sriniwass (2017) pointed out that Malaysian EFL learners put *therefore, therefore* and *hence* in the initial position:

(2-15a) *It is hoped that offenders will change their attitudes and respect laws and regulations.* ***Therefore****, in deciding the appropriate sentence, a court should always be guided by certain considerations such as public interest to curb the increasing of the statistic of offences.* ***As a result****, people who break the laws of*

DOI:10.6814/NCCU202101172

our society are sent to prison for three basic reasons.

(Mohd Don & Sriniwass, 2017: 107; italic added)

In this example, *therefore* was put in an initial position, but there are no causal relations between the preceding and following clauses. *As a result* was used in the same inappropriate way: being put in the beginning of the sentence, but no certain relation in between the previous and following sentences. Another example by a Korean English learner is shown below:

(2-16b) *In my hometown, there are so many apartments, schools, and another non environmental facility.* ***And****, there are so many people in my small hometown.* ***So****, our hometown needs lots of environmental facility and lots of resting area. People want to rest outside.* ***And*** *they need clean hometown.*

(Yoon & Yoo, 2011: 233; italic added)

Yoon and Yoo (2011) explained that putting a logical connector in the sentence-initial position should not be considered as an error since NSs do it as well. But how to use a logical connector appropriately is the main focus. Yoon and Yoo had a different opinion than Mohd Don and Sriniwass toward this type of error made by learners. Yoon and Yoo (2011) analyzed how and when NSs put a logical connector at the beginning position of a sentence and figured out that NSs do so when the clauses are too long (30 words or more). NSs do so in order to avoid reading difficulties for readers; however, Korean learners might not aware of the length of a sentence since they tended to put logical connectors in the initial position when the clause were only twelve words. The possible reason for this error might be due to the lack of grammatical knowledge of the connectors. As for Mohad Don and Sriniwass (2017), they considered that the reason why

DOI:10.6814/NCCU202101172

Malay EFL learners inappropriately put logical connectors in the sentence-initial position was that it is either a universal learner strategy or the Malay EFL learners might bring their habituated usage of logical connectors of Malay into English.

For overused/ underused logical connectors, Mudhhi and Hussein (2014) found out that Kuwaiti EFL students overused logical connectors in comparison to NSs by comparing the type-token ratio (divided the total number of different connectors by the total occurrence) of logical connectors.

Table 2.1Type-token ratio of logical connectors in Kuwaiti learner and NSs corpora. (Mudhhi & Hussein, 2014: 21)

	Kuwaiti EFL students	Native speakers
Types of logical connectors	64	65
Token of logical connectors	1577	915
Type-token ratio	4.1%	7.1%

Mudhhi and Hussein (2014) explained that even though the types of logical connectors were similar in both Kuwaiti NNSs and NSs corpora, the type-token ratio of NSs was higher than Kuwaiti NNSs. This meant that in Kuwaiti learner corpus, the repetition of the same types of logical connectors is higher than the repetition in NSs corpus. Crewe (1990) brought out two possible reasons for overusing the connectors. First, EFL learners may try to impose the surface logicality, whereas there was no actual deep logicality occurred. Second, EFL learners overused connectors to disguise their poor writing skill. Crewe provided a part of a learner's essay as an example:

(2-17) First-year ESL undergraduate essay

DOI:10.6814/NCCU202101172

First of all, this question is a direct question with the same meaning of 'Evaluate the degree to which Japanese imperialism was a result of militarism'. ***So*** *this question requires and independent argument about them.* ***So*** *the student must think critically if Japanese imperialism was a result of militarism.* ***So,*** *the student must state his or her own position towards this question, i.e. whether he or she agree or disagree to the statement.* ***Therefore****, the student should state the position in the introduction, for example, the student thinks that militarism played a major role but other factors cannot be neglected. So the student should express this thinking in the introduction.* ***On the other hand****, the student must define 'militarism' and 'Japanese imperialism' because they are the key terms of the questions and they play a very important roles in the whole essay,* ***so*** *it is necessary to define them very closely.*

(Crewe, 1990)

From the example, the writer used the similar sentence structure (logical connectors or phrases+ a sentence), but seemed not knowing when and how to use the connectors to show the logicality (Crewe, 1990).

Ishikawa (2011) also found out that logical connectors with additive function (such as *also* and *moreover*) were overused by Japanese and Chinese learners after comparing the frequency of 98 logical connectors used by three different writing groups (NSs, Japanese and Chinese EFL learners). And Japanese and Chinese EFL learners underused the ones that introduce of parallel information (*instead, rather*) and those show the sequential relation of information (*finally, eventually*). Some of the possible reasons for the types of overuse of logical connectors may be (a) the interference from L1, the other reason is that it may be that (b) it is a strategy to use more logical connectors is a way to disguise poor writing skills (Mudhhi & Hussein, 2014).

Most studies only discussed the use of logical connectors in categories, seldom

DOI:10.6814/NCCU202101172

focused on how EFL learners use one specific logical connector since one logical connector may have different patterns. Although Ma and Wang (2016) mainly focused on connectors in different groups, they discussed more about how Hong Kong learners used *because*. Compared with NSs and NNSs, Ma and Wang (2016) pointed out that NSs used *because* more often than NSSs did. The reason why NSSs used other logical connectors or phrases to express the causal relation may be because that they wanted to sound more formal in writing, such as *thus*, *therefore*, *hence*, and *since*, but NSs did not have the same idea as NNSs did.

When Yoon and Yoo (2011) talked about the error, fragments, made by Korean EFL students, they used *because* as an example. They found out that *because* happened quite frequently (30%) with sentence fragments.

(2-17) *Last but not least, playground may be essential parts of children to growing. Physical activity helps children having a right thinking of life However, today's students don't want physical activities.* ***Because****, facility of playgrounds is too old.*

(Yoon & Yoo, 2011: 236; italic added)

Korean learners tended to separate the dependent clause with *because* from main clause by putting a period in between. Moreover, Yoon and Yoo (2011) pointed out that Korean learners put a comma behind *because* showed that they took subordinator *because* as a conjunctive adverb. The cause of the fragment error might be the interference of L1 (Yoon & Yoo, 2011).

2.6 The functions and sentence sequence of yīngwèi

Similar to *because* in English, *because* in Chinese (*yīngwèi*) has more than one function. According to the Ministry of Education Mandarin Chinese Dictionary issued by

DOI:10.6814/NCCU202101172

Ministry of Education (Taiwan), *yīngwèi* functions as giving reason. After analyzing spoken data, Biq (1995) listed 2 functions of *yīngwèi*: (a) express causal relation, and (b) link to the elements for interactional purpose (e.g. elaborate, discourse reflexive use, justification for request/ question, topic resumption). Not only the functions, Biq (1995) also investigated the distribution of sentence sequence of *yīngwèi* in spoken data and written data in news genre. There were two kinds of sentence sequence: "reason before main point" (*yīngwèi* RN-MP) and "main point before reason" (MP- *yīngwèi* RN).

Table 2.2 Distribution of sentence sequence of *yīngwèi* in written and spoken data

	Written data	Spoken data
yīngwèi RN-MP	45%	18%
MP- *yīngwèi* RN	55%	82%
Total *yīngwèi* token	100%	100%

As shown in Table 2.2, the distribution of two sentence sequence was balanced in the written data, whereas MP- *yīngwèi* RN was overwhelmingly used in the spoken data. Biq (1995) explained that speakers tended to get to the points they wanted to express as fast as possible during a conversation, so the main point was more likely to be prior to the *because*-clause.

Chen (2007) figured out some commonly uses of *yīngwèi* after analyzing written data from participants in a university in Taiwan. First, Taiwanese Chinese speakers preferred to use the pattern "*yīngwèi…suǒyǐ*" (*because…so…*) to show the interrelation in sentences. Second, Taiwanese Chinese speakers rarely used *yīngwèi* in sentence initial position unless it is in the pattern of "*yīngwèi…suǒyǐ*" in an extended discourse, and *yīngwèi* functions as an indicator of a coming important main point in this situation.

DOI:10.6814/NCCU202101172

Third, Taiwanese Chinese speakers would use either "*yīngwèi…suǒyǐ*", "*yīngwèi*", or "*suǒyǐ*" when there is little or no context.

2.7 Cross-linguistic Influence between Chinese and English

Cross-linguistic Influence (CLI), the phenomenon of how L1 and L2 interplay has been discussed in Second Language Acquisition (SLA) for a long time. CLI has been used interchangeably with 'language transfer' (Odlin, 2005). According to James (2012), CLI referred to "the influence that knowledge of one language has on an individual's learning or use of another language." He further explained that CLI involves different aspects of language learning. For example, difficulties of pronunciation in L2, differences in sentence/word ordering, or the word of L2 that looks or sound similar as in L1, but with different meanings.

Yang et al. (2017) investigated the features of Chinese and English that may cause transfer between these two languages. They focused on four domains of Chinese and English: (a) phonological awareness, (b) oral vocabulary, (c) decoding skill, and (d) morphological awareness. The correlation in vocabulary and morphological awareness were small, while the correlation in phonological awareness and decoding skill were moderate.

The possible reason for the small correlation between L1 and L2 oral vocabulary might be the lack of cognates between English and Chinese, which means there are not many words that have the similar meanings, word-forms or auditory forms. As for morphological awareness, although the correlation was small, Lam and Sheng (2016) pointed out one of the shared features that might cause cross-linguistic influence is the compound words. The structure of compound words in English and Chinese is right-headed. Take snowman and "雪人"(xuěrén) as examples. Both English and Chinese use snow and 雪 (xuě) as a modifier, combine with the head noun man and 人 (rén),

DOI:10.6814/NCCU202101172

indicate the model made by snow is humanlike.

When readers decode English and Chinese, they need to combine phonological awareness, morphological awareness and orthographic processing skills. The reason that English and Chinese reading require the same skills is that in English, readers need grapheme-phoneme correspondence, morphological unit, analogy and sight/ whole-word recognition; whereas in Chinese, the phonetic radical may help decoding, but it is inconsistent. Therefore, in order to successfully decode English and Chinese, readers require the same skills that were mentioned above.

In the study of Chuang et al. (2012), they examined how L1 affected L2 reading. They analyzed the data of 30,000 Taiwanese EFL learners at the age of 14 from the high school entrance exam in Taiwan— Basic Competency Test (BCT). They found out that the L1 reading performance could predict the reading performance in L2. The researchers pointed out that the possible factors that interplay L1 and L2 reading proficiency were gender, school districts and the transfer of reading strategies. L1 reading strategies like meaning-making processing, comprehension strategy, and other aspects of reading are the possible strategies that can transfer to L2.

2.8 Summary of this chapter

Based on this chapter, there are three primary functions of *because*: (a) inference for speakers' or writers' belief, (b) indicator of causal relations, (c) denial of possible inference. Besides, in the pattern [*just because…doesn't*] also has the function of concession, and minimizing the reason and emphasizing the main event. In the relatively new pattern [*because X*], it shows the attitude of casual or sarcastic, and gives people the efficiency of expressing because of the structure itself. For the related studies, there are many studies on investigating learners' errors in their use of logical connectors to NSs, and these studies mainly focused on syntactical perspective. However, there are a few

DOI:10.6814/NCCU202101172

studies discuss how Taiwanese EFL learner used of a single word on a pragmatic way, and not many studies discuss about Taiwanese EFL learners' acceptability of [*because* X]. To fill these gaps, (a) the present study attempts to figure out the use of the logical connector, *because*, by Taiwanese learners, not only focus on syntactical aspect, but also the pragmatic way, which means the functions of *because*; (b) an online questionnaire was conducted to find out the Taiwanese NNSs' acceptability of [*because* X] and the influence of L1 toward the acceptability.

國立政治大學 National Chengchi University

DOI:10.6814/NCCU202101172

DOI:10.6814/NCCU202101172

CHAPTER 3

METHODOLOGY

This study aims to (a) compare how NSs and Taiwanese English learners use *because*, (b) investigate the acceptability of Taiwanese English learners toward the use of [*because* X], and (c) examine if learners' L1 in similar pattern will affect learners' judgement of relatively new and informal pattern. There will be two main parts in chapter 3: Method of corpus study and method of questionnaire.

3.1 Method of corpus study

For comparing the usage between NSs and Taiwanese learners, the two corpora—the *Corpus of Contemporary American English* and *The International Corpus Network of Asian Learners of English* will be introduced in 3.1.1. The steps of corpus data collection and procedure of data analysis will be depicted in 3.1.2 and 3.1.3.

3.1.1 Corpora

For comparing how NSs' and Taiwanese learners' use of *because*, the present study collected data of NSs from the *Corpus of Contemporary American English* (COCA) and the data of Taiwanese learners from *The International Corpus Network of Asian Learners of English* (ICNALE).

COCA is the corpus of American English, which contains more than one billion words. Since 1990, it has been collecting data from different genres in both spoken and written, including spoken, fiction, magazines, newspapers, academic text, TV/ movies, blogs, and other web pages. Because of the constant update and genre variety it is called

DOI:10.6814/NCCU202101172

'monitor corpus'. It is suitable for observing the changes in languages. (Davies, 2010: 447).

ICNALE is the international learner corpus that comprises the data appear in four different modules in both written and spoken form data from ten Asian countries. For the written part, the data size is about 1.3 million words, collected from argumentative written and edited essays composed by university and graduate students under two topics: (a) "It is important for college students to have a part-time job." and (b) "Smoking should be completely banned at all the restaurants in the country" (Ishikawa, 2014); for Spoken data, ICNALE collected learners' monologue and conversation. According to the website of ICNALE, there are about 500,000 words in monologue, and for conversation, there are only sample data now. This study used written data from Taiwanese students to answer the research question.

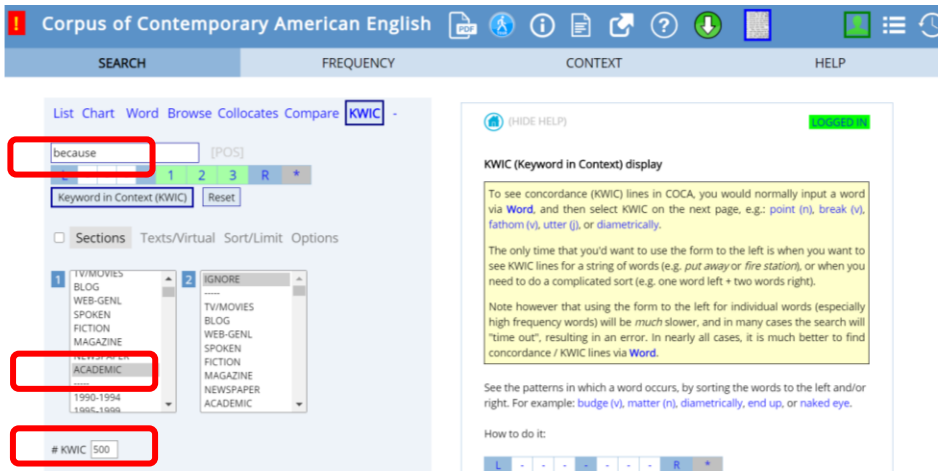
3.1.2 Corpus data collection

This section demonstrates how to retrieve the data from COCA and ICNALE step by step. Because the written data in ICNALE are all argumentative essays, we collected data from written academic section in COCA in order to have the data from similar genre.

Step 1: We typed the node word *because* under the KWIC (key word in context) function, and select the written section. We used the academic data only. The present study used 500 texts first of *because,* as shown in Figure 3.1

DOI:10.6814/NCCU202101172

Figure 3.1 The Search Page of *because* in a written section on COCA



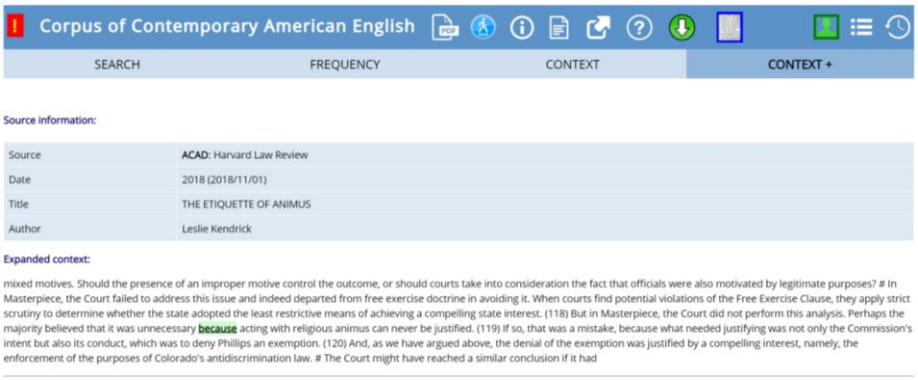
Step 2: Then, we chose the concordance lines in every five results from the results. There were total 100 results from the academic written section (see Figure 3.2).

Figure 3.2 The page of concordance lines of *because* in academic section

Step 3: Next, we clicked the node word to see the original co-text (see Figure 3.3) and decided the length of the co-text. By reading the co-text, the data can be analyzed more thoroughly and appropriately.

DOI:10.6814/NCCU202101172

Figure 3.3 The page in expended co-text of *because*



Step 4: Then, we imported the concordance line into MS Word, including the year the date and the genre for further data analysis.

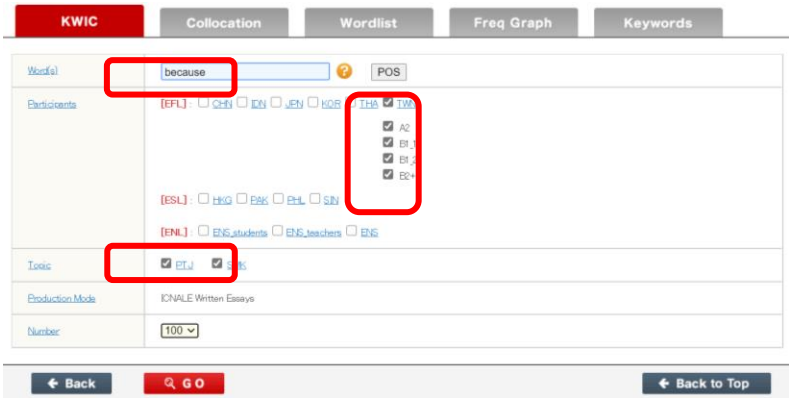
Table 3.1 The Data imported in MS Word for data analysis

Date	Genre	Co-text	Note
2018	Academic	Thus[,] they are reflected in cycles that involve return, reconnection, and relationship. # **Because** aesthetic systems originate in cultural systems, any discussion of tribal literary forms must inevitably engage Native beliefs.	

Step 5: We collected Taiwanese learner data by searching for *because* form ICNALE in written restriction. Data from all level of learners and both of the topics were collected. (see figure 3.4).

DOI:10.6814/NCCU202101172

Figure 3.4 The Search Page of *because* in a written restriction on ICNALE



Step 6: We downloaded total 222 results in MS Excel and randomly chose a hundred concordance lines.

Step 7: Similar to step 4, we imported the one hundred selected concordance lines into MS Word without year since the information is not given by ICNALE.

3.1.3 Data analysis

In this study, 100 concordance lines from COCA and 100 concordance lines from ICNALE would be examined on the patterns and the functions. The coding scheme for this study was based on three sources: (a) 3 online dictionaries (*Merriam-Webster, Macmillan, and Oxford*), (b) Celce-Murcia and Larsen Freeman's (1999) classification of *because* on its functions, and (c) Hirose's (1991) study on "just *because*…doesn't…". See Table 3.2

Table 3.2 Coding scheme for the meaning and function of *because*

Structure	***Function***	***Corresponding meaning on online dictionaries***	***Example***
because/ because of	truth condition	For the reason that; since	*I ran **because** I was scared.*

DOI:10.6814/NCCU202101172

because/ because of	inference	Used for introducing facts that explain why you believe that something is true.	*George was obviously in a bad mood,* ***because*** *he didn't even say good morning.*
Just because… doesn't…	possible inference denial	For the simple or single reason that	*Just* ***because*** *I'm inexperienced doesn't mean that I lack perception.*
because X	*informal truth condition	Used immediately before another part of speech to give the reason for something, especially in order to suggest that there is no need to go into detail.	*I love flat screen monitors* ***because*** *yay for occupying less desk space.*

After observing 100 concordance lines from COCA, there were 9 patterns of *because* that were observed. The patterns and examples were shown in Table 3.3.

Table 3.3 Patterns of *because* observed from NSs data

Patterns of *because*	**example**
Because	Miss Colvin, why did you stop riding the buses? **Because** we were treated wrong – dirty and nasty.
connect two clauses	The latter development is interesting **because** organized learning in the workplace has historically been the responsibility of employers.

DOI:10.6814/NCCU202101172

, because	Ritalin will not work with these children**, because** their inability to attend is learned.
, because of	Similarly**, because of** the cross-sectional nature of the design, our data limited to participants' experience of IPV within a two-year period.
be (not) because	This lack could **be because** they are not seeking them, that the library has not purchased e-books in their specific area of the interest, or is due to publication who have not provided current e-book content in the audience
because of	The West considers modern Islam to be dangerous **because of** a series of historic conflicts and because Westerners still recall the expansion of Islam over Europe.
Because of	**Because of** the nature of this device, traditional keyboard accompaniments were not needed.
just/ simply because	We don't have to get back to this particular activity **simply because** we did it yesterday, but we can return to it when the time is right.
Other patterns	219 Arguably adopted **because:** The penalties available to the federal government under section 311 (33 U.S.C. section 1321) to punish unpermitted discharges of oil and hazardous substances had not been significantly amended since the early 1970s.

We categorized the concordance lines from COCA and ICNALE based on these patterns, and some sentences might be a bit different in the sentence structure we sorted.

DOI:10.6814/NCCU202101172

Take (3-1) as an example:

(3-1) *[…] the Cold War remains the prism through which U.S.- Russian relations are filtered, largely* ***because*** *that elite gained its reputation and experience in an era when the entire panoply of foreign policy was based on the East and West struggle.* (COCA-ACAD)

Although *because* did not followed after the comma directly, we still sorted this concordance line in ", because" since "largely" is not a complete clause, and it functioned as modifying *because* to show the following was the main reason. Same as example (3-2):

(3-2) *It was precisely* ***because*** *mixed-race populations were not fully knowable that authorities, including Vowell, demanded a corpus of new knowledges.* (COCA-ACAD)

Concordance lines similar to example (3-2) were categorized into "*be because*". "It was precisely" was not a complete clause. A complete clause needs a subject, a verb, and different complementation, which means an object, a complement or an adverbial, if the verb is not an intransitive verb (Quirk et al., 1985). But in example (3-2), "precisely" is not a complementation; hence, "It was precisely" does not have a complete clause structure, and the whole example (3-2) is sorted in the pattern of "*be because*".

We also analyzed the functions of *because* used by NSs and Taiwanese NNSs. According to the coding scheme (Table 3.2), there are four different functions: (a) truth condition, (b) inference, (c) possible denial inference, and (d) informal truth condition. However, there is no *because* used in possible denial inference or informal truth condition in both NS and NNS data, the examples of *because* used in the first two functions are listed below:

DOI:10.6814/NCCU202101172

(3-3a) *This sample was chosen **because** the participants were coming from a recent high school physical education experience.* (COCA-ACAD)

(3-3b) *People smoke **because** they thought that it made them feel relax[ed], […]* (ICNALE-TWN)

Truth-condition

In example (3-3a), the educational background of the participants led to why the sample was chosen, and in (3-3b), the relaxing feeling which smoking brings that causes people smoke

(3-4a) *The practice of rigorous copyediting has diffused to other journals, **because** any publication that wants to be influential beyond a small cadre of like-minded specialists must convert their argot into a broadly accessible style.* (COCA-ACAD)

(3-4b) *I think having a part-time job is important for college students, **because** in a part-time job we can learn many different experiences.* (ICNALE-TWN)

Inference

In example (3-4a), the writer believed that having the argot in broadly accessible style so as to produce an influential publication is the evidence of rigorous copyediting for many journalists. Likewise, in example (3-4b), gaining different experiences from a part-time job may infer why having a part-time job is importance. Because of the interpretation above, *because* in both example (3-4a) and (3-4b) is seen as an inferential indicator.

3.2 Acceptability toward [*because* X]

Although [*because* X] is not a formal pattern, it is so popular that some dictionaries

DOI:10.6814/NCCU202101172

already included it in. In the present study, we would like to find out if [*because* X] is also popular for Taiwanese learners. Based on Yang et al,. (2012)'s study, L1 has the positive transfer on English learning for Taiwanese learners. Therefore, we would like to see if the Chinese sentences in similar patterns also have the influence in accepting a relatively new and informal pattern such as [*because* X]. Online questionnaire was used as a method in this study. The material, procedure, participants and data analysis are presented separately in sections 3.2.1, 3.2.2, 3.2.3 and 3.2.4.

3.2.1 Material

This online survey aimed to see if Taiwanese English learners' acceptability toward [*because* X] sentences would be affected by Chinese sentences in similar sentence pattern. According to Carey (2013), in the structure [*because* X], the word *because* can be followed by various parts of speech, such as [*because* NOUN], [*because* ADJECTIVE], [*because* INTERJECTION] and [*because* VERB]. Hence, there are eight [*because* X] sentences in English that are followed by four different parts of speech that were selected or modified from Twitter's tweets collected in different blogposts (Garber, 2013; Carey, 2013; McCulloch, 2015) and a related thesis (Walla, 2016) (see Table 3.3). There were two sentences in each [*because* N], [*because* V], [*because* ADJ], and [*because* INTJ]. Some of the sentences were modified so as to make all the sentences in similar length as shown in table 3.4. Some of the [*because* INTJ] sentences were rather complicated because some of the interjections were also followed by other components, for example,

(3-5) *I shaved **because**…hey, I don't need a reason.* (Carrey, 2020)

In the example, there is an interjection and a sentence after *because*. This might cause confusion whether the example is under the structure of [*because* INTJ], or the *because* in

DOI:10.6814/NCCU202101172

the example functions as subordinating conjunction. We excluded this kind of sentences that may cause the perplexity of whether they are under the structure of [*because* X] or not.

Table 3.4 Eight [*because* X] sentences in English

[*because* N]	N1	*National Science Foundation cancels new grants* ***because politics****.*
	N2	*I like this new smart phone* ***because reasons****.*
[*because* V]	V1	*She is tired* ***because, went to the gym****.*
	V2	*Skipping lunch this afternoon* ***because sleep****.*
[*because* ADJ]	ADJ1	*I bought the puppy* ***because adorable****.*
	ADJ2	*Going to bed way early* ***because exhausted****.*
[*because* INTJ]	INTJ1	*I'm talking about things I like* ***because yay****.*
	INTJ2	*I need to talk to my cousin* ***because ooooh****!*

To see if the participants' acceptability toward [*because* X] sentences may become higher after reading similar sentence pattern in Chinese, eight Chinese sentences were selected from *Corpus of Contemporary Taiwanese Mandarin* (COCT) and *Twitter*. COCT is the Mandarin corpus constructed by National Academy for Educational Research in Taiwan. It collected three different types of data: spoken language, written language and interlanguage; Twitter is the well-known micro-blogging site where plenty of users post short messages in mostly informal languages. Sentences that are in the similar pattern of [*because* X] were collected from both the corpus and the site, and the length of the sentences were modified in order to have relatively the same length. (See Table 3.5)

DOI:10.6814/NCCU202101172

Table 3.5 Eight Chinese sentences in similar pattern of [*because* X]

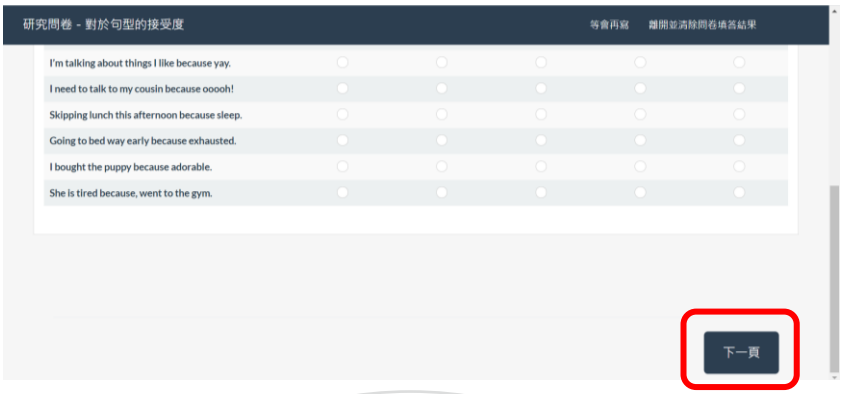
我不太清楚耶！我覺得應該是臺語「房子」的意思，**因為「厝」嘛**。
他們很多時候也沒辦法離開我們。這個地方太遠，**因為環境的關係**。
我們剛剛還在討論到底為什麼要提燈籠還有放天燈啊？ 是**因為祈福嗎**？
他說這或許跟長年茹素有關係，比較不會有暴戾之氣。我個人是覺得**因為吃素**。
他們認同這個的理念。也會到農場出力支持這些辛苦的農夫，**因為有機啊**！
那麼好的一個妹妹，如果她是出於意外，或許還不會那麼難過，但那卻是**因為人為**。
聽到這段我眼淚超有感覺，我超有感覺是**因為哎呦**！
某些時候我很自私 沒辦法～ **因為爽啦**！

In order to fit the purpose of this survey, there are three sections in this survey. Sentences in section one and three are in English, whereas in section two presents the Chinese sentences. Participants were asked to rate their acceptability toward the sentences instinctively from 1 to 5, 1 means 'the lowest credit', and 5 means 'the highest'. The participants answered the three sections separately. Section one and section three were the same eight [*because* X] sentences, which represented the pretest and posttest, section two contained eight Chinese sentences in similar pattern to [*because* X]. To lower the possibility of getting affected by previous responses, there was no "go back" but only "下一頁" (next page) button in this online survey to prevent participants going back to previous sections and check or change their answers, as shown in Figure 3.5. Since most online survey websites such as Google Form and SurveyCake cannot cancel the function of going back to the previous sections, LimeSurvey was adopted for conducting the survey. Also, the sentences were all randomly ordered to avoid participants remembering

DOI:10.6814/NCCU202101172

their answer from previous sections.

Figure 3.5 A part of the online questionnaire with only "Next page" button



Moreover, participants were allowed to skip the questions if they could not understand the questions due to the lack of English knowledge. This step might be able to prevent them from giving a random and invalid response. (see the complete online survey in Appendix I)

3.2.2 Procedure

This online questionnaire contained three sections. In order to see how well English learners accept [*because* X], and see if their acceptability will be affected by Chinese sentences in similar pattern, participants were asked to rate each sentence. The first and the third section (pretest and posttest) were the same English sentences in different order. In section two, participants evaluated the Chinese sentences in similar [*because* X] pattern which were selected from COCT and *Twitter*. The whole procedure took about five minutes. The last part of this online survey was the background information about the participants. They were asked to provide their information about gender, age, English proficiency level evaluated by themselves, and nationality to avoid participants who are not Taiwanese English learners.

Recruiting took place in two channels: (1) various social media groups, and (2) instant messaging (chat request) were sent to those who might be interested in this survey.

DOI:10.6814/NCCU202101172

3.2.3 Participants

There were 71 participants for this survey (20 males, 51 females; ages: M=31.8, SD=10.4). All participants were from Taiwanese Chinese native speakers. They were asked to self-evaluate their English proficiency level based on CEFR (Common European Framework of Reference for Language), or their performance in different English proficiency tests, such as GEPT (The General English Proficiency Test) or TOEIC (Test of English for International Communication). The average level of participants was around CEFR B1, GEPT intermediate, or TOEIC 550.

3.2.4 Data analysis

In order to see if the participants' acceptability toward [*because* X] will be affected by Chinese in similar sentence pattern, Paired-Sample T Test was conducted to compare the outcome of the two English sections (pretest and posttest), and repeated measure ANOVA was conducted to examine the outcome of the three sections (pretest, Chinese sentences and posttest). For a further insight of the outcome, the distribution of the responses in the pretest and posttest sections was discussed so as to ensure if the acceptability is increased or decreased between two sections.

國立政治大學 National Chengchi University

DOI:10.6814/NCCU202101172

CHAPTER 4

THE USE OF BECAUSE BETWEEN NSs and TAIWANESE NNSs

One of the purposes of this study is to compare how *because* is used by NSs and NNSs in Taiwan. The data of the present study were collected from the *Corpus of Contemporary American English* (COCA) and *The International Corpus Network of Asian Learners of English* (ICNALE). In section 4.1, the frequency and the distribution of *because* in patterns and functions will be presented. The comparison of how NSs and Taiwanese NNSs use *because* will be presented in section 4.2. The summary of this chapter is in section 4.3

4.1 Different use of *because* between NSs and Taiwanese NNSs

For the purpose of comparing the usage of *because* between NSs and Taiwanese NNSs, 100 concordance lines were collected respectively from COCA and ICNALE. This section presents the different patterns of *because* that we observed from COCA, and the distribution patterns in COCA and Taiwan section of ICNALE. The distribution of different functions of *because* that were used by NSs and Taiwanese NNSs is also shown in this section.

4.1.1 Different patterns of because and the distribution

The present study collected 100 concordance lines each from COCA and ICNALE, but there were only 95 of the concordance lines from ICNALE were analyzed because the meaning of those 5 concordance lines is either grammatically incorrect or the inappropriate use of punctuation. The situations lead to a confusion that we were not sure

DOI:10.6814/NCCU202101172

if the learners clearly know how to use the *because* patterns correctly. Take excerpt (4-1a) and (4-1b) as examples.

(4-1a) *[…], smoking should not be completely banned at all restaurants in the country [is] because that there should be a better way to resolve the problem caused by smoking[…].*

(ICNALE-TWN)

(4-1b) *[…] but I think the government have difficult assle. because not smokine [smoking] people not want to smell it […]*

(ICNALE-TWN)

For the reasons that mentioned above, the five concordance lines which may cause confusion and influence the outcome of how Taiwanese learners use *because* were excluded in the analysis.

From the 100 concordance lines obtained from COCA, there are several different patterns of *because* that are observed. By these patterns, we examined how NSs and Taiwanese NNSs used *because* differently in English formal writing. The distribution is shown in Table 4.1.

In accordance with the observation, both NSs and NNSs used *because* to connect two clauses the most (NSs: 46%, NNSs: 44%). The examples from both NSs and Taiwanese NNSs are listed below.

(4-2a) *Almost all of the students were willing to participate probably* ***because*** *the questionnaires were completed in a class setting.* (COCA-ACAD)

(4-2b) *Other people would not like the situation* ***because*** *the smoker influences their mood in the restaurant.* (ICNALE-TWN)

DOI:10.6814/NCCU202101172

For both NSs and Taiwanese NNSs, the percentage of using *because* to connect two clauses was not only the highest, but also nearly half of the data. In other words, Taiwanese NNSs used *because* to connect the main clause to the subordinate clause, which expands or explains the meaning of the main clause, almost as frequently as NSs do.

Table 4.1 The distribution of different patterns of using *because*

Different patterns of *because*	**NSs**		**Taiwanese NNSs**	
Because	9	9%	1	1%
connect two clauses	46	46%	42	44%
, because	16	16%	31	33%
, because of	4	4%	3	3%
be because	6	6%	3	3%
because of	11	11%	11	12%
Because of	5	5%	0	0%
just/ simply because	1	1%	4	4%
Other patterns	2	2%	0	0%
Total	100	100%	95	100%

Two patterns that places *because* in the sentence initial position, "*Because*" and "*Because* of". There are 9 results of "*Because*" (9%) and 5 results of "*Because* of" (5%) from the NS data, but from the NNS data, there was only 1 result in "*Because*" (1%) and 0 result in "*Because* of". Shown in examples (4-3a), (4-3b), and (4-4a) below.

(4-3a) ***Because*** *several patients had contact with other persons who had similar*

DOI:10.6814/NCCU202101172

symptoms, the outbreak was considered to be associated with an infectious agent. (COCA-ACAD)

(4-3b) ***Because*** *you can think for people, that man will appreciate you.*

(ICNALE-TWN)

(4-4a) ***Because of*** *economic and financial difficulties, about 1,519 nature reserves are unable to afford special protection and control services.*

(COCA-ACAD)

Although the NSs used *"Because"* or *"Because of"* more frequently than Taiwanese NNSs did, the percentage was still low. We might say that putting *because* in the sentence initial position may not be that frequent for NSs compare with other patterns of *because*.

One pattern that Taiwanese learners used more often than NSs is putting a comma in front of *because*—"*, because*". Out of 100 occurrences, there were 16 of them (16%) found in the NS data; but in Taiwanese learner section in ICNALE, there were 31 results (33%) were found out of 100 concordance lines. However, the pattern "*, because of*" were not that frequent as "*, because*". There were only 4 results (4%) in NSs data, and 3 results (3%) were found in Taiwanese NNSs data. See the examples for the patterns of *because* in example (4-5a), (4-5b), (4-6a) and (4-6b) below:

(4-5a) *It didn't have to be discovered****, because*** *its theoretical existence was perfectly obvious to anyone with an elementary knowledge of astronomy.*

(COCA-ACAD)

(4-5b) *But I think it's not a good idea****, because*** *still could smell the b[a]d air.*

(ICNALE-TWN)

(4-6a) *[…] has disappeared from Tocqueville's account; now women****, because of***

DOI:10.6814/NCCU202101172

nothing more grand than "limited incomes," are "obliged" to stay home.

(COCA-ACAD)

(4-6b) *The smoke also could let the restaurant into unhealthy place**, because of** second hand smoke.* (ICNALE-TWN)

Taiwanese learners used the pattern "*, because*" more frequently than the NSs did. There might be a possible situation that Taiwanese learners may overuse this pattern when writing sentences with *because*, which we will discuss it in the next section.

In the two patterns "*Because of*" and "*, because of*", they were rarely found in the NS and Taiwanese NNS data. Therefore, we took a look at pattern that was used between a main clause and a noun phrase or a gerund— "*because of*" to ensure if this phrase was used frequently in formal genres. In the NS data, 11 out of 100 occurrences (11%) were found. And in the Taiwanese NNS data, 11 out of 95 occurrences (12%) were found in the Taiwanese NNS data. The examples of this pattern are listed below:

(4-7a) *Butler finds this application of term "woman" problematic **because of** its continued placement in a "heterosexual discursive network" that deems any bodis resisting this binary construction to be "unnatural", mistaken or deviant.*

(COCA-ACDA)

(4-7b) *Nowadays[,] more and more people die **because of** lung cancers.*

(ICNALE-TWN)

Although both the results in NSs and Taiwanese NNSs were slightly higher than the other two patterns of the phrase, "*because of*", the percentage were not over 15%. It seemed that this phrase was not that frequently used by both NSs and Taiwanese learners.

DOI:10.6814/NCCU202101172

The other patterns that were not used very often is "be *because*". In NS data, there were 6 results (6%), and 3 results (3%) in Taiwanese NNSs data. See examples (4-8a) and (4-8b) below.

(4-8a) *This **is because** they equate Indigenous status with dependency and are invested in the history of the Kingdom of Hawaii, which allowed citizenship to non-Hawaiians*.

(COCA-ACAD)

(4-8b) *Why is it? It's **because** there are a lot of benefits to have a part-time job*.

(ICNALE-TWN)

Except for the patterns that we talked about above, there were other patterns that were used less frequently. First of all, the pattern which *just* or *simply* is followed by *because*— "just/ simply *because*", was rarely found in both NSs and Taiwanese NNSs data. Out of 100 concordance lines from each COCA and 95 concordance lines in ICNALE, there were 1 result (1%) in NSs data, and 4 results (4%) in Taiwanese NNSs data. The examples of this pattern are below:

(4-9a) *We don't have to go back to this particular activity **simply because** we did it yesterday, but we can return to it when the time is right.* *(COCA-ACAD)*

(4-9b) *To be specific, people may be forced to die in an unpleasant way **just because** other's bad habit.*

(INCALE-TWN)

There were not many results of this pattern, the possible reason may have to do with the word "simply/ just". *Just* is used mostly in an informal context (Biber, et al, 1999:52), and the present study collected the NS and the Taiwanese NNs date from formal genres. This may lead to why there were not many results found.

DOI:10.6814/NCCU202101172

Secondly, the following two patterns were only found in NSs data, and only 1 result for each was found: [—*because*] and [*because:*]. These two patterns were relatively not that common and may not be canonical patterns for *because*, we categorized these two patterns as "others" in Table 4.1. See the examples below:

(4-10) *In theoryLivni* [*sic*] *should be in a strong position to understand nationalist' terrorists' who have planted bombs on buses and in cafes—**because** she was raised by them.*

(COCA-ACAD)

(4-11) *219 Arguably adopted **because:** The penalties available to the federal government under section 311 (33 U.S.C. section 1321) to punish unpermitted discharges of oil and hazardous substances had not been significantly amended since the early 1970s.*

(COCA-ACAD)

4.1.2 Different functions of *because* used by NSs and NNSs in Taiwan

For examining the functions of *because* used by NSs and Taiwanese learners, not all the concordance lines collected from ICNALE were analyzed, only 96 out of 100 occurrences were examined in this study since the meanings of the other four sentences is ambiguity and hard to be understood. Take excerpt (4-12) as an example:

(4-12) *[…], but workers can not* [*sic*] *forget the school's academic, must be careful not to be cheated **because** I wanted to make money, with the healthiest way to find a happy [p]art-time to enrich your life.* (ICNALE-TWN)

In this excerpt, "workers" might refer to the college students who got a part-time job, and for "school's academic", the writer probably want to talk about "schoolwork" at

DOI:10.6814/NCCU202101172

a college. In this excerpt, the writer might want to tell his/her readers that s/he must study hard and not cheat or plagiarize during the exam or when writing reports, but the writer then mentioned about "making money with the healthiest way", which we could not be sure what "healthiest way" mean and what is the relation to the academic performance. Hence, we could not identify if the connector, *because*, in this excerpt functions as "truth condition" or "inference". Another excerpt that caused confusion is listed below:

(4-13) *Every holiday my friend and I can go singing at Cash-Box. After singing, we eat dinner together. Every day is a happy day. I love my friend,* ***because*** *people say "True friends always help each other when they are in trouble."*

(ICNALE-TWN)

Except for some grammatical mistakes, the meaning of each sentences was clear. However, there was no causal relationship between the two sentences before and after the connector, *because*. For this reason, it is hard to categorize the function of *because* in excerpt (4-13).

Based on the coding scheme shown in Table 3.2, there are three functions: (a) Truth condition, (b) inference and (c) possible inference denial. If *because* or *because of* functions as "for the reason that" or "since", it is categorized as "truth condition"; If *because* or *because of* is used for explaining the fact that why the writer believes something is true, it functions as "inference"; if *because* is used in the pattern "just because…doesn't…", *because* is categorized as "possible inference denial". The same concordance lines that were analyzed for the different use of *because* were examined under the coding scheme to fit the purpose of comparing how the NSs and Taiwanese NNSs use *because* in the three different functions.

For the two of the three functions, "truth condition" and "inference", there was

DOI:10.6814/NCCU202101172

slightly difference between data of NSs. Out of 100 data, there were 46 sentences (46%) used *because* in the function of "truth condition", and in the other 54 sentences (54%), *because* functioned as "inference". See the examples (4-14a) and (4-15a):

(4-14a) *Neoconservative policy makers also claim that NGOs promote democracy* ***because*** *they are private rather than state institutions.*

(COCA-ACAD) Truth condition

(4-15a) *Private monopoly is somewhat better than state monopoly* ***because*** *it is not protected by the power of the state, but it is not the best solution.*

(COCA-ACAD) Inference

Based on the percentage, we can see that the NSs used *because* in "truth condition" and "inference" evenly. However, the data of Taiwanese learners showed a different story. There was an obvious difference for Taiwanese NNSs. In a total of 96 occurrences, there were 33 results (34%) used *because* as "truth condition", but 66 results (66%) of "inference". Take (4.14b) and (4.15b) as examples:

(4-14b) *I left the ball team* ***because*** *I could not handle it.*

(ICNALE-TWN) Truth condition

(4-15b) *Therefore, to have a part-time job is indeed important for college student* ***because*** *it will help them understand how difficult [it is] to earn money ~~[is]~~.*

(ICNALE-TWN) Inference

In the 96 concordance lines collected from ICNALE, there were over half of the data that *because* was used as "inference" function. We might say that there might be something the teachers and learners in Taiwan need to pay attention to, which cause the differences use than native speakers.

DOI:10.6814/NCCU202101172

Table 4.2 Comparison between NSs and Taiwanese NNSs of using *because* in different functions

Function	**NSs**		**Taiwanese NNSs**	
Truth condition	46	46%	33	34%
inference	54	54%	63	66%
Possible inference denial	0	0%	0	0%
Total	100	100%	96	100%

The possible reason that caused this situation might be the data collected from ICNALE. The written data in ICNALE are all from the argumentative essays under two topics: (a) "It is important for college students to have a part-time job." and (b) "Smoking should be completely banned at all the restaurants in the country" (Ishikawa, 2014). Due to the topics and the genre, learners were asked to express their arguments, and this might be the reason why Taiwanese learners used because in the function of "inference" more frequently than the function of "truth condition".

As for the function of "possible inference denial", neither NSs nor Taiwanese NNSs used *because* in this function. The reason of this situation might be because the pattern of the idiom "Just *because*…doesn't …", which has the possible inference denial function, is non-canonical (Hilpert, 2007). Also, based on the Macmillan Dictionary, it is mainly used in spoken, whereas the concordance lines were all collected from formal written sections (academy related data and argumentative essays) of COCA and ICNALE. This might be the possible reason why there was no *because* with the function "possible inference denial" in the data we collected. The raw data and the distribution are presented in Table 4.2.

DOI:10.6814/NCCU202101172

4.2 Discussion of the patterns of *because*

This section is about how NSs and Taiwanese NNSs use *because* in different patterns. When it came to the frequency of different patterns of *because* used by NSs, "connect two clauses" (46%) was used the most frequently, followed by ", *because*" (16%), "*because* of" (11%), "*Because*" (9%), "be *because*" (6%), "*Because* of" (5%), ", *because* of" (4%), other patterns (2%), and "just/ simply *because*" (1%); Taiwanese learners also used *because* to "connect two clauses" (44%), followed by ", *because*" (33%), "*because* of" (12%), "just/ simply *because*" (4%), ", *because* of" (3%) and "be *because*" (3%), finally "*Because*" (1%), and no result in "*Because* of" (0%) and no other patterns were observed.

4.2.1 The variety use of *because*

From the observation of how NSs and Taiwanese NNSs used *because* differently, we can find out that NSs used more patterns of *because* than Taiwanese learners. From the 100 concordance lines collected from COCA academic section, there were 9 different patterns of *because* used by NSs; from 95 concordance lines collected from ICNALE Taiwanese learner section, there were 7 patterns of *because* used by Taiwanese NSSs.

Similar to Mudhhi and Hussein (2014), which they figured out that NSs used various types of logical connectors than Kuwaiti EFL learners, we discovered that NSs seemed to use *because* more versatilely and freely, while Taiwanese EFL learners preferred certain patterns of *because* to others. The possible reason might be a strategy for not making grammatical errors. If learners try out some patterns that they are not confident with, the chance of making grammatical mistake goes higher. Therefore, learners may tend to use the patterns that they are familiar with for avoiding making grammatical errors.

4.2.2 Comma before *because*

DOI:10.6814/NCCU202101172

After observing the frequency of how different patterns of *because* were used by NSs and Taiwanese NNSs, there are a few findings. First, both NSs and Taiwanese learners used *because* to connect two clauses the most, the second and the third most frequency patterns are ", *because*" and "*because* of". When we took a closer look at the percentage of each frequency, the percentage of "connect two clauses" were similar (NSs: 46%; NNSs: 44%), but in the pattern of ", *because*", the percentage of Taiwanese learners is 2 times more than NSs. Here we would like to further talk about the reason and what are some possible rules or restrictions of using comma before *because*.

One of the possible reasons that caused this phenomenon is the L1 influence. Korean learners were influenced by their L1 when using comma and *because* in writing. In the study of Yoon and Yoo (2011), the possible reason for Korean learners' inappropriate use of comma with *because* is the inference of L1. Korean NNs mistook the subordinator *because* as conjunctive adverb since *because* in Korean functions as an adverb, as we shown in example (2-17). Most of the concordance lines with the pattern "*, because*" from ICNALE were grammatically correct, but Taiwanese learners used this pattern quite frequently. In order to figure out whether this situation is affected by learners' L1, we searched ", *because*" in COCT. In 500 concordance lines in Chinese, there were 230 results with the pattern ", *because*", which means the percentage of this pattern is 46%. Therefore, Taiwanese learners might be influenced by their L1 and or used the pattern ", *because*".

The other possible cause may be that Taiwanese learners did not aware of the different functions of *because*. When it comes to writing, the main clause is often followed by a comma when *because* contributes to the function, 'inference'. Take one concordance line collected from COCA as an example:

(4-16) *However, generalizing from these findings must be undertaken with caution,*

DOI:10.6814/NCCU202101172

because *the study was conducted in a relatively affluent area of Brazil.*

(COCA-ACAD) Inference

In example (4-16), we can see that it follows the rule that mentioned by Celce-Murcia and Larsen-Freeman (1999). Then we examined the concordance line with the pattern ", *because*" collected from ICNALE. 12 out of 31 (39%) concordance lines, *because* was functioned as 'truth condition' under the pattern ', *because*'. Take example (4-17) as the example from ICNALE:

(4-17) *I often do servicer [work as a server],* ***because*** *my strong skill is to solve customer questions and make [them] happy.*

(ICNALE-TWN) Truth-condition

In example (4-17), we can see that *because* here functioned as truth indicator, but under the pattern of ", *because*", which is often used when *because* functions as 'inference'. Although there is no rule says that we can only use comma after main clause only when *because* is an inference indicator, we can presume that Taiwanese learners overused the pattern ", *because*" based on the comparably high percentage observed from ICNALE. The possible reasons for this phenomenon might be the L1 inference and ignorant the different functions of *because*.

4.2.3 The patterns of *because of*

The third most used pattern for both NSs and Taiwanese NNSs is "*because* of" (NSs: 9%, Taiwanese NNSs:12%). Ma and Wang (2016) figured out that Hong Kong student used a similar pattern, "due to", often, and this showed the writing preference of Hong Kong learners. What "*because* of" and "due to" have in common is that they both

DOI:10.6814/NCCU202101172

need to be followed by a noun phrase. The reason why Hong Kong learners prefer to use "due to" may be that they have more confidence when using a noun phrase than a clause (Ma & Wang, 2016). Having more confidence on composing a noun phrase could be the reason why Taiwanese learners use "*because* of" more frequently than NSs. However, because the culture and English proficiency level are different between Hong Kong learners and Taiwanese leaners, this reason is for reference only.

The frequency of this pattern of NS and NNS data was almost the same, but when we examined the NPs that followed "*because of*" and compare the ones composed by NSs and Taiwanese NNSs, there was a difference. A NP can be less complicated. A simple NP consists of a determiner and a head, a single noun or pronoun (Biber et al., 1999), such as "the moon", "Halloween", and "you". On the other hand, Biber et al. (1999) indicated that a clause consists of a subject, a verb phrase, and a complement if needed. Examples of clauses are shown below:

(4-18) *[T]hey're digging up the road.* (Biber et al., 1999: 123)

We take a closer look at the concordance lines contains "*because* of" collected from COCA and ICNALE, NSs and Taiwanese learners still use the pattern differently. See example (4-19a), (4-19b), (4-19c), and (4-19d)

(4-19a) *But this is a quarrel in the family and, like all family quarrels, is especially bitter* ***because of*** *its intimacy.*

(COCA-ACAD)

(4-19b) *A larger herd size could pose a risk* ***because of*** *an increased chance for C. burnetti introduction or the presence of a larger susceptible population of cows.*

(COCA-ACAD)

(4-19c) *Many people hate smoking* ***because of*** *passive smoke.*

DOI:10.6814/NCCU202101172

(ICNALE-TWN)

(4-19d) *..., one can also gain early social experience by doing internships or volunteers without having the pressures* ***because of*** *the amount of money.*

(ICNALE-TWN)

In the examples from COCA, we can see that there are a simple (a determiner and a head noun) and a complex NP (a determiner, a head noun, and two post modifiers) behind "*because* of". From ICNALE, we found out that most of the Taiwanese EFL learners tended to use simple noun phrases, not many results of using complex noun phrases followed after "*because* of".

When using the pattern "*because* of", NSs used both simple and complex noun phrase; however, Taiwanese EFL preferred simple noun phrases. This could be because that Taiwanese learners' lack of training or they took noun phrases, like students in Hong Kong, as more a more controllable expression (Ma & Wang, 2016).

4.2.4 *Because* in the sentence initial position

In the data we collected from COCA and ICNALE, the percentage of NSs using "*Because*" is 9%, and "B*ecause* of" is 5%; The percentage of Taiwanese NNSs using "*Because*" is 1%, and there was no result on "*Because* of". From the low percentage of the results, we can see that both of NSs and NNSs tended not to place either "*Because*" nor "B*ecause* of" in the sentence initial position, and NNSs seemed not use to or avoiding placing *because* in the initial position.

What determines the placement of "subordinate clause+ main clause" is whether the subordinate clause functions as a link to the previous sentence and the main clause (Celce-Murcia & Larsen-Freeman, 1999). Take one excerpt from COCA as an example:

(4-20) *We arranged to meet for dinner the following night.* ***Because*** *he came to the*

DOI:10.6814/NCCU202101172

restaurant directly from a meeting, Stanley brought along his assistant, a young Frenchman. (COCA-ACAD)

It may be abrupt to reverse the placement of the two clauses in the second sentence. "We arrange to meet for dinner the following night" and "Stanley brought along his assistant, a young Frenchman." seems completely irrelevant. But if we put the *because* subordinate clause, "*Because* he came to the restaurant directly from a meeting", in front of the main clause, it seems to establish a more solid links between the previous sentence and the main clause.

Yoon and Yoo (2011) pointed out a similar reason about bringing *because* subordinate clause to the front of the main clause. They stated that NSs place one logical connector in the sentence initial position of a long sentence so as to make the paragraph reader-friendly. Different from Celce-Murcia & Larsen-Freeman, they used the number of the tokens in the sentences to determine when the logical connector should be in the sentence initial position. Usually, if a sentence contains more than 30 tokens would be consider as a long sentence. In excerpt (4-20), the tokens of the two sentences is nearly 30, but as we discussed above, if the placement of the second sentence was "main clause+ subordinate clause", readers may feel a bit of awkward while reading. Thus, the number of the tokens is not an absolute standard. It is better to need to decide whether moving a subordinate prior to a main clause based on the meaning of the two sentences and the number of the tokens.

We used the two standards to examined one more excerpt in the patter of "*Because* of" from COCA:

(4-21) *During this century, the 8 million immigrants who arrived in the United States during the 1980s is second in numbers only to the 8.8 million immigrants who*

DOI:10.6814/NCCU202101172

arrived between 1900 and 1910 (Vobedja, 1990). ***Because of*** *the diversity of current and future immigrants, elders of the future will represent a new challenge for all service providers.*

(COCA-ACAD)

First, this excerpt is clear that the two sentences in this excerpt is over thirty tokens. Second, the writer also placed the subordinate clause of the second sentence to the front of the main clause, in the purpose of create a stronger link between the first and the second sentence, reduced the chance of readers getting confused.

Next, we examined the excerpt from ICNALE to see if Taiwanese learners used the pattern "Because" in the same way:

(4-22) *[M]y friend[s] real[ly] agree my rules, so I think they are my best friends. Because you can think for people, that man will appreciate you.*

(ICNALE-TWN)

In the first sentence of the example, the writer might want to say that his/ her friends respect his/ her opinions toward smoking, so they are his/ her best friends. And in the second sentence, the writer started with the *because* subordinate clause to tell readers if you can put yourself in others' shoes, people will appreciate you, and see you as a real friend. The subordinate clause in the second sentence worked as a link to the previous sentence. Without putting the subordinate clause in the front, readers may feel a bit confused or abrupt while reading. What's more, in the number of the words in the two sentences, there are twenty-five tokens in the two sentences, it can be seen as long sentences since the number is close to thirty.

Another possible reason that caused Taiwanese learners tended not to use *because* in a sentence initial position might be the L1 influence. According to Chen (2007),

DOI:10.6814/NCCU202101172

Taiwanese learners rarely put *yīngwèi* in the sentence initial unless they used the pattern "*yīngwèi…suǒyǐ*" (*because …so…*). In English, *because* and *so* cannot be used in a sentence to show the causal relation. Hence, we assumed that Taiwanese learners rarely used *because* in the sentence initial position so as to avoid using the wrong pattern "*because …so…*" influenced by their L1.

In conclusion, there are two factors that determine if *because* should be put in a sentence initial to avoid the difficulties in understanding: (a) to create a stronger link between previous sentence, and (b) if the sentences are considered to be too long. (more than thirty words). And based on the observation above, we can see that not only NSs but also Taiwanese NNSs have the concepts of when to put *because* in the sentence initial position. However, based on the extremely low percentage from Taiwanese learner data, Taiwanese NNSs might not be confident enough to use *because* in the placement "Subordinate clause+ main clause" or not many of the NNSs have this concept in mind clearly. Another possible reason might be that Taiwanese learners were trying not to be affected by one of the L1 frequently used patterns, "*Yīngwèi…suǒyǐ*" (*Because…so…*), since it is mostly used in the sentence initial position and it is against English grammar rule.

4.2.5 Just/ simply *because*

There are not many results of the pattern "*just/ simply because*" in both NSs (1%) and Taiwanese NNSs (4%). Lin (2020) found that this pattern is rarely found in Taiwanese EFL corpus, and the possible reason is that in order to use this pattern, learners need to have the ability to compose a more complex sentence. The other possible reason for the low percentage of "*just/ simply because*" may be the genre and the topic of the data we collected. In COCA, we searched Academic section; in ICNALE, there are all argumentative essays. Both resources are in formal genre. Moreover, according to Hilpert

DOI:10.6814/NCCU202101172

(2007), the pattern "*just/ simply because*…doesn't mean" is a non-canonical pattern. This might be the possible reason to explain why we only found a few results, and there are fewer results in COCA than in ICNALE; however, we need to take a closer look to examine this pattern we found in COCA and ICNALE before we can make sure that the reason mentioned above is the reason for this phenomenon and have a deeper discussion.

What Hilpert (2007) and Lin (2020) discussed is the pattern "*just/ simply because…doesn't mean*"; what was found in the present study is the pattern "*just/ simply because*", there are no "*doesn't mean…*" after the *because* clause. Hence, we examined that sentences in "*just/ simply because*" pattern to see if the writer has the intension to downplay the reason given in the *because*-clause according to Lin's (2020) result of analysis.

(4-23a) *We don't have to get back to this particular activity* ***simply because*** *we did it yesterday, but we can return to it when the time is right.*

(COCA-ACAD)

(4-23b) *The poor infants will have weak bodies in whole life* ***just because*** *your selfish and childish behavior----smoking!*

(ICNALE-TWN)

In both except (4-23a) and (4-23b), the writers did minimize the importance of the given reasons by the word *just* in 'depreciatory' function (Kishner & Gibbs, 1996; Lin, 2020). But the writers did not compose a more complex sentence after *just because* clause for the functions of giving a justification to the previous clause (Lin, 2020) or denying the possible inference (Hilpert, 2007).

Based on the observation above, we can say the reason why there is no sentence in the pattern "*just/ simply because…doesn't mean*" found in NSs and NSSs might because it is a non-canonical pattern (Hilpert, 2007). Another reason for no results in NSSs data

DOI:10.6814/NCCU202101172

may because, according to Lin (2020), that learners may not have the ability to form a complex sentence after *just because* clause. Therefore, learners may avoid using this pattern. As for why the percentage of "*just/ simply because*" is low might be the resources were all in formal genre, but the word *just* is mostly used in an informal context (Biber et al, 1999:562).

4.3 Summary of the chapter

According to the observation and comparison above, we can see that there are a few common traits when it comes to how the NSs and Taiwanese NNSs use *because*. First, the NSs and Taiwanese learners both used *because* to connect main clause and subordinate clause, the percentage were both nearly half of all data (NSs: 46%, NNSs: 44%). Second, neither the NSs nor Taiwanese NNSs used *because* in a sentence initial position often. In the patterns "*Because*" and "*Because of*", the percentage were all under 10% for NSs and Taiwanese learners. Especially "*Because*", there was only 1% in Taiwanese learner data. It seems that both NSs and Taiwanese NNSs tend not to use *because* in a sentence-initial position, no matter "*Because*" or the phrase "*Because of*". The possibly reasons for Taiwanese not putting *because* in a sentence initial position might be the unfamiliarity of the sentence initial patterns and avoid making grammatical mistakes. In Chinese, Taiwanese Chinese speakers only use *yīngwèi* (*because*) in a sentence initial position in "*yīngwèi… suǒyǐ…" (because…so…)* pattern, but in English, "*because …so…*" is against English grammar. Therefore, Taiwanese learners might avoid using *because* in the initial position so as to preventing making grammatical errors.

There is one pattern that Taiwanese learners used differently than the NSs. In the pattern that there is a comma before *because*, "*, because*", Taiwanese NNSs used it more frequently than the NSs (NSs: 16%, NNSs: 33%). The possible reasons for that the percentage of Taiwanese NNSs is two times more than NSs might be L1 influence and

DOI:10.6814/NCCU202101172

unawareness of the "inference" function of *because*. First, nearly half of the Chinese sentences containing *yīngwèi* (*because*) are in "*, because*" pattern in COCT. Therefore, we assumed that Taiwanese learners might be influence by their L1 pattern. Second, a comma is usually followed by *because* when because functions as "inference", and Taiwanese learners might not be fully aware of it, and use "*, because*" when *because* is used in other functions.

By observing the use of the phrase, *because of,* the frequency was almost the same in NS and NNS data, but for the noun phrases that followed after this pattern, NSs could compose simple and complex noun phrases, whereas Taiwanese NNSs tended to compose simple noun phrases.

There were other patterns that were not used frequently. First is "*just/ simply because*". There were not many results of this pattern, it may have to do with the word "*simply/ just*". In the present study, we collected data from forma genre from both COCA and ICNALE; however, the pattern "*just because…doesn't…*" is a non-canonical pattern (Hilpert, 2007) and the word *just* are mostly used in informal genres. The type of the genre may be the reason why we could not get more data in "*just/ simply because*" pattern.

The other two patterns that were categorized in "others" were "—*because*" and "*because:* ", these two were only found in NSs data, and were only 1 result for each one pattern out of 100 occurrences. The possible reason might be that these two patterns are not canonical.

DOI:10.6814/NCCU202101172

DOI:10.6814/NCCU202101172

CHAPTER 5

ACCEPTABILITY OF [*because* X]

Another purpose of the present study is to examine whether Taiwanese learners' acceptability of the relatively current pattern [*because* X] will be affected after reading the sentences in similar pattern of [*because* X] written in Chinese. There are two sections of this chapter. The outcome of the questionnaire will be presented in section 5.1. In section 5.2, the reasons caused Taiwanese learners' acceptability of [*because* X] will be discussed.

5.1 The outcome of the questionnaire

In this section, the results of the questionnaire answered by 71 Taiwanese participants will be presented. The aim of this part of research is to see if Taiwanese English learners' acceptability toward [*because* X] will be affected after reading the sentences of similar pattern in Chinese. There are three sections in the questionnaire, and eight sentences in each section. The First (pretest) and the third (posttest) sections are eight the same [*because* X] sentences in English, the second section is the Chinese sentences in the similar pattern of [*because* X] functioned as filler sentences. For the purpose of finding out the differences, ANOVA was conducted to examine the relationship among the three sections, and paired sample t- test was conducted to compare the outcome of pretest and posttest of the questionnaire.

The repeated measures ANOVA with a Huynh-Feldt correction was conducted to compare the relationship among the three sections of the questionnaire. No response from

DOI:10.6814/NCCU202101172

participants were considered as missing value. The results were shown in Table 5.1 and 5.2. It revealed that mean acceptability differed significantly in pretest, Chinese filler sentences, and the posttest [F (1.448, 790.399) = 94.720, p< .05]. Post hoc tests using the Bonferroni correction showed that the mean acceptability rating of the Chinese filler sentence was higher than pretest by the average of 0.786 (p< .05), and higher than posttest by the average of 0.709 (p< .05). As for pretest and posttest, the mean acceptability rating of posttest was higher than pretest by the average of 0.007 (p= .149). From the result, Taiwanese learners' acceptability of the Chinese sentences in similar pattern was significantly higher than the English ones, and after reading the Chinese filler sentences, the acceptability toward the [*because* X] sentences in English did not have significant difference.

Table 5.1 The ANOVA result of the online questionnaire

	Mean Difference	Sig.
Chinese filler sentences/ pretest	.786	.000
Chinese filler sentences/ posttest	.709	.000
Posttest/ pretest	.007	.149

Table 5.2 Huynh-Feldt correction of the online questionnaire

Source	df	F	Sig.	Partial eta squared
Sections	1.448	94.720	.000	.148
Error (sections)	790.399			.148

Furthermore, we took a closer look at the acceptability of pretest and posttest in the sentences which *because* is followed by the word in different part of speech to examined

DOI:10.6814/NCCU202101172

if the outcome is the same as the overall acceptability.

Table 5.3 The results of the acceptability of [*because* X]: Compared by sentences

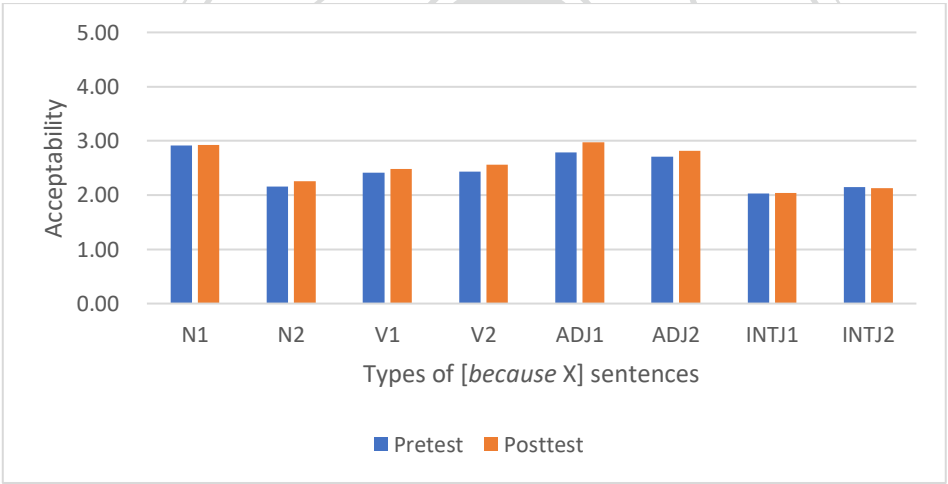
	t	*df*	*Sig. (2-tailed)*
[*Because* N]-1	0.125	67	0.901
[*Because* N]-2	-0.722	69	0.443
[*Because* V]-1	-0.532	68	0.597
[*Because* V]-2	-1.320	70	0.191
[*Because* ADJ]-1	-1.865	69	0.066
[*Because* ADJ]-2	-0.970	68	0.336
[*Because* INTJ]-1	-0.299	67	0.765
[*Because* INTJ]-2	0.136	65	0.892

We compared the sentences which *because* is followed by the same part of speech in pretest and posttest by pair sample t-test. There are two sentences for each part of speech. The results were shown in Table 5.3. Out of the eight [*because* X] sentence, none of any patterns is significantly different. The results of other sentences in the questionnaire were not significantly different: [*because* N]-1: $t(67)=0.125$, $p= 0.901$; [*because* N]-2: $t(69)=-0.722$, $p= 0.433$; [*because* V]-1: $t(68)=-0.532$, $p= 0.597$; [*because* V]-2: $t(70)=-1.320$, $p= 0.191$; [*because* ADJ]-1: $t(69)=-1.865$, $p= 0.066$; [*because* ADJ]-2: $t(68)=-0.970$, $p= 0.336$; [*because* INTJ]-1: $t(67)=-0.299$, $p= 0.765$; [*because* INTJ]-2: $t(65)=-0.136$, $p= 0.892$. We took a look at the *t* value of each type of sentences of [*because* X], the *t* value of [*because* N]-1 and [*because* INTJ]-2 were positive, which meant that the acceptability of these two sentences were decreased after reading the Chinese sentences. On the other hand, for other six types of sentences, the acceptability all increased based on negative *t* value.

DOI:10.6814/NCCU202101172

We then looked at the distribution of the acceptability of each type of [*because* X] sentences shown in Figure 4.1. Since in the paired sample T test automatically adjusted the number of the responses in each pair in the same amount (the present study excluded the 0 rating responses.), we calculated the mean of acceptability of each type of [*because* X] sentences in pretest and posttest again. The 0 rating responses were still excluded but there was no adjustment of the number of the responses. As shown in Figure 5.1, the acceptability of all the types of [*because* X] slightly increased except for [*because* INTJ]-2. Taiwanese learners' acceptability of [*because* INTJ]-2 decreased after reading the Chinese filler sentences.

Figure 5.1 The distribution of the mean of the acceptability



The possible reasons that [*because* N]-1 had no significant difference in the pair sample t-test was probably in the sentence conveyed a relatively formal message, whereas [*because* X] is an informal expression. For learners, using a relatively new and informal pattern in a formal structure might be hard to accept. Another pattern that the acceptability decreased in the posttest was [*because* INTJ]-1. The interjection "ooooh" can be interpreted differently, and without more context, learners may not be able to understand what the sentence was trying to convey, and after reading the sentence in participants' L1, they might be more confused when reading [because INTJ]-2, and that

DOI:10.6814/NCCU202101172

may be the reason of why the acceptability decreased.

5.2 Discussion of acceptability of [*because* X]

From this online survey, we would like to see how well Taiwanese EFL learners accept this relatively new pattern [*because* X], and see if the reading similar pattern in L1 will affect the acceptability of [*because* X].

First, we compared the outcome of the three section. Between pretest and the posttest, the acceptability did not have significant difference. In the present study, we further examined the whether there was significantly difference in each type of [*because* X] sentences.

To compare the acceptability of each type of [*because* X] in pretest and posttest, we found out that there is only slightly increase but no measurable difference. Not having enough exposure might be the reason. This pattern is not used often in Taiwan so far, and is not taught in most of the textbook; therefore, we assumed that most of the participants who took the online survey did not see [*because* X] before. With more context, Taiwanese NNSs may accept it better and know the function of it. However, for most Taiwanese EFL learners, they probably only see this pattern on micro-blogging site such as Twitter or Facebook. With limited context and expose, it may be harder for NSSs to accept this relatively new pattern easily.

Another example of the lack of context is the [*because* INTJ]-2 in the questionnaire conducted in the present study. The interjection in [*because* INTJ]-2 sentence "*I need to talk to my cousin* ***because ooooh!***" can be interpreted in different ways depends on the intonation of the speaker. It might be skeptical or has a positive meaning with rising tone, or a sense of disappointment with falling tone. This might also be the reason why [*because* INTJ]-2 is the only type of sentence in the questionnaire that the acceptability decreased after reading Chinese filler sentences.

DOI:10.6814/NCCU202101172

Moreover, the sentence [*because* INTJ]-2 was collected from Twitter, one of the tools of CMC. Compared with face-to-face communication, CMC is lack of social non-verbal communication (Walther, 2011). This might make the readers have a difficult time accepting this pattern because they may not know how to interpret the interjection.

Unlike the interjection in [*because* INTJ]-1 "*I'm talking about things I like* ***because yay***." conveyed a cheerful feeling clearly, there are various ways to interpret "*ooooh*", and this might cause readers feeling even more confused after reading Chinese filler sentences which were easy to be understood by Taiwanese learners. Perhaps with context, [*because* INTJ]-2 could be interpreted easily and would be accepted better by Taiwanese learners.

The other type of [*because* X] sentence that the acceptability decreased in the posttest is [*because* N]-1 "*National Science Foundation cancels new grants* ***because politics***.". This sentence conveyed a formal message. However, the pattern [*because* X], according to Macmillan and Oxford Dictionary, is an informal expression. Ma and Wang (2016) pointed out that EFL learners tended to use connectors that are more formal in a formal genre. Because of that, we can infer that Taiwanese learners may think that using the connectors or expression that meets the grammar rules is more appropriate.

5.3 Summary of this chapter

As for the relatively recent pattern [*because* X], the questionnaire for investigating how well Taiwanese learner accept this pattern was conducted. First, we compared the outcome among the three sections in the questionnaire. The results showed that the acceptability of the Chinese sentences in similar pattern of [*because* X] was significantly higher than the pretest and posttest, but the acceptability of posttest did not increase significantly after the participants read the Chinese sentences. Next, we compared the acceptability of each type of English sentences in pretest and posttest. None of a type of

DOI:10.6814/NCCU202101172

[*because* X] has significant difference, especially [*because* N] 1 and [*because* INTJ]-2. The acceptability of these two types decreased after reading the Chinese sentences. One of the possible reasons might be the formality. The pattern [*because* X] is a relatively new and informal pattern, it is against the grammar rules that Taiwanese learner have learned. When [*because* N]-1 conveyed a formal information with an informal pattern, it might be difficult for learners to accept this sentence. The other reason might be the lack of the context and social non-verbal context. In the questionnaire, participants only saw one sentence without any other context, and most of the sentences were collected from Twitter, a tool of CMC, which was lack of the non-verbal context from face-to-face communication. Participants might find it is difficult to interpret the meaning of interjection with limited or no context, and this might cause the low or decrease of the acceptability.

國立政治大學 National Chengchi University

DOI:10.6814/NCCU202101172

DOI:10.6814/NCCU202101172

CHAPTER 6

CONCLUSION

6.1 Summary and major findings

There are two purposes of the present study, (a) to compare the different uses of *because* between NSs and Taiwanese learners from *Corpus of Contemporary American English* (COCA) and *International Corpus Network of Asian Learners of English* (ICNALE) and (b) to find out if the acceptability of Taiwanese learners toward [*because* X] increased after reading the sentences with a similar structure in L1. We recap our findings by answering the research questions below:

1. What are the differences in the use of *because* between native speakers and Taiwanese students?
2. What is Taiwanese EFL learners' acceptability toward the relatively recent structure [*because* X]?

To answer the first research question, we discussed the use of because from two perspectives: the patterns and functions of *because*; for the second research question, we conducted an online survey through LimeSurvey to examine how well Taiwanese NSSs accept [*because* X] before and after reading the sentences in L1 with a similar pattern.

For the patterns of *because*, we observed nine different patterns from COCA academic section: "*Because*", connect two clauses, ", *because*", ", *because* of", " *be because*", "*because* of", "*Because* of", "*just/ simply because*" and other patterns. The top three patterns that are used the most frequently by both NSs and Taiwanese NNSs are "connect two clauses", ", *because*", and "*because* of". As for NNSs, there was no result in

DOI:10.6814/NCCU202101172

"*Because* of" and other patterns.

Placing a comma in front of *because* is the pattern that is usually used when *because* functions as 'inference'. After examining the excerpts from COCA and ICNALE, both NSs and NNSs have this concept in mind, but to check from the frequency of using this pattern, Taiwanese NNSs used ", *because*" two times more than NSs. Therefore, we further examined the concordance lines in the pattern ", *because*" in *Corpus of Contemporary Taiwanese Mandarin* (COCT). Out of 500 results in COCT, the frequency of ", *because*" is up to 46%. Hence, we assumed that the reason why Taiwanese NNSs use ", *because*" two times more frequently than NSs is the L1 influence.

Second, we discussed the pattern "*because* of". The frequency of "*because* of" for NSs and Taiwanese NNSs is similar. The possible reason why Taiwanese NNSs used this pattern a bit higher than NSs might be the simple structure of NP. The pattern "*because* of" needs to be followed by an NP. A simple NP can be composed of a determiner and a head noun, a single noun/ pronoun (Biber, et al., 1999), it is easier for a learner to compose a simple NP than a clause. When we take a closer look at how NSs and Taiwanese learners used "*because* of", we can still see the difference. NSs composed simple and complex NPs, whereas Taiwanese learners mostly composed a simple NP after "*because* of".

Third, the pattern "*Because*" and "*Because* of", which is placing *because* in the sentence initial position, is the fourth frequently used pattern by NSs, but a less used pattern by Taiwanese learners. First of all, the purpose of placing *because* in the sentence initial position is to establish a link to the previous sentence (Celce-Murcia & Larsen-Freeman, 1999), or to avoid reading difficulties for reading when the sentence is too long (Yoon & Yoo, 2011). After we examined the excerpt from COCA and ICNALE, we found out that NSs and Taiwanese NNSs did place *because* in the initial position to create a link to the previous sentence, but perhaps Taiwanese NNSs try to avoid being affected by L1

DOI:10.6814/NCCU202101172

frequently used pattern which is against English grammar, "*yīngwèi…suǒyǐ*" (*because…so…*), or they are not confident enough or not having a clear mind about when to place *because* in the initial position, the result for this pattern is really found in Taiwanese NNSs data. As for Yoon and Yoo's statement about placing *because* in the sentence initial position when the sentence is too long (over thirty tokens), not all the data of NSs followed this rule. This may be possibly used when guiding L2 learners at a relatively beginner level, but it is not an absolute rule.

The next pattern that was discussed is "just/ simply *because*". From the previous relative studies, researchers did research on the pattern "*just because…doesn't…*". According to Hilpert (2007), this is not a canonical pattern, this may be able to explain why there is no result in our data collected from the formal section of COCA and ICNALE. Biber et al. (1999) discussed about that *just* is mostly used in an informal context. Therefore, we can assume that it is because of *just* that make the pattern "*just/ simply because*" is usually used in an informal genre, and it is rarely found in formal context such as in academic texts and argumentative essays. Based on this observation and discussion, we may say that both NSs and Taiwanese NNSs have the same concept toward when "*just/ simply because*" should be used.

Based on the result, because Taiwanese NNSs used fewer patterns of *because* than NSs did, we can assume that Taiwanese NSSs do not use *because* as versatilely and freely as NSs do. Similar to the reason Crewe (1990) proposed that learners overuse logical connectors to disguise their poor writing, the possible reasons that Taiwanese learners tend to stick to a few types of patterns which they are familiar with and confident enough is to avoid making grammatical errors.

The second part of the present study investigating the acceptability of [*because* X] and examining if L1 with similar pattern will influence EFL learners' judgement in a relatively new pattern. The result showed no significant differences in acceptability after

DOI:10.6814/NCCU202101172

reading L1 sentences, the insufficient exposure might be the reason. McCulloch (2014) explained that one of the functions of [*because* X] is interjecting something, which the speakers usually use it when they feel exclamatory. [*because* X] has been used on TV shows, online classified websites and micro-blogging social media. However, for Taiwanese learners, we do not have as much access to English-speaking TV shows as NSs speakers do, and the most possible access to see [*because* X] is through the micro-blogging websites, such as Facebook or Twitter, but the content from those sites only contain short sentences or individual images, these may not be able to offer learners enough context to learn how NSs actually use [*because* X] and neither reading L1 sentences with similar pattern makes learners' accept this relatively recent use.

6.2 Pedagogical Implication

The present study aimed to figure out how NSs and Taiwanese NNSs use one of the most commonly used logical connectors—*because* differently, in what aspect should Taiwanese learners be trained in using *because* like a NSs do, and how to introduce the relatively new and informal structure [*because* X].

For the different patterns of *because*, we suggest to train the students to use *because* versatilely when they reach a certain level, and need to write in English in their daily lives, for example, university students, graduate students, adults who need English writing skills for work, or high school students with approximately over intermediate level. In other words, they are already familiar with some basic grammar rules and be able to use *because* to connect two clauses freely because that is the most common pattern for both NSs and NNSs. Moreover, they need their English writing skills reach to a certain point for either academic or business area.

First, for the pattern ", *because*", teachers can create worksheets or activities to lead students to distinguish the two functions of *because* used in different sentences. Once

DOI:10.6814/NCCU202101172

students are able to tell the difference of *because* by its functions, teachers can ask students to observe the different sentence patterns with *because* that are used in different functions. After students find out the difference in the patterns, which people usually add a comma before *because* when it functions as an indicator of inference, teachers can tell the students the rule that a comma is usually placed before *because* when it has the inferential function. After that, teachers can assign a few writing tasks that can ask students to justify their point of view or give reasons to anything by using *because*, giving students more chances to practice.

Second, teachers can give examples using different sentence orders as shown below:

(6-1a) The patients consisted of 15 men and 7 women aged 25-66. *Because* several patients had contact with other persons who had similar symptoms, the outbreak was considered to be infectious agent.

(6-1b) The patients consisted of 15 men and 7 women aged 25-66. The outbreak was considered to be infectious agent *because* several patients had contact with other persons who had similar symptoms.

After reading the two example sentences, teachers can ask students which one is more reader-friendly and what is the reason that make them feel that way, and teachers can gradually lead them to the purpose of placing *because* in the sentence initial position, to establish a link between the previous sentence and the latter one. In this way, students can directly experience how readers feel when they read a sentence without a proper link. In addition, due to the rare use of "*Because* of", teachers in Taiwanese can provide the example of this pattern to make learners understand that they can use this pattern in English writing as well since there was no result in ICNALE for this pattern.

DOI:10.6814/NCCU202101172

The pattern "*because* of" is used quite often by Taiwanese learners; however, most of the data we collected are "*because* of" followed by a simple NP, such as a determiner plus a noun, while NSs compose both simple and complex NP. In order to train students to use "*because* of" more freely and similarly to how NSs use it, teachers in Taiwan can show some examples, make sure learners get the concept that "*because* of" can be followed by either simple and complex NP. Furthermore, teachers can provide some activities to strengthen the ability of composing complex NP if needed.

Another important point is the convention that *because* can be used in both formal and informal genres in different patterns. For example, when *because* is in the pattern "just/ simply *because*", it is considered to be relatively informal because of the word *just*. The other informal use of *because* is [*because* X]. When introducing these patterns to students, teachers need to tell students that these are used mostly or only in informal context.

For the fairly recent structure [*because* X], although it is so popular in some English speaking countries that some dictionaries already took this structure in, it is still not widely accepted like other patterns. [*because* X] can only be used in daily life, such as chatting with friends, writing something down on social media, etc. Instructors should be aware if learners accidentally take [*because* X] as a canonical use after seeing native speakers use it on social media.

6.3 Limitation

In spite of the data collected from corpus being carefully analyzed to find out how NSs and Taiwanese NSSs use *because* differently, and the acceptability toward [*because* X], there were some limitations that prevent us from getting the desired result. We will discuss the limitations and the restriction for the survey of [*because* X] in this section.

The limited size of the learners' corpus, ICNALE is the one of the restrictions.

DOI:10.6814/NCCU202101172

First, the lack of variety topic might have limited the amount of desired data. Another limitation is the small size of data for higher level students, it may be better if we get the data of Taiwanese learners from over a certain level, for example, data from students who are over B1_2 (ICNALE divided students' level into 4 categories: A2, B1_1, B1_2, and above B2), this way we can get more precise data instead of getting data that are hard to analyze due to the grammatical errors. However, the present study did not do that because the data from B1_2 and B2 students were limited.

For examining Taiwanese NNSs' acceptability of [*because* X], as we introduced in the previous chapter, if we can offer more contexts in each sentence of [*because* X], we might be able to get a better result. However, we considered that the reading burden for each participant while doing online survey, the online survey only concluded one sentence for each type of [*because* X]. Another limitation is the level of each participant. Even though we listed the level with some couple of standardized test with scores, we cannot be sure what the participants' real level is because they did the self-evaluation. Their level may affect the result because the participants may skip the questions in the questionnaire due to limited English reading ability. In addition, recruiting participants from social media may get only a certain age groups of participants. With a wider age range, we may get a better result closer to what all Taiwanese learners' opinion toward [*because* X].

For future studies, since the present study only focused on written data in formal context, researchers can analyze the data extracted from informal context, such as magazines, or analyze the spoken data from native speaker and learner corpora. From there, different kinds of patterns like "just/ simply *because*…doesn't…" may be extracted and analyzed. As for the acceptability of [*because* X], researchers may put video clips that contain [*because* X] for participants to rate acceptability, to see if participants' acceptability will change with the context and without the help from L1. Even better,

DOI:10.6814/NCCU202101172

researchers may choose participants in a certain level to make sure the participant rating the acceptability low is not affected by their English proficiency level.

國立政治大學 National Chengchi University

DOI:10.6814/NCCU202101172

REFERENCES

Adams, M. (2017). Because Much? *American Speech, 92*(4), 533-546. doi:10.1215/00031283-4395226

Biber, D., Johansson, S., Leech, G., Conrad, S., & Finegan, E. (1999). *Longman Grammar of Spoken and Written English*. Longman.

Biq, Y.-O. (1995). Chinese Causal Sequencing and Yinwei in Conversation and Press Reportage. *Annual Meeting of the Berkeley Linguistics Society*, *21*(2), 47. https://doi.org/10.3765/bls.v21i2.1374

Cain, K., Patson, N., & Andrews, L. (2005). Age- and ability-related differences in young readers' use of conjunctions. *Journal of Child Language, 32*(4), 877-892. doi:10.1017/s0305000905007014

Carey, S. (2013, November 13). *'Because' has become a preposition, because grammar*. https://stancarey.wordpress.com/2013/11/13/because-has-become-a-preposition-because-grammar/

Carrey, J. [@JimCarrey]. (2020, May 14). *I shaved because…hey, I don't need a reason. I just shaved damn-it!* [twitter]. Twitter https://twitter.com/jimcarrey/status/1260706930701422592

Celce-Murcia, M., & Larsen-Freeman, D. (1999). *The grammar book: An ESL/EFL teacher's course* (2nd ed.). Boston: Heinle & Heinle.

Chen, F. J. G. (2007). The L2 acquisition of information sequencing in Chinese: The case of English CSL learners in Taiwan. *Electronic Journal of Foreign Language Teaching*, *4*(2), 170-191.

Crewe, W. J. (1990). The illogic of logical connectives. *ELT Journal*, *44*(4), 316–325. https://doi.org/10.1093/elt/44.4.316

DOI:10.6814/NCCU202101172

Davies, M. (2010). The Corpus of Contemporary American English as the first reliable monitor corpus of English. *Literary and Linguistic Computing, 25*(4), 447-464. doi:10.1093/llc/fqq018

Don, Z. M., & Sriniwass, S. (2017). Conjunctive Adjuncts in Undergraduate ESL Essays in Malaysia: Frequency and Manner of Use. *Moderna språk, 111*(1), 99-117.

Garber, M. (2013, November 19). *English Has a New Preposition, Because Internet.* The Atlantic. https://www.theatlantic.com/technology/archive/2013/11/english-has-a-new-preposition-because-internet/281601/

Halliday, M., & Hasan, R. (1976). *Cohesion in English (English Language Series; No. 9)* (1st ed.). Longman.

Halliday, M., & Matthiessen, C. (2014). *Halliday's Introduction to Functional Grammar* (4th ed.). Routledge.

Hilpert, M. (2007). Just because it's new doesn't mean people will notice it. *English today*, *23*(3-4), 29-33.

Hirose, Y. (1991). On a certain nominal use of because-clauses: Just because because-clauses can substitute for that-clauses does not mean that this is always possible. *English Linguistics, 8*, 16-33.

Hoad, T.F. (1986). The Concise Oxford factionary of English etymology.

Ishikawa, S. I. (2010). A corpus-based study on Asian learners' use of English linking adverbials. *Themes in Science and Technology Education*, *3*(1-2), 139-157.

Ishikawa, S. I. (2014). Design of the ICNALE-Spoken: A new database for multi-modal contrastive interlanguage analysis. *Learner corpus studies in Asia and the world, 2*, 63-76.

Ishikawa, S. I. (2019). The ICNALE Spoken Dialogue: A new dataset for the study of Asian learners' performance in L2 English interviews. *English Teaching*, *74*(4), 153-177.

Kanetani, M. (2019). *Causation and reasoning constructions*. Amsterdam ; Philadelphia: John Benjamins Publishing Company.

DOI:10.6814/NCCU202101172

Kishner, J. M., & Gibbs, R. W. (1996). How “Just” Gets Its Meanings: Polysemy and Context in Psychological Semantics. *Language and Speech*, *39*(1), 19–36. https://doi.org/10.1177/002383099603900102

Lin, Y. C. (2020).*A Corpus-based Study of Native Speakers' and Taiwanese EFL Learners' Use of the Adverb JUST* [Unpublished master's thesis]. National Chengchi University.

Ma, Y., & Wang, B. (2016). A Corpus-based Study of Connectors in Student Writing: A Comparison between a Native Speaker (NS) Corpus and a Non-native Speaker (NNS) Learner Corpus. *International Journal of Applied Linguistics and English Literature*, *5*(1). doi:10.7575/aiac.ijalel.v.5n.1p.113

McCarthy, M. (1991). *Discourse Analysis for Language Teachers (Cambridge Language Teaching Library)* (1st ed.). Cambridge University Press.

McCulloch, G. (2014, January 5). *Why the new "because" isn't a preposition (but is actually cooler)*. https://allthingslinguistic.com/post/72252671648/why-the-new-because-isnt-a-preposition-but-is.

Meyer, C. (2002). Corpus analysis and linguistic theory. In English Corpus Linguistics: An Introduction (Studies in English Language, p.1-29). Cambridge: Cambridge University Press. Doi: 10.1017/CBO9780511606311.002

Minneapolis, H. (2014, January 04). *"Because" is the 2013 Word of the Year*. https://www.americandialect.org/because-is-the-2013-word-of-the-year

Mudhhi, S. K., & Hussein, R. F. (2014). A Corpus–based study Of Conjunctive adjuncts in the writings of native and non-native speakers of English. *English Linguistics Research*, *3*(2). https://doi.org/10.5430/elr.v3n2p18

Odlin, T. (2005). CROSSLINGUISTIC INFLUENCE AND CONCEPTUAL TRANSFER: WHAT ARE THE CONCEPTS? *Annual Review of Applied Linguistics, 25*, 3-25. http://dx.doi.org/10.1017/S0267190505000012

Pullum, G. K. (2014, January 5). *Language log » because syntax*. Language Log. https://languagelog.ldc.upenn.edu/nll/?p=9494

Quirk, R., Greenbaum, S., Leech, G., & Svartvik, J. (1985). *A Comprehensive Grammar of the English Language*. Longman.

DOI:10.6814/NCCU202101172

Seoane, E., Acuña-Fariña, C., & Palacios-Martínez, I. (2018). *Subordination in English: Synchronic and Diachronic Perspectives (Topics in English Linguistics [tiel], 101)*. De Gruyter Mouton.

Trebits, A. (2009). Conjunctive cohesion in English language EU documents – A corpus-based analysis and its implications. *English for Specific Purposes, 28*(3), 199-210. doi:10.1016/j.esp.2009.04.004

Walla, S. (2016). *Because, X: a New Construction of Because in Popular Culture* (thesis). Eastern Michigan University, Ypsilanti, MI.

Walther, Joseph. (2011). *Theories of computer-mediated communication and interpersonal relations*. The Handbook of Interpersonal Communication. 443-479.

Weinberger, D. (2013, January 7). *Because noun*. Joho the Blog. https://www.hyperorg.com/blogger/2013/01/07/because-noun/.

Whitman, N. (2013, October 18). *Because as a Preposition*. Quick and Dirty Tips. http://www.quickanddirtytips.com/education/grammar/because-as-a-preposition?page=2

Yoon, J. W., & Yoo, I. W. (2011). An Error Analysis of English Conjunctive Adjuncts in Korean College Students' Writing. *English Teaching, 66*(1), 225-244. doi:10.15858/engtea.66.1.201103.225

國立政治大學 National Chengchi University

DOI:10.6814/NCCU202101172

APPENDIX

The online questionnaire for the acceptability of [*because* X]

A. Instruction

您好，首先感謝您撥空填寫此問卷。本問卷為學術性質之研究，目的為觀察人們對中英文句型的接受程度。此問卷總共有 24 個中、英文句子，請您憑直覺回答。填答時間約為 5 分鐘。答案無對錯之分，內容一切保密，請放心作答。

國立政治大學 英語教學碩士在職專班

指導教授：鍾曉芳 博士

研究生：何靜文 (chingwen1015@gmail.com)

B. The first and third section of the online questionnaire

Instruction: 請依直覺選出對以下句子的接受度。最低為 1，最高為 5。不清楚句子意思則不需填答。

	1	2	3	4	5
National Science Foundation cancles new grants because politics.	○	○	○	○	○
I like this new smart phone because reasons.	○	○	○	○	○
She is tired because, went to the gym.	○	○	○	○	○
Skipping lunch this afternoon because sleep.	○	○	○	○	○
I bought this puppy because adorable.	○	○	○	○	○
Going to bed way early because exhausted.	○	○	○	○	○
I'm talking about things I like because yay.	○	○	○	○	○
I need to talk to my cousin because ooooh!	○	○	○	○	○

DOI:10.6814/NCCU202101172

C. The second section of the online questionnaire

	1	2	3	4	5
我不太清楚耶！我覺得應該是臺語「房子」的意思，因為「厝」嘛。	○	○	○	○	○
他們很多時候也沒辦法離開我們。這個地方太遠，因為環境的關係。	○	○	○	○	○
我們剛剛還在討論到底為什麼要提燈籠還有放天燈啊？是因為「祈福」嗎？	○	○	○	○	○
他說這或許跟長年茹素有關係，比較不會有暴戾之氣。我個人是覺得因為吃素。	○	○	○	○	○
他們認同這個的理念。也會到農場出力支持這些辛苦的農夫，因為有機啊！	○	○	○	○	○
那麼好的一個妹妹，如果她是出於意外，或許還不會那麼難過，但那卻是因為人為。	○	○	○	○	○
聽到這段我眼淚超有感覺，我超有感覺因為哎呦！	○	○	○	○	○
某些時候我很自私　沒辦法~因為爽啦！	○	○	○	○	○

D. Personal information

以下資料僅供研究使用，一切保密。請放心填答。

*您的性別認同

○ 男

○ 女

○ 其他

DOI:10.6814/NCCU202101172

*您的年齡 ○ 20 歲以下 ○ 21-30 歲 ○ 31-40 歲 ○ 41-50 歲 ○ 51-60 歲 ○ 61 歲以上
*您的國籍 ○ 台灣 ○ 其他
*您的英文程度 ○ 基礎（相當於全民英檢初級、多益 225 以上、CEFR A2 ） ○ 進階（相當於全民英檢中級、多益 550 以上、CEFR B1） ○ 高階（相當於全民英檢中高級、多益 785 以上、CEFR B2） ○ 流利（相當於全民英檢高級、多益 945 以上、CEFR C1） ○ 精通（相當於全民英檢優級、CEFR C2）

DOI:10.6814/NCCU202101172