And… Why Shouldn't We Start a Sentence with 'And'?

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Abstract

This paper investigates the use of sentence-initial logical connectors by Japanese ESL writers both quantitatively and qualitatively for contextual appropriateness. The study consists of two parts. Study 1 compares 20 academic essays written by Japanese ESL students with 20 essays written by English native speakers. The differences between the two groups show that the Japanese ESL writers overuse logical connectors in sentence-initial position (ESL=15.33 vs. NES=10.37 per 100 orthographic sentences). ESL essay samples also show how their overuse of logical connectors results in inappropriate or unclear transitions and causes their essays to appear informal and not academic. Study 2 then looks at the essays written by Japanese students in Japanese. This is to investigate L1 transfer as a possible source of the overuse of sentence-initial logical connectors identified in Study 1. In the Japanese essays, sentence-initial logical connectors are used more frequently and saliently (NJS=21.37 per 100 orthographic sentences). The findings from Study 2 thus correspond to the tendencies identified in Study 1, suggesting a likely source of transfer from L1 writing into ESL essays. Because native English writers are usually instructed to use meaningful transition signals carefully in sentence-initial position in academic writing, ESL writers' overuse of logical connectors may be perceived as logical or rhetorical weaknesses in ESL essays. This study also provides examples of how dictionaries and reformulated texts can be used in ESL instruction to provide guidance to students in the correct use of logical connectors.

Introduction

When I was taking academic writing classes in the United States, one of the things I often found difficult was knowing how to start an essay or a paragraph. This did not seem to become any easier even when I became a more advanced ESL writer; instead, it seemed to me that my writing teachers were becoming pickier about my writing. Even though each sentence I produced was grammatically more accurate than it had been before, I often got comments such as, "You need a better transition word here." It seemed like I had problems not only with starting an essay or a new paragraph but also with starting every sentence in an academic essay. I then began to realize that I had to pay closer attention to information flow and rhetorical effects, and the expressions I used at the beginning of a sentence were extremely important for these purposes. Later, when I began to teach ESL classes, I noticed many Japanese ESL students had similar problems in their essays. This was how my research interest in the use of sentence-initial expressions in English academic writing had originally started.

In previous studies (Kusuyama, 2006, 2008) I have discussed Japanese ESL writers' (ESL hereafter) use of sentence-initial adverbials in English academic writing. Sentence-initial adverbials are often categorized into three functional classes: circumstance adverbials, stance adverbials, and logical connectors (e.g., Biber et al, 1999). In particular, the following results were obtained with regards to the Japanese ESL writers' use of the three types of word/phrase-level sentence-initial adverbials (Kusuyama, 2003, 2006):

1. ESL writers use circumstance adverbials with a frequency similar to that of native English-speaking (NES hereafter) writers;

2. ESL writers use stance adverbials less frequently than the NES writers; and

3. ESL writers use logical connectors more frequently than the NES writers.

In my last study (Kusuyama, 2008), which was the first follow-up study of the above findings, I specifically looked at the use of sentence-initial stance adverbials and reported the NES/ESL comparisons of sentence-initial stance adverbial usage as well as the possible sources of transfer from Japanese writers' L1 writing tendencies. This current study is the second stage of the follow-up study, and I investigate here the Japanese ESL writers' use of sentence-initial logical connectors in more details.

Previous Studies

Adverbials can appear in different positions within a sentence. When adverbials appear in sentence-initial position, they indicate a marked word order in English, and they often have a wider modification scope. Sentence-initial adverbials, thus, have some special rhetorical effects, meanings, and functions particularly in their use as indication of contrast and emphasis (e.g., Buysschaert, 1987; Celce-Murcia & Larsen-Freeman, 1999; Jacobs, 1995; Kolln, 1990; Quirk, Greenbaum, Leech, & Svartvik, 1985). Jacobs (1995) summarizes the characteristics and functions of sentence-initial elements as follows (p. 153):

1. Sentence initial-position is often occupied by adverbial phrases or clauses indicating time or place.

2. Simple linkages between separate sentences are also common in sentence-initial position. They typically indicate logical relations of contrast, exemplification, elaboration, and so forth.

3. Sentence-initial position is also a place for direction setting linkages – phrases or clauses indicating the direction the text will now take.

As pointed out by Jacobs in 2 and 3 above, logical connectors are important in writing particularly for organization and presentation of information.

Logical connectors are sometimes called linking adverbials (Biber et al., 1999) or conjunctive adverbials (Halliday & Hasan, 1976). Logical connectors "connect units of discourse of different sizes" (Biber et al., 1999, p. 765). Logical connectors (or linking adverbials in Biber's terms) are used to indicate enumeration/addition, summation, apposition, result/inference, contrast/concession, and transition (Biber et al., 1999, p. 765). Halliday & Hasan (1976) also suggests four types of logical connectors (or conjunctive adverbials in Halliday's terms): additive, adversative, causal, and sequential. Additionally, Halliday & Hasan (1976) explains that some coordinating conjunctions, (e.g., *and*, *but*, *so*, and *then*) may be used to indicate conjunctive cohesion instead of structural coordination.

Williams (1996), however, mentions the inadequacy of Halliday's (1976; 1985) taxonomic approach, which merely labels conjunctive adverbs according to their broad semantic categories. Williams claims that, because conjunctive adverbs within the same semantic category are often not interchangeable (*e.g, rather* and *on the contrary; furthermore* and *in addition*), they are best classified in terms of propositional relations, which may be either explicitly or implicitly inferred from the surface structure. According to Williams, conjunctive adverbs often function as markers to guide the hearer/reader "toward identifying the

precise nature of the contextual effects intended" (p. 21-22).

Regarding the position of logical connectors, Salera (1978) investigated the syntactic mobility of three adversative logical connectors (*however, nevertheless,* and *instead*). She hypothesized that these adversatives indicate different functions depending on their placement or position. Her findings generally support the following order at least with a weak tendency: an emphatic contrast or counter-expectation expression is placed in sentence-initial position, a moderately strong contrastive relation in medial position, and a contrastive comment or afterthought in final position.

In terms of teaching ESL writing, as Williams (1996) explains, ESL writers may also have some problems with adverbs that have similar meanings but are not interchangeable (*e.g.,* using *on the contrary* where *in contrast* is required). Therefore, the inappropriate selection of logical connectors is somewhat expected in ESL writing. Celce-Murcia & Larsen-Freeman (1999) also point out that the problem most ESL writers have with the use of logical connectors is their overuse.

This study, therefore, aims at examining Japanese ESL learners' use of sentence-initial logical connecters both quantitatively and qualitatively. It investigates two issues: 1) the Japanese ESL writers' use of logical connectors in sentence-initial position in comparison with the native English-speaking writers' and 2) the use of sentence-initial logical connectors by native Japanese-speaking writers in Japanese academic essays. The objective of the first point is to follow up my previous study (Kusuyama, 2006) and compare the use of sentence-initial logical connectors in ESL/NES essays so that I can examine more closely the similarities and differences in ESL/NES writers. The purpose of the second point is to identify some possible sources (i.e., transfer from the salient features in Japanese academic essays) that might explain some of the nonnative-like features manifested in the ESL essays.

Methodology

Because this is the second stage of the follow-up study, it used the same methodology as the first follow-up study and is conducted in two stages: Study 1 and Study 2. Study 1 provides an analysis of the use of logical connectors by two groups of student writers: Japanese ESL students studying at an American university (ESL) and native English-speaking students (NES). Study 2 investigates the use of logical connectors in Japanese essays written by native Japanese-speaking students (NJS). As was the case with my previous studies, the sentence-initial logical connectors investigated here are limited to word/phrase-level elements even though logical connectors may appear in other forms (e.g., clausal, multiple).

Study 1

Study 1 uses the same data set used in my previous two studies (Kusuyama, 2006, 2008): 20 ESL essays written by Japanese students learning English in the United States (ESL essays hereafter) and 20 English essays written by native English-speaking students (NES essays hereafter).

1. ESL Data

The ESL essays were written by Japanese ESL learners for an ESL placement test at an American university. The prompt used was titled "Confidence in the future," which quoted a concern stated by Jimmy Carter. It asked the test takers to write a well-organized academic essay by either agreeing or disagreeing with Carter's concern and by supporting their opinions based on their personal experience. The test takers were given two writing prompts, and they were instructed to choose one of the two prompts and write an essay within 50 minutes. The twenty essays analyzed came from the essays of ESL learners who were either placed into an intermediate/advanced class or exempted from ESL instruction.

2. NES Data

Twenty timed essays written by NES writers were used as the control-group data. The same prompt as the ESL essays was used for the NES writers, but their writing time was adjusted to 40 minutes. This was because these writers were native English speakers and only one prompt was given to these test takers

unlike the ESL placement test, which gave the ESL writers an option of choosing one prompt out of the two prompts.

3. Methods of Analysis

The methods of analysis of this part followed my previous studies as well. A "sentence" refers to an orthographic string that begins with a capital letter and ends with a period. For the purpose of ESL/NES comparison, the number of tokens is reported by a relative frequency of lexical density measure tokens per 100 orthographic sentences. As was the case with my previous studies, the analysis here only reports the findings on the first clause in an orthographic sentence and word/phrase-level sentence-initial logical connectors, even though the other levels of sentence-initial adverbials were coded and analyzed in the study. The categorization of sentence-initial logical connectors also followed my previous studies, adapting *Longman Grammar of Spoken and Written English* (Biber et al., 1999).

Study 2

Study 2 uses the same data seta as the first follow-up study (Kusuyama, 2008) . This data set consists of the 20 Japanese essays written by native Japanese speakers (NJS essays), and it is used here to identify some possible L1 transfer factors in ESL writing.

1. NJS Data

Twenty NJS essays were written by native Japanese-speaking university students. The prompt of the NJS essays was parallel to the English prompt even though it was slightly modified in wording in order to eliminate some culture-specific factors. For example, instead of quoting Carter's statement, the prompt in Japanese used expressions like "at around 1980, some people expressed social concerns in the United States." This was to assure that the NJS writers' writing quality and quantity be not influenced by the factors that may not be common background knowledge for Japanese young people. The NJS writers were asked to perform the same task as the ESL and NES writers (i.e., to agree or disagree with this concern and support their opinions based on their personal experience). The writing time for the NJS essays was adjusted from 40 minutes (i.e., the NES essay writing time) to 45 minutes because in a pilot study conducted prior to the data collection the test takers expressed their concern that handwriting Japanese characters was much more demanding than handwriting English[1].

2. Method of Analysis

The methods of analyses for the NJS essays also followed those used the previous studies. The definition of a sentence followed the traditional definition of "an orthographic sentence," marking the end of a sentence with a particular verb form and a punctuation mark "。" , the equivalent of a period in English.

The logical connectors examined in this data set included expressions that are considered as conjunctions and adverbial expressions performing linking functions in Japanese. Causal subordinators, such as *nazenara*, *toiunowa*, *toiunomo* 'because, for, since' are included because these subordinators usually function as conjunctions in Japanese. Expressions that are grammaticalized enough to be treated as formulaic expressions rather than adverbial clauses (e.g., *soosuruto* 'then,' *soosureba* 'then,' *sooieba* 'by the way') are also included in the word/phrase-level analysis.

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Findings and Discussions

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Study 1

In Study 1 (ESL/NES comparisons), logical connectors appeared in five forms: conjunctions,

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[1] Even though this issue was not empirically analyzed in the pilot study, the participants' concern was incorporated in the NJS data collection. This was because the writing quantity and length of essays were not analyzed in this study, and it was important to make sure that adequate amount of writing time was allocated to the NJS writers.

conjunctive adverbs, adverbs, prepositional phrases, and formulaic expressions. The ESL writers' use of logical connectors (15.33 per 100 orthographic sentences) was considerably higher than that of the NES writers' (10.37 per 100 orthographic sentences). In four out of the five forms (except conjunctive adverbs), the token frequency of the ESL writers was higher than that of the NES writers (Table 1).

Table 1. Syntactic Forms of Word/Phrase-level Sentence-initial Logical Connectors (NES vs. ESL)

Word/phrase-level Logical Connectors	Number of Sentence-initial Logical Connectors (Number of Orthographic Sentences)		Number of Sentence-initial Logical Connectors per 100 Orthographic Sentences	
Forms	**NES (S=492)**	**ESL (S=398)**	**NES (S=100)**	**ESL (S=100)**
Conjunctions	7	11	1.42	2.76
Conjunctive Adverbs	26	19	5.28	4.77
Adverbs	8	12	1.62	3.02
Prepositional Phrases	4	9	0.81	2.26
Formulaic Expressions	6	10	1.22	2.51
Total	**51**	**61**	**10.37**	**15.33**

This next section looks at the use of logical connectors in three separate categories: 1) conjunctions, 2) conjunctive adverbs, and 3) adverbs, prepositional phrases, and formulaic expressions.

1. Conjunctions

The ESL writers used conjunctions in sentence-initial position more frequently than the NES writers do (NES=1.42 vs. ESL=2.76). The list of the sentence-initial conjunctions that appeared in the NES essays and the ESL essay are shown in Table 2.

Table 2. Sentence-initial Conjunctions (NES vs. ESL)

Functions	Conjunctions	NES (S=492)		ESL (S=398)	
		Number of Conjunctions	**Per 100 Orthographic Sentences**	**Number of Conjunctions**	**Per 100 Orthographic Sentences**
Addition	and	1	0.20%	4	1.01%
Contrast	but	4	0.81%	2	0.50%
Contrast	yet	1	0.20%	3	0.75%
Result	so	1	0.20%	2	0.50%
	Total	**7**	**1.42%**	**11**	**2.76%**

The ESL students' use of *and* in sentence-initial position was particularly noticeable, and the same tendency was also confirmed by another study separately undertaken using a different prompt (Kusuyama, 2003). In English academic writing, starting a sentence with *and* is permitted but not regarded as good stylistically. Furthermore, its overuse is distracting, especially when it has no meaningful function (e.g., Johnson, 1982). The NES writers seem to follow this practice. Only one NES writer out of 20 used *and*

in sentence-initial position in this data set, and in this particular case *and* is used more like a conjunctive adverb indicating an emphatic additive meaning (Halliday & Hasan, 1976) as shown in Example 1.

> **Example 1**
>
> More females and minorities are overcoming the barrier of discrimination. It won't happen all at once but I believe a slight, but important, change will occur in the next 5-10 years. **And** this course of action will give more people hope for the future, making our nation strong socially and politically. (NESA12)

The ESL writers, on the other hand, seemed to use *and* as a sentence-initial logical connector even when there were no particular meaningful functions attached. This tendency often resulted in the ESL writers' inappropriate use and/or overuse of *and*. See Examples 2 and 3 below:

> **Example 2**
>
> It is difficult to predict how our lives will be in the future. **And** it is not even proper to say that our lives are getting better or worse. (ESLA166)

> **Example 3**
>
> To solve this problem, we should accept much more immigrants to increase workers. **And** child care system should be much organized. Now almost of all the kindergarten in Japan close in 5pm, and parents have to take their children to home even if they have much work to do after that time. **And** child care center is always full, so at the beginning of the year, parents need to follow the long line to present an application form to the center, in addition, there is no guarantee to be accepted. (ESLA167)

Something similar is also observed with the ESL writers' use of a sentence-initial conjunction *yet*. In the NES essays, only one case of *yet* was identified, and the NES writer's use of this conjunction indicated a clearly emphasized contrast to the proposition expressed in the preceding sentence.

> **Example 4**
>
> If life is slowed down and the economy is not such a driving force in the country, respect will cultivate and flourish. Obviously, this is an incredibly complex topic that can be properly discussed in such a short amount of time. **Yet**, the need for respect in society today is so great that it has to be at least touched upon in any opportunity. (NESA14)

Two ESL writers used the conjunction *yet*, and according to the placement text results, both of these writers were exempted from ESL instruction. However, even these advanced learners used the conjunction *yet* somewhat loosely: they might have understood the contrastive meaning and function of the word *yet*, but the way they used this word in sentence-initial position seemed to provide neither a clear contrast to the preceding sentences nor an appropriate transition to the new idea (Examples 5 and 6).

> **Example 5**
>
> All we have to do is just touch a start switch to do a work which was very difficult when we were young. **Yet** we don't have to think better way to do it. (6 more sentences here) Before wide spread of TVs, radios, telephones and the internet, people gathered to discuss something, and in these gathering, they found their way to live better. **Yet** we can get information easily without

contact to others. (ESLA06)

Example 6
The society is now experiencing a enormous paradigm shift. People trapped by the traditional mind set believe they are lost. **Yet**, *there are* many people who try to create the new society. Entrepreneurs start bravely new business with most of the energy and wealth. They certainly do believe they know the future. (ESL306)

The NES writers' writing samples, therefore, indicated that they had a tendency to use conjunctions in sentence-initial position as conjunctive cohesive devices. On the other hand, the Japanese ESL writers overused and/or used coordinating conjunctions loosely in sentence-initial positions even when there was no strong cohesive (additive or contrastive) meaning required by their use.

2. Conjunctive Adverbs
For this particular set of data, the overall frequencies of conjunctive adverbs appearing in sentence-initial position are somewhat similar for the two groups (NES A=5.28, ESL A=4.77) as shown in Table 3. The conjunctive adverbs appearing in the NES and ESL essays are also listed in this table.

Table 3. Sentence-initial Conjunctive Adverbs (NES vs. ESL)

Functions	Conjunctive Adverbs	NES (S=492)		ESL (S=398)	
		Number Conjunctions	**Per 100 Orthographic Sentences**	**Number of Conjunctions**	**Per 100 Orthographic Sentences**
Addition	moreover	1	0.20%	1	0.25%
Addition	then	1	0.20%	6	1.51%
Contrast	however	12	2.44%	7	1.76%
Contrast	nevertheless	2	0.41%	0	0.00%
Result	hence	2	0.41%	1	0.25%
Result	therefore	2	0.41%	3	0.75%
Result	thus	6	1.22%	1	0.25%
	Total	**26**	**5.28%**	**19**	**4.77%**

One of the quantitative differences observed in Table 3 is the use of the word *then*. The NES writers did not generally use *then* in sentence-initial position: only one writer used it. In that case it clearly indicated an emphatic meaning of temporal sequence and the consequence associated with it as shown in Example 7.

Example 7
Within the next five to ten years, the aimlessness of American culture will manifest itself. **Then**, Reagan's premonitions will be realized. (Conclusion, NES17)

The ESL writers, on the other hand, used this word more loosely even when there was no strong temporal sequence or consequential logical connection between the preceding statements and the sentences introduced by this word. Instead, the ESL learners seemed to be using *then* like a conjunction simply indicating an idea that follows the preceding sentence(s) (Examples 8 and 9).

Example 8

Unfortunately, I agree with former President Jimmy Carter's concern that people are losing confidence in the future. Although his statement was addressed almost two decades ago, the situation is getting worse. I feel his way by watching young Japanese people in my home country. **Then** why? (Beginning paragraph, ESLA319)

Example 9

I had a similar kind of experience before. I used to be in a soccer team, which was quite strong. We had too much so-called confidence. **Then** we probably lost the effort instead. We lost the first game of the tournament. It was too late to realize that too much confidence sometimes keeps us from persistent effort to achieve something. (ESLA442)

Another ESL/NES difference was found with the use of the word *thus*. This word is used by several NES writers (six tokens in the data), but only one ESL writer, who was placed in the most advanced ESL class, used this expression. This ESL writer's use of *thus* here is probably acceptable although some ESL instructors might suggest using different expressions instead in this particular portion (Example 10).

Example 10

For the past ten years, high schools in Japan have been losing their students. The reason of the loss is that their students cannot find their motivation for their future and then they quit high school. **Thus**, people, especially young people, cannot provide themselves with purposes in their lives and cannot find the meaning of their lives. (ESLA309)

Thus is a formal word, and ESL writers may not be familiar or comfortable with using this conjunctive adverb even though it is used by NES writers in academic writing.

Additionally, because conjunctive adverbs may appear in sentence-medial position (e.g., between the main subject and main verb), the NES/ESL use of sentence-medial conjunctive adverbs is compared here as well. None of the ESL writers used logical connectors of any form in sentence-medial positions in the first T-unit: only the NES writers did this and they did so only with the conjunctive adverb *however* in this data (Table 4).

Table 4. Sentence-medial Conjunctive Adverbs – NES vs. ESL

Number of Sentence-medial Conjunctive Adverbs (Number of Orthographic Sentences)		Number of Sentence-medial Conjunctive Adverbs per 100 Orthographic Sentences	
NES (S=492)	ESL (S=398)	NES (S=100)	ESL (S=100)
7	0	**1.42**	**0**

Placement of conjunctive adverbs in sentence-medial position not only affects the rhythm of the sentence but also subtly affects the meaning, emphasis, and relationship of the two sentences connected (e.g., Celce-Murcia & Larsen-Freeman, 1999; Kolln, 1990; Salera, 1978). Positioning of conjunctive adverbials in slots other than sentence-initial position may also be an indicator of ESL writing competence and development level.

3. Adverbs, Prepositional Phrases, Formulaic Expressions Used as Logical Connectors

The other three types of adverbials identified in the data (adverbs, prepositional phrases, and formulaic expressions) were used by the ESL writers as logical connectors more than by the NES writers (ESL=7.79 vs. NES=3.36) as shown in Table 5. The lists of adverbs, prepositional phrases, and formulaic expressions used by the ESL and NES writers can be seen in Appendices A, B, and C.

Table 5. Sentence-initial Logical Connectors (Adverb, Prepositional Phrases, Formulaic Expressions) – NES vs. ESL

	Number of Sentence-initial Logical Connectors (Number of Orthographic Sentences)		Number of Sentence-initial Logical Connectors per 100 Orthographic Sentences	
	NES (S=492)	ESL (S=398)	NES (S=100)	ESL (S=100)
Adverbs	8	12	1.62	3.02
Prepositional Phrases	4	9	0.81	2.26
Formulaic Expressions	6	10	1.22	2.51
Total	**18**	**31**	**3.66**	**7.79**

The most noticeable feature of the ESL writing and their use of sentence-initial adverbs, prepositional phrases, and formulaic expressions is related to the way they indicate sequence. Examples of this include expressions *such as firstly, secondly, thirdly, next, ?in the second place, ?in the third place, and *as a conclusion*. These were often used incorrectly and/or inappropriately. The NES writers did not use these expressions very frequently even though they may have employed similar organizational patterns for their essays. The NES writers demonstrated better, more flexible linguistic ability in presenting ideas sequentially and organizing information, and they did not rely so heavily on these logical connectors.

Another ESL/NES writer difference is related to the use of certain discourse markers, *such as now, well,* and *anyways*. The ESL writers used these discourse markers while the NES writers clearly avoided these colloquial expressions. Some of the ESL writers seem to be transferring colloquial discourse markers into their academic writing, which is usually considered not appropriate.

In summary, the Japanese ESL writers overused logical connectors in sentence-initial position, and they seemed to do so with most syntactic forms of logical connectors. Celce-Murcia & Larsen-Freeman (1999) point out that the problem ESL writers demonstrate is "not the underuse of logical connectors: it is their overuse" (p. 537), and the findings of this study confirm this point. Furthermore, the ESL writers' overuse of the connectors often contributes to unclear or inappropriate inter-sentential transitions, which may be considered as typifying the ESL writers' linguistic or rhetorical limitations and/or the lack of cohesion in their academic writing.

Study 2

Oi (1984) reports that NS English writers use fewer connectives in English than Japanese writers do both in their Japanese and ESL texts. This implies that Japanese ESL writers' overuse of logical connectors in sentence-initial position is a possible L-1 transfer. Study 2, thus, looks at the essays written by Japanese ESL writers in Japanese and examines their use of sentence-initial logical connecters.

The data shows that the NJS writers' demonstrate a very high frequency use of sentence-initial logical connectors (NJS=21.37 per 100 orthographic sentences), as shown in Table 6. Because this same overuse of logical connectors was found in the ESL writers' compositions in Study 1 (ESL=15.33 vs. NES=10.37),

it can be inferred that interference from the common sentence-opening strategies used in Japanese writing is the cause of the overuse. (See Appendix D for the list of all logical connectors used in the JSL essays.)

Table 6. Word/Phrase-level Sentence-initial Logical Connectors – NJS vs. ESL vs. NES

	Number of Logical Connectors (Number of Orthographic Sentences)			Number of Logical Connectors per 100 Orthographic Sentences		
Word/phrase-level Sentence-initial Logical Connectors	**NJS (S=351)**	**ESL (S=398)**	**NES (S=492)**	**NJS (S=100)**	**ESL (S=100)**	**NES (S=100)**
	75	61	51	**21.37**	**15.33**	**10.37**

This frequent use of sentence-initial logical connectors is partly due to the NJS writers' tendency to use logical connectors to begin consecutive sentences in some portions of an essay. This obviously results in excessive use and high frequency occurrence of sentence-initial logical connectors in the NJS essays. For example, one NJS writer began eight sentences out of 15 that s/he wrote in the essay with logical connectors. The beginning words/phrases of the 15 sentences are listed, and the portions using sentence-logical connectors are indicated by arrows in Example 10.

Example 10

	1.	*watashi jishin* 'I myself'
→	2.	***toiunowa*** 'because'
→	3.	***daga*** *genzai dewa* 'however, in the present time' (Multiple adverbials)
	4.	*watashiwa* 'I'
	5.	[*hajime wa* 'at the beginning' - Subordinate clause]
	6.	[*daigaku ni shingakushite kara* 'after I had started/entered college' – Subordinate clause]
	7.	[*jibun ga* 'I' – Subordinate clause]
→	8.	***kono yooni*** 'like this'
→	9.	***soshite*** 'and'
	10.	*migino watashijihin no keiken kara* 'from my experience discussed above'
→	11.	***daga*** 'but, however'
→	12.	***dewa*** 'then'
	13.	*sorewa* 'it'
→	14.	***tsumari*** 'in other words'
→	15.	***soosureba*** 'then' (NJS11)

Even though not all NJS writers overused logical connectors to this extent, it was common for most ESL writers to use logical connectors to begin consecutive sentences. The incidence of overuse was consistent with Oi's (1984) findings mentioned earlier. Because the NJS writers used logical connectors in sentence-initial position in Japanese much more frequently than the NES writers did in English, the ESL writers' overuse of logical connectors in English is clearly a transfer of one of the strategies that Japanese people use saliently in starting sentences in their native language.

Pedagogical Implications and Conclusion

In teaching ESL/EFL academic writing, teachers need to bring to their students' attention how careless use of sentence-initial logical connecters can weaken their academic essays. It is important for the teachers to point out subtle connotations that deeper grammar of logical connectors indicates, especially when they are used in sentence-initial position. For example, some conjunctions may have a more explicit function or convey more emphatic meaning than functioning as mere coordinators or discourse markers as is the case with *and* and *yet*. For ESL pedagogy, I suggest two possible solutions to these problems: use of English-English dictionaries and use of reformulated texts.

Learners usually use dictionaries to find out word meanings, but it is important to show them how English-English dictionaries, particularly English learners' dictionaries, provide much more detail and useful information. For example, *Collins COBUILD English Dictionary for Advanced Learners* (2004) provides the following explanations and examples regarding the (sentence-initial) use of logical connectors *and, yet, then,* and *thus* (Table 7).

Table 7. Definitions and examples from Collins COBUILD English Dictionary for Advanced Learners (2004)

Word	Meaning	Examples
and	You use *and* at the beginning of a sentence to introduce something else that you want to add to what you have just said. Some people think that starting a sentence with *and* is ungrammatical, but it is now quite common in both spoken and written English.	- Commuter airlines fly to out-of-the-way places. **And** business travelers are the ones who go to those location.
yet	You can use *yet* to introduce a fact which is rather surprising after the previous fact you have just mentioned	- I don't eat much, **yet** I am size 16. - They were terrified James would die – **yet** there were moments when they almost wished he would… - It is completely waterproof, **yet** light and comfortable.
then	with clause = therefore You use *then* to introduce a summary of what you have said or the conclusions that you are drawing from it. [WRITTEN]	- This, **then**, was the music that appeared to dominate the world of serious concert music in the mid-1960s. - By 1931, **then**, France alone in Europe was a country of massive immigration.
thus	= therefore, hence. You use *thus* to show what you are about to mention is the result or consequence of something else you have just mentioned. [FORMAL].	- Neither of them thought of turning on the lunch-time news. **Thus** Caroline didn't hear of John's death until Peter telephoned.

Teaching ESL students how to use English-English dictionaries is important because they often misuse dictionaries. In the process of composing an essay, they tend to use a translation dictionary and choose the first word listed in the dictionary without paying closer attention to multiple meanings and different contexts of use. Or, they may just assume they know the meanings of commonly used logical connectors because they are basic part of vocabulary, and they do not look up these words in the dictionary. However, providing specific definitions and examples from learner's dictionaries can be very enlightening as shown

in the above table. Teachers can use this kind of information and further point out the other important issues discussed in this study such as:

– beginning a sentence with *and* may be acceptable in some context when strong additive cohesion is implied, but it is generally discouraged in academic writing, and

– some conjunctive adverbs may appear in sentence-medial position.

Another recommendation I would like to make is the use of reformulated texts, as suggested in my earlier study (Kusuyama, 2006). One of the examples suggested in that study is directed at the use of sequential logical connectors. Table 8 gives an example of an ESL essay reformulated by an experienced ESL instructor. This example, which I discussed in more details in my earlier study (Kusuyama, 2006), is quoted here again to demonstrate how a rhetorically more sophisticated text can be created without relying excessively on sequential logical connecters.

As this current study also shows, the ESL writers often rely on some set expressions to indicate sequence and cohesion in essay organization. The use of these set expressions to indicate sequence is, of course, acceptable in academic writing, and it may even be a good introductory strategy to teach students to learn how to organize paragraphs. However, when ESL writers fall back on this strategy, their writing may result in excessive use of sentence-initial logical connecters. It is important, especially with more advanced learners, to show them how other strategies could be used in some contexts.

Most teachers teaching Japanese ESL/EFL learners sense the learners' tendencies to overuse logical connectors in sentence-initial position, and the consequences of such overuse is often perceived as weaknesses in ESL/EFL learners' writing. This study attempted to look at such tendencies both quantitatively and qualitatively. It analyzed the use of different syntactic forms of sentence-initial logical connecters in a systematic fashion by comparing ESL with NES writing samples. Furthermore, by identifying features and linguistic devices frequently employed in the students' native language, the current study suggests that the likely source of the problem is transfer from Japanese. I hope the examples of the dictionary entries and the reformulated text can be of help to ESL teachers' future instruction.

Table 8. Reformulation Example

ESL (Exempted from ESL instruction)	Reformulation
1. I do not believe that the President Carter's words apply today to American people.	1. <u>When President Jimmy Carter stated in a 1979 speech that people were "losing confidence in the future",</u> he was clearly speaking in a different time to a different group of American people.
2. They (the American people) are not losing confidence in the future.	2. I do not believe that Carter's words apply today in the United States of America.
3. <u>Rather,</u> they have a hope in their future, politically, socially, and economically.	3. <u>In the following paragraphs</u> I will consider some of the political, social, and economic factors that have contributed to what I will argue is a revitalized sense of confidence in the future among the citizens of the United States.
4. <u>First of all,</u> their political situation is greatly different from that of 1979's. (5 more sentences in this paragraph)	4. <u>In 1979, when Carter gave his speech decrying the possible destruction of "the social and political fabric of the nation",</u> the political situation in this country was quite different. (3 more sentences in this paragraph)
5. <u>In the second place</u>, American society is going to realize "multicultural society" today. (5 more sentences in this paragraph)	5. <u>In addition to the changes in the political landscape that have occurred in the past thirty years,</u> the United States has also experienced great social change. (2 more sentences in this paragraph)
6. <u>In the third place,</u> the United States got over their bad economy situation. (3 more sentences in this paragraph)	6. The political and social changes of the past thirty years <u>were accompanied by great economic changes as well.</u> (2 more sentences in this paragraph)
7. All these things make it clear that American people are not losing their confidence politically, socially, and economically, and they will not in the future, too.	7. <u>In conclusion</u>, it seems quite clear that in this day and age the American people are not losing confidence in the future.
8. They have a big hope in the future.	8. <u>In fact,</u> the situation appears to be quite the contrary<u>:</u> Americans have a growing sense of confidence in the future and a renewed sense of optimism that is reflected in the political, social, and economic factors outlined above.
9. <u>Therefore,</u> I do not believe the President Carter's words apply to American people today.	

Appendix A
Sentence-initial Logical Connectors (Adverbs) – NES vs. ESL

Functions	Adverbs	NES (S=492)		ESL (S=398)	
		Number of Adverbs	Per 100 Orthographic Sentences	Eng	Per 100 Orthographic Sentences
Additive	again	2	0.41%	1	0.25%
Additive	also	0	0.00%	2	0.50%
Additive	besides	0	0.00%	1	0.25%
Additive	still	2	0.41%	0	0.00%
Contrast	rather	1	0.20%	1	0.25%
Disc. marker	anyways	0	0.00%	1	0.25%
Disc. marker	now	0	0.00%	1	0.25%
Result	consequently	1	0.20%	3	0.75%
Sequence	firstly	0	0.00%	1	0.25%
Sequence	secondly	0	0.00%	1	0.25%
	Total	**6**	**1.22%**	**12**	**3.02%**

Appendix B
Sentence-initial Logical Connectors (Prepositional Phrases) – NES vs. ESL

Functions	Prepositional Phrases	NES (S=492)		ESL (S=398)	
		Number of prepositional phrases	Per 100 orthographic sentences	Number of prepositional phrases	Per 100 orthographic sentences
Addition	in addition to X	0	0.00%	1	0.25%
Addition	in this respect	1	0.20%	0	0.00%
Contrast	despite X	0	0.00%	1	0.25%
Contrast	in spite of X	0	0.00%	2	0.50%
Contrast	instead of doing X	1	0.20%	0	0.00%
Consequence	*from this reason	0	0.00%	1	0.25%
Consequence	as a result of X	0	0.00%	1	0.25%
Sequence	?after that	0	0.00%	1	0.25%
Sequence	?in the second/third place	0	0.00%	2	0.50%
Transition	as far as question of X	1	0.20%	0	0.00%
Transition	in answer to X	1	0.20%	0	0.00%
	Total	**4**	**0.81%**	**9**	**2.26%**

Appendix C
Sentence-initial Logical Connectors (Formulaic Expressions) – NES vs. ESL

Functions	Formulaic Expression	NES (S=492)		ESL (S=398)	
		Number of Formulaic Expression	Per 100 Orthographic Sentences	Number of Formulaic Expression	Per 100 Orthographic Sentences
contrast	on the other hand	1	0.25%	0	0.00%
examplification	for example	2	0.50%	2	0.41%
examplification	for instance	1	0.25%	1	0.20%
result	as a result	0	0.00%	1	0.20%
sequence	at first	1	0.25%	0	0.00%
sequence	first of all	1	0.25%	0	0.00%
summation	after all	1	0.25%	0	0.00%
summation	as a conclusion	2	0.50%	0	0.00%
summation	in all	0	0.00%	1	0.20%
summation	in conclusion	1	0.25%	1	0.20%
	Total	**10**	**2.51%**	**6**	**1.22%**

Appendix D
Sentence-initial Logical Connectors – NJS

Addition	また	again, also	2
Addition	そして	and	8
Addition	それ以上に	beyond that, above all	1
Addition	そうすると	if so, then	1
Addition?	そうすれば	then	1
Contrast	なのに	and yet	1
Contrast	しかし，しかしながら	but, however	14
Contrast	ただし	however	3
Contrast	だが	however	0
Contrast	反対に	on the contrary	1
Contrast	逆に	on the ocontrary	2
Contrast	一方	on the other hand	2
Discourse marker	そう言えば	by the way	1
Discourse marker	さて	by the way	1
Discourse marker	では	then	8
Exemplification	（自分自身が自信を失った）例として	as an example of (having lost confidence in myself)	1
Exemplifiation	例えば	for example	1
Exemplification	この様に	like this	3
Reason	なぜなら	because	1
Reason	というのは	because	1
Reason	というのも	because	2
Sequence	先ず	first	3
Sequence	先に	first	1
Sequence	次に	next, second	1
Sequence	第三に	thirdly	1
Summation	結局	after all	2
Summation	つまり	after all, in other words	8
Summation	以上のことから	from the above	1
Summation	このことからすると	from this, according to this	1
Summation	すなわち	in other words	2
		Total	75

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