A CONTRASTIVE ANALYSIS OF CHINESE AND IGBO INTERROGATIVE SENTENCES

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ABSTRACT

This paper studies the interrogative sentence patterns in Igbo and Chinese. These two languages originate from different language families and so are bound to have differences between the systems. For an Igbo L1 scholar learning Chinese as an L2, these differences could be challenging. The Contrastive Analysis Hypothesis (CAH) framework using the Contrastive Analysis (CA) as the assessment tool was used to point out the similarities and differences that exist between the sentence patterns. The differences however suggest difficulties which an Igbo L1 scholar of Chinese as an L2 could encounter. Affirmative and Negative sentences taken from the interrogatives sentences were contrasted using the past tense, perfective and the progressive categories. Data were collected from high school textbooks and consultants from both languages. From the findings: the two languages have the interrogative sentence pattern S $\rightarrow$ NP VP, though the constituent structure varies greatly. These differences abound in the position of the interrogatives, as well as the negative markers in the VP of both languages. Based on these findings, we predict the difficulties that an Igbo L1 learner of Chinese could encounter. Conclusively we state that a foreknowledge of these differences would aid the Igbo L1 scholars of Chinese as well as the Chinese teachers to be properly guided towards facilitating the teaching and learning of the Chinese language to Igbo L1 speakers.

Keywords: Interrogation, similarities, differences, challenges.

INTRODUCTION

Language is the most important means of communication used by human beings. People make use of language to express ideas, emotions, behaviour, feelings and thoughts. A language is uttered with the use of words which are put together in form of sentences or phrases. There are different types of sentences such as declaratives, imperatives, interrogatives, and so on. According to Li and Cheng (2008), interrogative sentences are used for asking questions, these sentences raise doubts, queries and in return expect answers. Sentences can also be used to inquire about situations either to confirm or to deny it. Some interrogative sentences are affirmative and while others are negatives. There are different types of interrogative sentences such as wh-questions, tag questions, alternative questions and so on. In order to determine the relationship that exists between the classes of words in the interrogative sentences, the researcher intends to carry out a syntactic analysis.

Igbo and Chinese belong to different language families. Igbo is one of the three major indigenous languages of Nigeria. It is classified as a Niger-Congo language which belongs to the new West Benue-Congo sub-branch of languages (Bendor-Samuel 1989) or the West Benue-Congo (Williamson & Blench 2000). The native speakers are found in the five south-east states of Nigeria namely; Abia, Anambra, Ebonyi, Enugu and Imo. Other speakers are also found in the neighbouring states of Delta, Benue, Rivers and Akwa Ibom. There are

many dialects of the Igbo language such as the Ìka, the Òwère (Owerri), the Ònìchà (Onitsha), the Ọ̀lu (Orlu), the Ọmàahịa (Umuahia), the Ìkwere (Ikwerre), Ǹsụ̀kà (Nsukka), and so on but this study is based on the standard variety which is the Standard Igbo.

Chinese on the other hand, is a member of the Sino-Tibetan language family. It is spoken by the Hans across the northern, central and western regions of the Peoples' Republic of China and they constitute about 94 percent of China's population (Yip and Don 2006: 1). One word for language in Chinese is Hanyu, which means the Han language. Chinese is divided into eight major dialects namely; Putonghua (Mandarin), Yue (Cantonese), Wu (Shanghainese), Minbei (Fuzhou), Minnan (Taiwanese), Xiang, Gan and Hakka. Putonghua, commonly referred to as Mandarin is the standard variety. Written Chinese employs the character script, which has been modified with simplified forms by the Mainland Chinese Government in the 1950s. Chinese also has the transcribed form of the characters into the western alphabetic scripts which makes use of the standard romanisation called the 'pinyin', (Ross and Jing-heng, 2006:4). For the purpose of this research, the standard variety which is the Mandarin will be used.

Syntactically, the Igbo language exhibits the SVO characteristics. Morphologically, it is an agglutinating language, which is rich in derivational and extensional morphology, (makes extensive use of affixes: prefix, superfix, interfix, infix, and suffix) and makes use of verb serialization. The Igbo language has both bound morphemes as well as free morphemes. Orthographically, the Igbo language makes use of the Ọnwụ orthography in written Standard Igbo variety; it comprises 28 consonants and 8 vowels. Phonologically, the Igbo language is a tone language with three distinct tones.

The Chinese language also exhibits the SVO characteristics. Morphologically, Chinese words have no inflections and there are no visible space boundaries between words. Orthographically, Chinese is a logographic writing system where characters are composed of strokes and there is no fixed rule regarding the number of strokes and composition of individual characters. Characters serve as orthographic units rather than words. Most morphemes in the Chinese language are free. Phonologically, Chinese is a tonal language with four lexical tones and a neutral tone, (Emenanjo: 2015).

LITERATURE REVIEW

Interrogative sentence according to Li and Cheng (2008) is a sentence that is used to ask question and is usually uttered in the interrogative tone written with a question mark (?). An interrogative sentence raises doubt, query and expects an answer. They identified five types of commonly used interrogative sentences in Chinese as: those questions asked with the modal particle 吗 'ma', affirmative-negative questions, questions asked with the use of interrogative pronouns, alternative questions using the conjunction 还是 'hai shi', and finally rhetoric questions.

According to Yip and Rimmington (2006) Chinese interrogative sentences take various forms such as; question-word questions, general questions (with ma), surmise questions (with ba), affirmative-negative questions, alternative questions, rhetoric questions and so on.

    1a)   你们　找　什么？
             Nǐmen　zhǎo shénme?
             2(pl.)　search　Int?
             'What are you looking for?'

    b) 他　　　是 谁？
       Tā　　　shì shéi?
       3(s)(m)　be Int
       'Who is he?'

    c) 你 在　哪　等 我？
       Nǐ zài ná dèng wǒ
       2(s) Prog Adv wait 1(s)
       you are where wait me
       'Where are you waiting for me?'   [Yip and Rimmington 2006: 134]

Emenanjo (2015) on the other hand, states that interrogative sentences in Igbo are marked by interrogatives, proclitics, tone patterns and features of intonation. He classifies interrogative sentences in terms of the answers they elicit such as polar or disjunctive questions, Kedu-questions, tag questions and alternative questions. According to Ofomata (2007:110), the interrogative sentence in Igbo is used in asking questions. Some specific words are known as question words such as 'gini', 'kedu', 'olee' and 'onye'. The following are some examples:

2a)   Gịnị̄ ka nwokē ahụ̄ mèrè?
        Int Aux male Det do–rV
        'What did that man do?'

   b)   Kèdụ onye ị̣ nà-àchọ   ebe à?
        Int   person 2(s) Prog a-search place Det
        'Who are you looking for?'

   c)   Òleē m̀gbè i jìrì   bịārute?
        Int time 2(s) hold-rV come arrive
        'When did you arrive?'

3)   Ònye kà ị bụ̀?
        Int   Aux 2(s) be
        'Who are you?'

4)   Ọ̀ lụ̀rụ̀   ọ̀gụ̀ ebē ahụ̀?
        3(s) fight –rV fight place Det
        'He fought there?'   [Ofomata 2007:111]

If the question contains a personal name, a pronoun is added immediately after the personal name, so that it would be grammatical.

5)   Àda ò chùrù   mmirī?
        Ada 3(s) fetch-rV water
        'Ada fetched water?'

6)   Egō ọ̀ dìkwà gì n' àkpà?
        Ego 3(s) be   2(s) Loc bag
        'Do you have some money in your pocket?'

7)   Òbi ọ̄ gùrù   akwụkwọ ahụ̀?
        Obi 3(s) read-rV book   Det
        'Did Obi read that book?'   [Ofomata 2007:112]

Contrastive Analysis (CA)

From the CAH framework, the assessment tool adopted for this research is Contrastive Analysis (CA). This language teaching tool was extensively used in the field of second language acquisition in the 1960s and 1970s. It was used to explain why some features of a target language were more difficult to learn than others. CA involves comparison of linguistic systems of two languages at various levels which include phonology, morphology, syntax and semantics in order to identify their similarities and differences. It is believed that from this comparison, it is possible to predict areas of possible difficulties to be encountered by learners during the foreign language learning process.

The application of CA to teaching is based on the notion that students will naturally acquire those aspects of the L2 which have common features with their L1. It is expected that teachers should focus on those aspects of the L2 which contrast with the learners' L1. On this notion language teachers of the 1960s and 1970s were trained in CA with the aim of analyzing and comparing grammars of the L1 and the L2 of their students as well as training their students to often compare and contrast the language systems as well. The teaching method which was closely associated with the CA was the audio-lingual method. With the use of audio-lingual method learners were drilled to produce correct responses and errors were immediately corrected. This was done in order to promote a strong emphasis on habit formation – (Brown, 2000)

According to the proponents of CA, language is regarded as a conditioned response which is based on the behaviourist approach to learning. Behaviourists believe that errors made by L2 learners are due to interference from the L1 of the learners. Language is seen as a set of structures at the levels of phonology, morphology, and syntax or grammar. Based on this structural view of language and the behavioural view to learning, the task of pedagogy is to determine which sets of habits need to be dropped and those that need to be reinforced so that the learning of L2 would be successful - (Agbedo, 2015).

Schmitt (2010:116) states that in spite of the rejection of CA by some L2 acquisition researchers, most teachers and researchers are still convinced that learners draw on their knowledge of other languages as they try to learn a new one. They do not simply transfer all patterns from the L1 to the L2. There are changes over time, as learners come to know more about L2. He argues that some aspects of the language are more prone to L1 influence than the others such as pronunciation and word order.

METHODOLOGY
Tenets of CA

The tenets of CA as an assessment tool in language teaching involves:
1) pointing out the similarities that exist between two or more languages,
2) Pointing out the differences, and
3) Predicting possible problems.

In order to actualize this objective the following research questions were addressed in this paper:
1) What are the patterns of interrogative sentences in Igbo and Chinese?
2) What are the similarities between these sentence types in both languages?
3) What are the differences between these sentence types in the languages under study?

4) What is the pedagogical implication of the differences to Igbo L1 scholars of Mandarin Chinese?

DATA ANALYSIS

Examples of past tense interrogative sentences in both languages are presented below:

Affirmative   **Negative**

8a)   Ò   jèrè   áhịa?   b)   O   jēghī   ahịa?

3(s) go-rV market   3(s) go-Neg market

'Did s/he go to the market?'   'Didn't s/he go to the market?'

[Oluikpe 1978:170]

Fig. 1a: Igbo Interrogative past tense
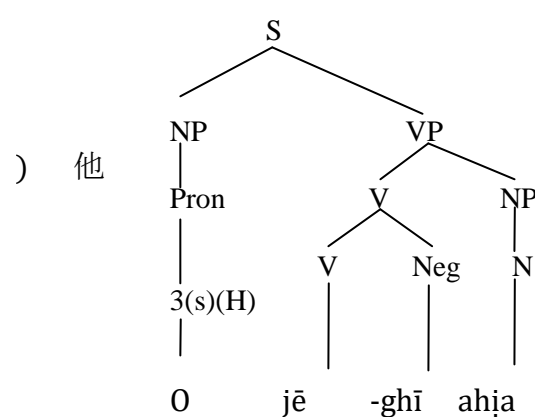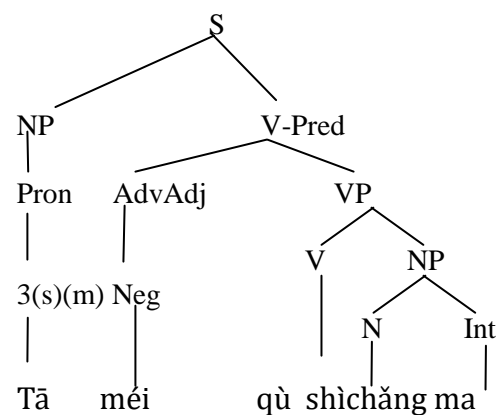
Fig. 1b: Igbo Interrogative negative past tense
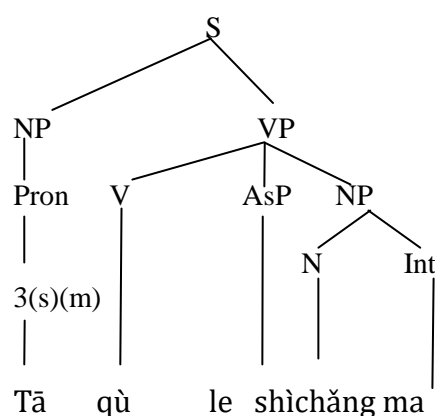
Fig 1c: Chinese Interrogative past tense

Fig 1d: Chinese Interrogative negative past tense

9a)   Ò   sìrì   nri?   b)   O   sīghī   nri?

3(s) cook-rV food   3(s) cook-Neg food

'Did s/he go to the market?'   Didn't s/he cook food?'

c)   她   做   了   饭   吗？   (d)   她   没   做   饭   吗？

Tā   zuò   le   fàn   ma?   Tā   méi zuò   fàn ma?

3(s)(f) cook AsP food Int   3(s)(f) Neg cook food Int

'Did she cook food?'   'Didn't she cook food?'

10a)   Ọ̀   zụ̀tàrà   azụ̀?   b)   Ọ   zụ̄tāghī   azụ̀?

3(s) buy-rV fish   3(s) buy-Neg fish

'Did s/he buy fish?'   'Didn't s/he buy fish food?'

c)   她   买   了   鱼   吗？   (d)   她   没   买   鱼   吗?

Tā   mǎi le   yú ma?   Tā   méi mǎi yú ma?

3(s)(f) buy AsP fish Int   3(s)(f) Neg buy fish Int

'Did she buy fish?'   'Didn't she buy food?'

Examples (8 – 10) are interrogative past tense sentences for the affirmatives and negatives in both languages. The sentence pattern S → NP VP is very similar to what is obtained in the declarative sentence. The major difference between the sentence patterns of both languages is that the tone of the declarative sentences in Igbo is what marks the interrogative sentence. While in Chinese interrogative sentence, the interrogative particle 'ma' 吗 occurs sentence final and marks the difference between the declaratives and the interrogatives. Therefore the VP of the Igbo sentence will rewrite as VP → V NP, NP → N while in the Chinese sentence pattern we see VP → V AsP NP, NP → N Int , and the Int → 'ma' 吗.

The implication of the above noted difference for an Igbo learner of Chinese is that he should never forget the interrogative particle in Chinese which must be positioned sentence final before the question mark unless, the sentence could be misinterpreted as a declarative simple sentence.

Affirmative   **Negative**
11a)   Ọ̀   nà-   èsi   nrī?   (b)   Ọ   nāghī   èsi   nrī?
3(s) Prog cook food   3(s)   Prog-Neg cook food
'Is s/he cooking food?'   'Isn't s/he cooking food?'

c)   他   在   做   饭   吗？ (d)   他   没   在   做   饭   吗?
Tā   zài zuò fàn ma？   Tā   méi zài zuò   fàn ma？
3(s)(m) Prog cook food Int   3(s)(m) Neg Prog cook food Int?
'Is he cooking food?'   'Isn't he cooking food?'

12a)   Àda ọ̀ nà- èje áhị̄ā?   b)   Àda ọ   nāghī   èje ahị̄ā?
Ada 3(s) Prog go market   Ada 3(s) Prog-Neg go market
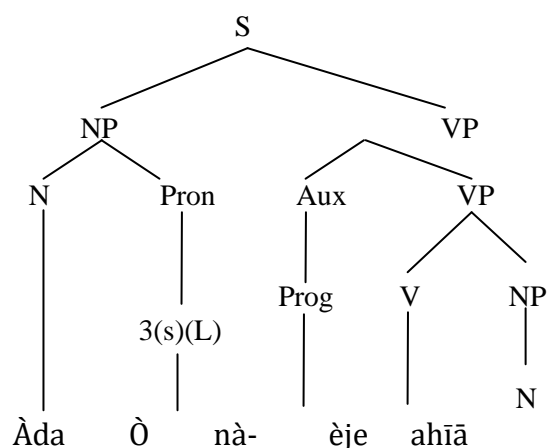'Is Ada going to the market?'   'Isn't Ada going to the market?'
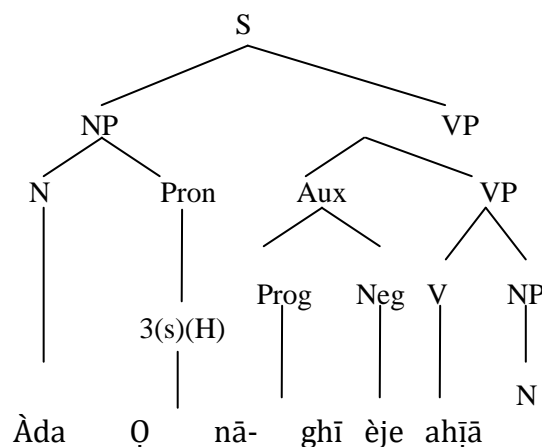
Fig 2a: Igbo interrogative progressive sentence

Fig 2b: Igbo interrogative negative progressive sentence
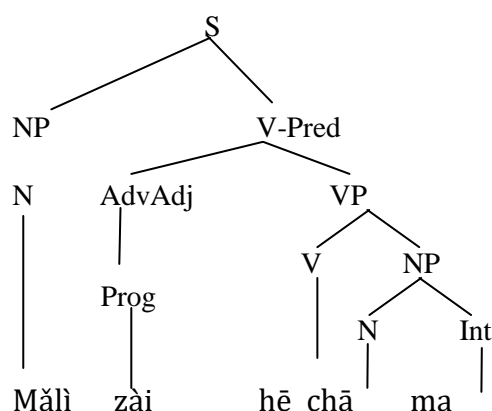
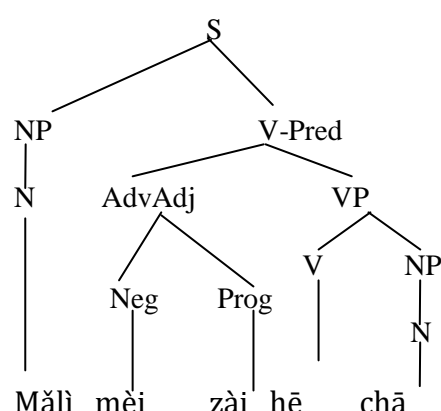Fig 2c: Chinese interrogative progressive sentence

Fig 2d: Chinese interrogative negative progressive

13a) Ọ̀ nà- ègo akwà?
      3(s) Prog buy clothes
      'Is s/he buying clothes?'

b)   Ọ nāghī   ègo akwà?
     3(s) Prog-Neg buy clothes
     'Isn't s/he buying clothes?'

c)   她   在 买衣服 吗？
     Tā   zài mǎi yīfu ma?
     3(s)(f) Prog buy clothes Int
     'Is she buying the clothes?'

(d)   她   没 在 买衣服 吗？
      Tā   méi zài mǎi yīfu   ma
      3(s)(f) Neg Prog buy clothes Int
      'Isn't she buying the clothes?'

In examples (11 – 13) we see the progressive interrogative sentences taken from both languages. The sentence pattern S → NP VP is applicable to both languages. Where NP → N, is same for both languages. In the Igbo language, VP → Aux VP, where the Aux is the 'na-', in the process of negation, the negative marker suffix '-ghị' is affixed to the Aux. while the V is the root verb, which during the negation takes a harmonizing vowel 'a-/e-'. The low tone on the initial pronoun of the affirmative changes to high tone for its negation.

In the Chinese language the V-Pred → AdvAdj VP, where AdvAdj is the Progressive marker 'zài' 在 , while the VP → V NP, while the NP → N Int, where the Int is the interrogative particle 'ma' 吗 which is usually at the sentence final position. In order to negate the sentence V-Pred → AdvAdj Prog VP, where AdvAdj is the Neg Adv 'méi' 没, Prog is 'zài' 在, V is the root verb, NP → N Int while Int is the interrogative particle always at the sentence final position.

As a result of the above differences, the implication for an Igbo learner of Chinese is that he should be mindful that the interrogative particle should be at the sentence final position, and in the negation of the progressive interrogative sentence, the Neg Adv 'méi' 没 precedes the Prog Adv 'zài' '在' before the root verb which is closely followed by NP and finally ended with the interrogative particle 'ma' 吗 before the question mark. Secondly, when a personal name is used as the subject of the interrogative sentence, there is no need for the introduction of pronoun as it is the case in the Igbo language as seen in example (67).

Affirmative   **Negative**

14a) Ònye rìrìlà nri?   (b)   Ònye erībèghì nri?
    Int eat-Perf food   Int eat-Perf food
    'Who has eaten food?'   'Who has not eaten food?'

(c) 谁 吃 过 饭？   (d)   谁 没 吃 过 饭？
    Shuí chī guò fàn?   Shuí méi chī guò fàn?
    Int Pron eat Perf food   Int Pron Neg eat Perf food
    'Who has eaten food?'   'Who has not eaten food?'

15a) Òleē ihe ọ zùrụ̀là?   (b)   Òleē ihe ọ zūbèghì?
    Int thing 3(s) buy-Perf   Int thing 3(s) buy-Perf
    'Which things has s/he bought?'   'Which things hasn't s/he bought?'

(c) 她 买 过 什么 东西？   (d)   她 没 买 过 什么 东西？
    Tā mǎi guò shénme dōngxi   Tā méi mǎi guò shénme dōngxi
    3(s)(f) buy Perf Int Pron things   3(s)(f) Neg buy Perf Int Pron things
    'Which things has she bought?'   'Which things hasn't she bought?

For the perfective sentences in (14 – 15), for the Igbo language we see the sentence pattern S → NP VP, where NP → (Int Pron) N, VP → V-Perf NP, NP → N, whereas in its negation we have S → NP VP, NP →Int Pron, VP → ham-V-Perf Neg NP, NP → N. On the other hand, the Chinese data for the perfective sentence we have the pattern S → NP VP, where NP →N (Int Pron), VP → V Perf NP (Pat), NP → N. For the negation of the perfective sentences in Chinese the S → NP V-Pred, where the NP → N (Pron) and the V-Pred → AdvAdj VP, VP → V Perf NP, NP → Int Pron N where the Perf marker is 'guò' 过 free morpheme.

The implication of the above difference to an Igbo learner of Chinese is that he should know that perfective particle in Chinese is a word and not a suffix. When responding to a Chinese question, especially those asked with the interrogative pronoun, there is no re-arrangement of the sentence components as it is done in Igbo. Rather the answer substitutes Int Pron. Just like in the negation of the other sentence types, the Negative Adverb 'méi' 没always precedes the verb, before the Perf marker 'guò' 过.

RESULTS
What are the similarities between Igbo and Chinese Interrogative Sentence Patterns?

The sentences are taken from the affirmatives interrogative sentences of both languages.

Igbo   **Chinese**
16a)   Ọ̀   bụ̀   ònye?   (b)   他   是   谁？
       3(s) be   who   Tā   shì   shuí?
       'Who is s/he?'   3(s)(m) be   who
                                              'Who is he?'

Example (16) above are affirmative sentences from both languages. The pattern for all the sentences above is S → NP VP. The NP consists of N which is the subject of the sentence, while VP consists of V NP. Examples 78a and b have the form of simple past tense where the verb is closely followed by past tense marker in each of the languages. Examples 79a and b have the form of the simple progressive; in the VP we see the progressive marker preceding the main verb in both languages. Examples 80a and b are interrogative sentences from both languages, also having the pattern S → NP VP, where the interrogative pronoun is the question word.

What are the differences between Igbo and Chinese Interrogative Sentence Patterns?

In the sentences below we will look at the VP section of each of the sentences in order to point out the positions of the constitute structures.

17a)   Ọ̀   zụ̀tàrà   azụ̀?   b)   Ọ   zụ̄tāghī   azụ̀?
       3(s) buy-rV   fish   3(s) buy-Neg fish
       'Did s/he buy fish?'   'Didn't s/he buy fish food?'

   c) 她   买   了   鱼   吗？   (d)   她   没   买   鱼   吗？
       Tā   mǎi   le   yú   ma?   Tā   méi   mǎi   yú   ma?
       3(s)(f) buy Asp fish Int   3(s)(f) Neg buy fish Int
       'Did she buy fish?'   'Didn't she buy food?'

A look at the VP section of example 17 shows significant differences. The VP → V NP in both languages but the constituent structures of the V and the NP vary greatly. In the Igbo language data, we see the negation undergoing affixation process, where the harmonizing vowel a- precedes the verb root, while the negative marker '-ghị' is also suffixed to the same verb root. But in the Chinese language data, we find the negative marker méi 没, which is an adverbial adjunct is a free morpheme that precedes the verb to be negated.

It is also discovered that in the Igbo language data, the tone mark on the subject NP for the affirmative sentence is used to mark the interrogation whereas in the Chinese language data in Example 17c, we find the interrogative marker 'ma' 吗 positioned at the sentence final position.

For the NP slot still under the VP, we find out that in the Igbo language data, NP → N (Det), whereas in the Chinese language data NP → (Det) (Cl) N. From the pattern we find out that in the Igbo language, Nouns precedes the determiners that modify them. Whereas in the Chinese language data, we discover that the Determiner and Classifier precede the nouns that they modified. Again, in the Chinese language examples 17(c, d) and 82(c, d), we find the Classifier as part of the NP which is not part of the Igbo NP.

DISCUSSION

The discussion here is based on the findings made which are purely based on the research questions.

The use of Interrogatives

We look at the use of the interrogative particle 'ma' 吗 as it affects the Igbo learner of Chinese. We predict that because the Igbo language uses the tone and interrogative pronouns in a different manner from that of the Chinese language, we predict the following as possible areas of difficulties for the learners. The set (a) examples are ungrammatical sentences as against the set (b) examples which are grammatical.

Ungrammatical	**Grammatical**

18a) *他　怎 么 了 吗？
　　　Tā　zěnme　le　ma
　　　3(s)(m) Int Pron AsP Int

(b)　他　怎 么 了？
　　Tā　zěnme　le
　　3(s)(m) Int Pron AsP
　　How is he?

19a) *你 的　身体 怎 么 样 吗？
　　　Nǐ de　shēntǐ zěnmeyàng ma
　　　2(s) AtM health Int Pron　Int

(b)　你 的 身体 怎么 样？
　　Nǐ de　shēntǐ zěnmeyàng
　　2(s) AtM health　Int Pron
　　'How is your health?'

The set (a) examples are ungrammatical because, when interrogative pronouns are used in asking questions in the Chinese language, the interrogative particle 'ma' 吗 is dropped as in examples (18b) and (19b).

Position of the Negative markers

Looking at the negation of the sentence categories treated, we find remarkable differences in both languages. The Igbo language has three negative markers '-ghị', '-bèghị' and '-lā' which are bound to the verb root and used depending on the sentence category. In the Chinese language, we discovered that the Adverbial Adjuncts which are free morphemes are used for the negation. These Adverbial Adjuncts are pre-modifying elements that negate the head word. Here we find the negative adverbial adjuncts 'méi' 没, 'bùyaò' 不要/bié 别, where 'bié' 别 is the contracted form of bùyào. These are all free morphemes that can stand on their own, before the verbs to be negated. So no matter the sentence category whether past tense, progressive or perfective type, the Negative markers are always positioned before the verbs they modify. This situation contrasts what is obtained in the Igbo language and so we predict that some Igbo L1 scholars will likely produce ungrammatical sentences like what we have in the set (a) sentences below as against the (b) set which are grammatical:

Ungrammatical	**Grammatical**

20a) *　你 来 没　吗？
　　　Nǐ　lái　méi　ma
　　　2(s) come Neg　Int

(b)　你 没 来　吗？
　　Nǐ　méi lái　ma
　　2(s) Neg come Int
　　'Aren't you coming?'

21a)   *   Obi 去 没 过 中国？   (b)   Obi 没 去 过 中国？
       Òbí qù méi guò Zhōng guō   Òbí méi qù guò Zhōng guō
       Obi go Neg Adv Perf China   Obi Neg Adv go Perf China
                                           'Obi has not gone to China'

22a)   *   Obi 在 没 吃 饭？   (b)   Obi 没 在 吃 饭 呢?
       Òbí zài méi chī fàn   Òbí méi zài chī fàn ne？
       Obi Prog Neg eat food   Obi Neg Prog eat food Prog
                                          Isn't Obi eating food'

What is the pedagogical implication of the differences to Igbo L1 scholars learning Chinese and the Chinese teachers?

Here in this section, the implications of the differences in the sentence patterns of the Igbo and the Chinese languages are stated as it affects the Igbo learners and the Chinese teachers.

1) It will enable learners to note the areas that are difficult, thereby making them to allocate more time of their study to them.
2) With the result from this study, learners would be able to put into practice morphological and syntactical resources not frequently used in L1. Thereby helping the learners to improve their communicative competence when comparing situations where the language is used in a different way from their L1.
3) Through the contrast of the different types of sentences, the learner may be able to use some information from his/her readings in his academic tasks as well as use the appropriate form in both the L1 and L2. Thereby helping the learner to have a good knowledge of the L2 structures.
4) For the teachers, it serves as a reliable source in the preparation of teaching materials, planning of course and the improvement of classroom techniques. It serves as a new foundation for L2 teaching materials.
5) It will enable teachers to organize and plan their classes by allotting more time to introducing and reviewing various points of contrasts.

CONCLUSIONS

The importance of CA cannot be over emphasized. It identifies similarities as well as the differences between the languages that interact in an L2 learning situation. The differences which are empirically proven, occasion negative transfer are necessary to be identified. Once identified, emphasis on them during the learning process promotes better learning resolving negative transfer.

In this paper, the similarities and the differences between interrogative sentence patterns in Igbo and Chinese have been determined. The contribution of this is that Igbo L1 scholars learning Chinese as well as the Chinese teachers teaching them are better guided towards resolving any difficulties arising from the differences in learning Chinese. I believe that with CA, there will be remarkable improvement on the understanding and interaction of both languages.

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