

**AN INVESTIGATION INTO THE ANALYSIS OF EFL STUDENTS' USE OF
ADVERBS IN ARGUMENTATIVE ESSAYS**

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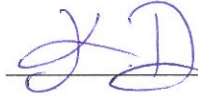
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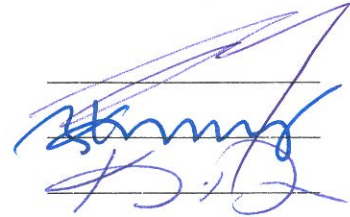
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ABSTRACT

An Investigation into the Analysis of EFL Students' Use of Adverbs in
Argumentative Essays

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Writing is a productive skill and when compared to the other skills in learning a foreign language it is delayed. Unlike the other productive skill, speaking, it requires special training and techniques. Furthermore, writing is a skill that even native speakers of a language might have problems with. Just as it is the case with the writing skill, the use of adverbs is also delayed. One reason for this delay is that adverbs are syntactically not obligatory in sentence structure and thus result in not being given priority in the learning process. The main purpose of the study is to find out whether there is a hierarchy in the acquisition of the different types of adverbs and in students' writings. For this purpose, a group of students who have previously taken an academic writing course are selected. To collect the data a guided writing activity is applied in the target language. The mixed-method approach was used in this study in order to analyze the data. The data was analyzed quantitatively and qualitative displays of the data were provided. Analysis has shown that EFL learners tend to use degree adverbs more than any other semantic category of adverbs. They also have a tendency to overuse adverbs in their academic writing and use adverbs that are not appropriate in the academic prose.

Key Words: Adverbs, Adverb Use, EFL Learner Writing, Proficiency Differences,



ÖZ

Yabancı Dil Öğrencilerinin Argüman Türü Denemelerindeki Zarf Kullanım Analizin İncelenmesi

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Yüksek Lisans İngiliz Dili Eğitimi Yüksek Lisans Programı

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Yazma üretken bir beceridir ve bir yabancı dil öğreniminde diğer beceriler ile kıyaslandığında daha gecikmeli gerçekleşir. Diğer üretken beceri olan konuşmanın aksine, yazma becerisi özel eğitim ve tekniklere ihtiyaç duyar. Daha da ötesinde, Yazma, bir dili anadili olarak konuşan kişilerin bile zorluk çekebileceği bir beceridir. Yazma becerisinde olduğu gibi, zarf kullanımları da diğer olgularla kıyaslandığında daha geç öğrenilmektedir. Bu gecikmenin bir sebebi zarfların cümle yapısında sözdizimsel olarak zorunlu öğeler olmamalarıdır ve bu yüzden öğrenme sürecinde önem verilmektedir. Bu araştırmanın asıl amacı öğrencilerin yazılarında kullanmış oldukları farklı tür zarfların ediniminde bir hiyerarşi olup olmadığını öğrenmektir. Bu maksatla, daha önceki eğitim yaşamlarında akademik yazma becerisi üzerine bir ders almış olan bir grup öğrenci seçilmiştir. Verileri elde etmek için, öğrencilere hedef dilde yönlendirilmiş bir yazma etkinliği uygulanmıştır. Bu çalışmada, verilerin incelenmesi için karam yöntemli bir yaklaşım kullanılmıştır. Veriler nicel olarak analiz edilmiştir ve verilerin nitel göstergeleri sunulmuştur. Analizler, yabancı dil öğrencilerinin derece zarflarını geriye kalan tüm söz bilimsel zarf kategorilerinden daha çok kullandıklarını göstermiştir.

Öğrencilerin ayrıca akademik yazılarında zarfları fazla kullanma eğilimi mevcuttur ve akademik yazı biçimine uymayan zarflar kullanmaktadır.

Anahtar Kelimeler: Zarflar, Zarf Kullanımı, Yabancı Dil Öğrencisi Yazısı, Yeterlilik Farkları





To My Family

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LIST OF ABBREVIATIONS

| | |
|---------|---|
| ESL | English as a Second Language |
| EFL | English as a Foreign Language |
| IELTS | International English Language Testing System |
| CEFR | Common European Framework |
| LOCNESS | Louvain Corpus of Native English Essays |
| LSWE | Longman Corpus of Spoken and Written English |
| ICLE | International Corpus of Learner English |
| TICLE | International Corpus of Learner English (Turkish Component) |
| CLEC | College Learner English Corpus |
| COLSEC | College Learners' Spoken English Corpus |
| CEUE | Corpus of EU English |
| BNC | British National Corpus |
| NS | Native Speaker |
| NNS | Non-native Speaker |

Chapter 1

Introduction

1.1 Theoretical Framework

In written discourse adverbs can perform a variety of rhetorical functions (Hinkel, 2004). With these functions come difficulties that ESL/EFL learners have in academic writing. L2 writers often use directives and adverbs that do not complement the formal nature of academic writing. Also, a higher rate of intensifying/amplifying adverbs is used and as well low frequencies of hedging devices. These difficulties are described by Hinkel (2002) as a curse that cannot be broken. However, she also states that these difficulties can be handled with explicit instruction. Due to their various syntactic and semantic functions, which are sometimes overlapping and resulting in ambiguity (Quirk et al. 1985; Biber et al. 1999) adverbs are difficult to understand thoroughly by EFL/ESL learners (Hinkel, 2002). This study bases its semantic and syntactic classifications of adverbs and adverbials on the work by Biber et al. (1999), which apart from describing adverbs and adverbials in detail, analyzes the use of adverbs and adverbials through corpus among registers. In the analysis and division of lexical classes, only adverbs that work as modifiers of adjectives and adverbs, and adverbials that are realized through single adverbs and adverb phrases were included.

1.2 Statement of the Problem

Adverbs are one of the least frequently used syntactic categories in the academic writing context, and even the most commonly encountered adverbs make up less than 1% Biber et al. (1999). They are among the most abundant word classes of all (Quirk, 1985). This is because adverbs function in different parts of sentences with several varying semantic roles that add to the meanings of sentences including time, place, manner, process, contingency and recipient, etc. Although adverbs are used by EFL learners with a high frequency, there is limited proficiency in the accurate uses when it comes to writing academic texts. Adverbs require a great deal

of effort to be mastered and even the most advanced users of that language have difficulty in using them correctly (Narita and Sugiura, 2006; Peacock, 2010; Lei 2012; Leedham&Cai 2013). This shows that grammatical proficiency does not guarantee the appropriate use of adverbs in written production.

Another problem identified by Hinkel (2004) shows the prominence of the problem. She highlights that high level EFL or ESL learners lack the ability to use appropriate adverbs and adverbials in the relevant registers. For example, they resort to use *I think* or *It is really good* when they need to express stance or degree as opposed to using more formal forms of the same function. Such adverb choices point to a lack of register awareness. Although such choices do not affect the intelligibility of a sentence it is important to notice that they might sometimes irritate the reader or listener. In academic writing, more formal expressions or academic words are desired, thus raising register awareness seems of importance in the teaching of academic writing in the EFL classroom.

While assessing EFL learners' texts, teachers can often see how the texts written by EFL learners differ from each other. Yet, this difference is not always related to the level of proficiency as it might be assumed. It is possible to see that students who have similar proficiency levels of English and who produce accurate sentences throughout the text may achieve different scores for their writing. One reason for this difference might be the choice of lexical items. For instance, while one student prefers to use 'plain' sentences, the other student prefers to use sentences which contain more adverbs. Although both students produce accurate and advanced sentences, the student who prefers to use more adverbs seems to have a more sophisticated style of writing. This can be related to the fact that adverbs add meaning to sentences.

However, teachers also come across repetitive uses of adverbs which disrupt the flow of the text, particularly if these uses are not appropriate. Encountering similar problems in EFL students' essays, the researcher aims to investigate the use of adverbs in EFL students' texts as to gain a deeper understanding of EFL students' use of adverbs and to come up with possible ways for improvements in classroom

instructions on adverbs. Also, the issue with adverbs is not investigated adequately in the EFL context, including that of Turkey, which also justifies the rationale of this study and its contribution to the existing related literature.

1.3 Purpose of the Study

The major purpose of this study is to reveal the use of adverbs by EFL learners in Turkey in order to understand the state of language learning. The specific purpose is to find out to what extent relatively high proficiency levels use different types of adverbs and adverbials in their argumentative essays. By doing so, it is also aimed to highlight the importance of using adverbs and adverbials in written discourse. These purposes are tried to be achieved through the quantitative and qualitative analysis of EFL students' argumentative essays and their comparison with the academic prose component of LSWE corpus. It is not aimed to find out how accurate EFL learners are in their uses of adverbs. Rather, it is aimed to see how the EFL learners in this study use adverbs and which adverbs they use. Moreover, the findings may also provide implications for classroom instructions for the use of adverbs in academic writing.

1.4 Research Questions

The study seeks to find answers to the problem by focusing on the research questions below:

1. What is the frequency of adverbs use by B1 and B1+ proficiency level learners of English?
2. What is the frequency of adverbs use by B2 and C1 proficiency level learners of English?
3. Are there qualitative and quantitative differences between the learners in terms of level and variety of adverb use?
4. Are there differences in the use of adverbs between the actual corpus and the LSWE corpus?

1.5 Significance of the Study

This study examines the acquisition and use of adverbs of undergraduate EFL learners in Turkey and is one of the few studies conducted in Turkey relating to the matter of adverbs. Besides its being one of the few studies in Turkey, it is also one of the few studies that examines the adverb use of different proficiency level EFL learner groups. Thus, the researcher believes that he will contribute to the existing literature with his investigation into the analysis of EFL learners' argumentative essays.

1.6 Operational Definitions of the Terms

| | |
|-------|--|
| ESL | English as a Second Language, Learning English |
| EFL | English as a Foreign Language |
| IELTS | International English Language Testing System: |
| CEFR | Common European Framework |

Chapter 2

Literature Review

2.1 Overview

When compared to adjectives which are very commonly required while defining a noun in a proposition and in whose absence can result in ambiguity, adverbs are generally optional. That is, the meaning of the proposition would still have intelligibility even if most adverbs were to be dropped from it (Hinkel, 2004). In other words, we can establish effective communication even without using adverbs. However, they are important in that they play various roles in written and spoken discourse. They can alter the meaning of a sentence and have a variety of modifying functions; they modify verbs, adjectives, adverbs, whole sentences or even longer parts such as paragraphs. Seeing this, it is quite obvious that they have many syntactic and semantic functions. This chapter aims to explain adverbs and their relatives, adverbials, in detail. And it also provides an overview on studies related to adverbs.

2.2 Characteristics of Adverbs

Due to the reason that adverbs possess a great diversity in functions they are the most challenging of all the traditional word classes (Quirk et al, 1985). In their chapter about adjectives and adverbs Quirk et al. (1985) mention the characteristics of adverbs and starts with their morphological division. They state that there are basically three types of adverbs: Simple (*now, here, then*), compound (*somehow, herein, therefore*) and derivational, i.e. taking *-ly, -wise, -wards, -ways, -fashion* and *-style* suffixes (*badly, clockwise, backward(s), sideways, gangster-style and schoolboy-fashion*). However, Biber et al (1999) define adverbs morphologically in four types by adding the fixed phrases (*kind of, at last*) to the already existing simple, compound and derivational types.

One other characteristic that adverbs have is that they can function, a part from their pre-modifying syntactic function, as clause elements whereby they are defined as adverbials. The topic of adverbials will be discussed later on in this chapter.

2.3 Syntactic Functions of Adverbs

One way of having a slight understanding of divertive word class of adverbs is by looking at their syntactic functions. Syntactically, adverbs have a variety of functions. Their functions are explained by providing examples.

2.3.1 Adverbs as modifiers of adjectives. Their first function is their role of modifying adjectives. Adverbs that modify adjectives appear in medial position. The adverb in the sentence is highlighted with [] and the adjective with **bold**.

- 1) *The house we bought is [quiet] **big**.*
- 2) *Our supper last night was [really] **delicious**.*

2.3.2 Adverbs as modifiers of adverbs. Another syntactic function of adverbs is that they modify other adverbs. The adverb in its modifying function is highlighted with [] and the modified adverb with **bold**.

- 1) *Peter talked [very] **dramatically**.*
- 2) *The boy runs [so] **fast**.*

2.3.3 Adverbs as modifiers of other elements. Adverbs also modify other elements such as numerals, measurements, particles, prepositional phrases, pronouns and noun phrases. The adverb in its modifying function is highlighted with [] and the modified elements with **bold**.

- 1) *[Almost] **everybody** was disturbed by his behavior.*
- 2) *The [approximately] **100** students in the lecture hall were waiting for the instructor.*

2.3.4 Adverbs as complements of prepositions. They can be used as complements of preposition such as *since, until, through, from*, etc. Adverbs in their complement function are highlighted with [] and the prepositions with **bold**.

- 1) *I have not seen him **since** [then].*
- 2) *We have to finish our project **until** [tomorrow].*
- 3) *Please, enter **through** [here].*

2.3.5 Adverbs as clause elements: Adverbials. Another function adverbs have is that they function as clause elements, namely, adverbials. There are three major types of adverbials *circumstance adverbials*, which add information about the action or state in the clause (place, time, manner), *stance adverbials*, which point the speaker's assessment of the sentence in the clause (style, attitude, the truth judgment, hedging etc.) and *linking adverbials*, which connect phrases, sentences, paragraphs or even longer discourses (enumeration, apposition, result, contrast, etc.). Each sentence below provides one example for each of the 3 major types of adverbials. The adverbs are highlighted with [].

- 1) *He [slowly] walked home. <Circumstance adverbial>*
- 2) *[Unfortunately], he came home early and saw our party preparations. <Stance adverbial>*
- 3) *Our team didn't play well yesterday. [Therefore], they lost the game. <Linking adverbial>*

2.3.6 Adverbs with degree complement. Like it is the case with adjectives, adverbs are also used with degree complements such as the *as +adverb +as-phrase/clause*, *adverb-er + than-phrase/clause* or *more/less +adverb +than- phrase/clause*, *so +adverb +that-clause*, *so +adverb +as to-clause*, *too +adverb +to-clause* and *adverb +enough +to-clause*. Below are examples for each of them. Adverbs are highlighted with [] and the degree complements with **bold**.

- 1) *No animal can run [as fast] **as a cheetah**.*
- 2) *You are getting fit. You run [longer] **than before**.*
- 3) *You walk [so fast] **that I can't keep up with you**.*
- 4) *He exercises [so regularly] **as to be ready for the marathon**.*
- 5) *He has driven the car [too carelessly] **to be able to pass the driving test**.*
- 6) *The new English instructor speaks [slowly enough] **to be understood by the class**.*

2.3.7 Adverbs standing alone. This syntactic function of adverbs is almost only seen in conversational register. Adverbs that are standing alone can express agreement, pose questions or can be answers. See the dialogues below. Adverbs are highlighted with **bold**.

- 1) A: *The lesson is so boring*
B: **Definitely!**
- 2) A: *I passed my driving test in the end!*
B: **Seriously?**
- 3) A: *Is Susan that old?*
B: **Definitely!**

2.4 Semantic Functions of Adverbs

Beside the various syntactic functions of adverbs, adverbs do also have various semantic functions. These functions are interpreted differently by grammarians such as Randolph Quirk and his colleagues who outlined the functions under the categories *space, time, process, respect, contingency, modality and degree* in Quirk et al. (1985) and Douglas Biber and his colleagues who outlined the semantic functions of adverbs under the categories *place, time, manner, degree, additive/restrictive, stance and linking* in Biber et al (1999). This section provides a description of the semantic functions of adverbs according to the seven semantic functions of adverbs outlined in Biber et al. (1999).

2.4.1 Place. The answer to the question *where* the action happened can be obtained by this semantic type of adverbs. Adverbs of place can display *direction, position* or *distance*. Examples for each category are provided below and marked [].

- 1) *Please, walk over [there]. <direction>*
- 2) *Please, stay [there]. <position>*
- 3) *Please, don't go too [far]. < distance>*

2.4.2 Time. Adverbs of time can show *time position, frequency, duration, time relationship* in a sentence. The examples for these categories are presented below and marked [].

- 1) *We have to go [now]. <time position>*
- 2) *Our parents [often] play golf together. <frequency>*

- 3) *I will [always] love you. <duration>*
- 4) *We have [already] had lunch. Thank you for offering. <time relationship>*

2.4.3 Manner. Adverbs of manner show how the action is performed. Most adverbs of manner are derivational and take the *-ly* suffix. However, adverbials can also function as pre-modifiers of participles. They can sometimes be seen within compound predicative adjectives. Yet, when derivational *-ly* adverbs of manner are used as pre-modifiers of adjectives, they function as degree adverbs. Consider the following examples: Adverbs of manner are marked in [].

- 1) *She was singing [confidently] on the stage.*
- 2) *[Silently walking] on the tips of her toes, she went inside without her parents realizing that she was late. <pre-modifier of participles>*
- 3) *It is a [well-established] foundation. <compound predicative adjective>*
- 4) *She thinks [completely] different from us. <degree adverb>*

2.4.4 Degree adverbs. Adverbs of degree can be divided into two categories: intensifiers and downtoners. Intensifying adverbs increase or amplify the meaning of gradable adjectives and adverbs. In contrast, downtoners have the function of decreasing the meaning of these word classes. Consider the following sentences:

- 1) *The boy we saw on the subway was [so cute]. <intensifier + adjective>*
- 2) *The man always eats his sandwiches [extremely fast]. <intensifier + adverb>*
- 3) *The movie was only [somewhat good], wasn't it? <downtoner + adjective>*

2.4.5 Additive/Restrictive. Additive adverbs display to the receiver (listener or reader) that one item is added to another. They can be seen in sentence level and phrase level. Restrictive adverbs, however, put the focus on especially one item or group of items. Consider the following sentences:

- 1) *I like chocolate, **too**.*
- 2) *My father likes reading books, but he **also** likes to watch their movies if filmed.*
- 3) *I can feel your pain and **also** your grief.*

- 4) *All students will get a discount, but **only** those in my class will the movie be free.*
- 5) *We like J.J.R. Tolkien's new book, but Susan, **especially**, adores it.*
- 6) *Politicians **just** do what they are good at doing, giving false promises.*

Sentences 1, 2 and 3 are examples of additive adverbs while 4, 5, and 6 are examples of restrictive adverbs.

2.4.6 Stance. As mentioned in (2.3.5) stance adverbs are the speaker's/writer's assessment of the clause or clause elements. Stance adverbs can be divided into 3 categories, namely, *epistemic*, *attitude* and *style*.

To begin with, **epistemic stance** is the widest category of stance adverbs and it consists of 5 sub-categories. They can talk about the certainty and doubt level of a sentence, state reality-actuality, provide evidence/proof, show limitation on a proposition and can be used as hedging devices.

- 1) ***Maybe**, he hasn't come to school because of his illness.*
- 2) *Peter is 16 years old. **Actually**, he is 16 and a half.*
- 3) *Look at her face! **Apparently**, she is ill.*
- 4) *Our delay of the delivery **mainly** stems from the lack of delivery boys.*
- 5) *This activity is **kind of** boring.*

Secondly, stance adverbs of attitude show the speaker's/writer's attitude towards a proposition. Consider the following examples.

- 1) ***Unfortunately**, Susan has failed her driving test again.*
- 2) ***Surprisingly**, none of our students has failed the exam.*
- 3) ***Shockingly**, we watched the driver hit the woman.*

Finally, stance adverbs of style show the manner which the speaker or writer has adopted, i.e. in a quite simple style, in an honest or frank style. Example sentences have been provided below:

- 1) ***Honestly**, I think you should be more careful with your choice of friends.*
- 2) ***Frankly** speaking, you should study more.*

2.4.7 Linking. Linking adverbs make it possible to form a link in and between sentences or discourses that consist of a bundle of sentences such as paragraphs. As Biber et al (1999) state, this function contributes to the cohesion of discourses. Linking adverbs are semantically divided into six groups, which are enumeration, summation, apposition, result, contrast/concession and transitions. **Enumeration and addition adverbs** (*first, second, thirdly, additionally etc.*) contribute to establish an order throughout the text, and as their name suggests **summation adverbs** (*overall, altogether, to sum up*) put the information together. **Apposition adverbs** (*i.e., namely, e.g. etc.*), on the other hand, show that the following unit is similar to or included in the preceding unit, i.e. to reformulate or in other words express it with different or simpler terms and also displaying smaller units of it. **Adverbs of result** (*so, therefore, thus*) display the following units as the result of the preceding unit. **Concession and contrast adverbs** (*...though, however*) either oppose the preceding unit completely or to some extent. **Transition adverbs** (*now, incidentally*) move the topic to another topic not quiet related to the preceding one. Consider the following examples:

- 1) *First, we have to think of possible dangers.<...>Second, precaution need to be taken. <Enumeration>*
- 2) *<...> Overall, smoking has disadvantages on our health, environment and budget.< summation>*
- 3) *Non-gradable words, i.e. words that cannot be graded, are difficult to be learned. <apposition>*
- 4) *We have no money left, son. Therefore, I can't take you to the cinema. <result>*
- 5) *I love chocolate. However, I am allergic to it.<contrast>*
- 6) *What did you go with Jason yesterday? By the way, your blouse is very beautiful. <transition>*

2.5 Characteristics of Adverbials

Biber et al (1999) define adverbs as generally modifying adjectives and other adverbs, whereas, adverbials are not a part of a phrase like adverbs, rather they are a part of the clause themselves.

They can link or modify whole sentences or even longer entities. Quirk et al. (1985) state that the adverbial element differs from the other sentence elements i.e. subject, verb, object and complement. The differences can be related to various reasons. For instance, their ranges in semantic roles, the option of multiple occurrences in the same clause, the range of realization forms and position, distinctive grammatical functions and the flexibility of information processing and linking.

2.6. Semantic Functions of Adverbials

Adverbials, just like adverbs do have various semantic roles. A brief explanation of adverbials and their semantic roles were displayed in section 2.3.5. The semantic functions of adverbials divided by Quirk et al. (1985) overlap with the semantic division of adverbs see section 2.4. However, since this study mainly focuses on the information of Biber et al. (1999), the division of Quirk et al. (1985) is only merely outlined and presented in Table 1.

Table 1

Semantic Functions of Adverbials

| | Space | Time | Process | Respect | Contingency | Modality | Degree |
|---------------|------------------|---------------------|---------------------|------------------|------------------|----------------------|----------------------|
| Sub-divisions | <i>Position</i> | <i>Position</i> | <i>Manner</i> | --- | <i>Cause</i> | <i>Emphasis</i> | <i>Amplification</i> |
| | <i>Direction</i> | <i>Frequency</i> | <i>Means</i> | | <i>Reason</i> | <i>Approximation</i> | <i>Diminution</i> |
| | <i>Distance</i> | <i>Duration</i> | <i>Instrument</i> | | <i>Result</i> | <i>Restriction</i> | <i>Measure</i> |
| | | <i>Relationship</i> | <i>Relationship</i> | | <i>Condition</i> | | |
| | | | | | <i>Contrast</i> | | |
| | | | | <i>Condition</i> | | | |

***Taken from Quirk et al (1985)

According to Biber et al. (1999) there are three main categories of adverbials, i.e. *Circumstance*, *Stance* and *Linking*. The categories of the semantic functions of adverbs was explained in 2.4 and they are almost identical to the semantic functions of adverbials, except that the categories *contingency*, *recipient* and *other* is added to the list and that the manner is a sub-division of *process* adverbials. Looking at the syntactic realizations of adverbials (see 2.7) will shed light on the differentiation of adverbs and adverbials.

However, brief explanations will be provided about the semantic functions of adverbials and examples for differences of the semantic functions of adverbs and adverbials. Circumstance adverbials display the biggest category of all three. They can add information to the clause about the position, direction and distance of a **place** or the time position, duration, frequency and time relationship of **time**.

Process adverbials which have a wider scope of functions than manner adverbs in the semantic functions of adverbs, serve to add information about *how* or in other words in which manner, with which instrument and agent or by which means the action or state has been performed. Consider the following examples. The adverbials functions are written in **bold**.

- 1) *When he is drunk, he starts to drive his car **dangerously**.* <manner>
- 2) *Because his parents don't have a car, he goes to school **by bus**.* <means>
- 3) *Seriously? He made that amazing drawing **with a board-marker**?*
<instrument>
- 4) *The bank was robbed **by two teenagers**.* <agent>

Contingency contributes to the clause by providing information on the reason/cause, purpose, concession and condition. They can be seen as single word adverbs or even entire clauses. Consider the following examples. The adverbials functions are written in **bold**.

- 1) ***Because he didn't set his alarm clock**, he was late for school.* <reason>
- 2) *He was late for school **because he didn't set his alarm clock**.* <Cause>
- 3) *He told me a story **to make me feel more relaxed**.* <purpose>
- 4) ***Although he was ill**, he went to his tennis match.* <concession>
- 5) *We won't be able to have a picnic this afternoon **if it rains**.* <condition>

In **addition/restriction**, addition adverbials add the existing proposition to a previous one while restrictive adverbials limit the focus on one specific item or group. In the semantic function of **recipient** adverbials, the adverbial answers the question *for whom*. It tells the reader or listener the receiver or target of the action. Consider the following examples. The adverbials functions are written in **bold**.

- 1) *My father bought this new car **for me**.*
- 2) *Rape should be punished with the death penalty **for the sake of people**.*
- 3) *Our new tenant will pay the next three rents **to me**.*

Stance adverbials are divided into epistemic adverbials, attitude adverbials and style. The functions of the sub-categories of stance adverbials are similar to the semantic functions of adverbs (see 2.4.6) and it is the case with linking adverbials as well (see 2.4.7). Table 2 displays the semantic functions of adverbials determined by Biber et al. (1999).

Table 2

Semantic Category, Function and Sub-divisions of Adverbials

| Category | Function | Sub-Division |
|-------------------------|--------------------------|--|
| Circumstance Adverbials | Place | <i>Direction, position, distance</i> |
| | Time | <i>Time position, frequency, duration, time relationship</i> |
| | Process | <i>Manner, means, instrument, agent</i> |
| | Contingency | <i>Reason/cause, purpose, concession, condition, result</i> |
| | Extent/Degree | <i>Intensifiers, Downtoners</i> |
| | Addition/Restriction | |
| | Recipient | |
| Stance Adverbials | Other | |
| | Epistemic | <i>Doubt/certainty, actuality/reality, source of knowledge, limitation, view point or perspective, imprecision</i> |
| | Attitude | |
| Linking Adverbials | Style | |
| | Enumeration and Addition | |
| | Summation | |
| | Apposition | |
| | Result | |
| | Contrast/Concession | |
| | Transition | |

***Taken from Biber et al. (1999)

2.7 Syntactic Realization of Adverbials

The syntactic realization of adverbials will help us to understand the differences of adverbs and adverbials in a simple manner. Besides looking at the semantic functions that adverbials have, one should also consider the syntactic realizations. One syntactic realization of adverbials is their use **as single adverbs or adverb phrases**.

- 1) *I **still** haven't gone home.* <single adverb>
- 2) *I know her **very well**.* <adverb phrase>

In example 1 the adverb *still* has adverbial meaning as it not part of a phrase rather adds information about time relationship and is on its own a part of the clause. When it comes to example 2 we can see that the adverb phrase again is a part of the clause adding information on what manner the action is performed. However, when we look at “very” in the adverb phrase in example 2 we can see that *very* is functioning as a part of a phrase modifying the manner adverb *well*.

Adverbials can also be realized through noun phrases and single nouns. Consider the following examples.

- 1) *You didn't come to school **Monday**. Were you ill?*
- 2) ***Each year**, you look so different!*

Other forms of the syntactic realization of adverbials are **prepositional phrases** which are stated to be among the most common syntactic types of adverbials in Biber et al. (1999). Consider the following examples. The prepositional phrases as adverbs are written in **bold**.

- 1) *I left my keys **in the living-room**.* <position>
- 2) *Don't you want to stay **with me here for a little bit longer**?<time> and <duration>*
- 3) *I wrote this letter **for you**.* <recipient>
- 4) *I usually don't eat anything **in the morning**.* <time position>

In addition to the realization of adverbials as prepositional phrases, adverbials can also be realized through **finite clauses** and semantically, they function generally as contingency adverbials. Consider the following examples. Finite clauses are written in **bold**.

1) **If I were you**, I would really not stay up all night. <condition>

2) I didn't go to school **because I was ill**. <cause>

3) **Although we had only little time left**, he had his breakfast slowly.
<concession>

The last way of realizing adverbials is the use of non-finite clauses. Non-finite clauses can be categorized under four major groups, i.e. Ing-clauses, Ed-clauses, To+infinitive-clauses, and Verbless-clauses. The difference of the Ing-clauses and ed-clauses is basically the activeness or passiveness of the non-finite clauses. Ing-clause is used to show activeness of reduced adverbial clauses, whereas the ed-clause is used to show passiveness of reduced adverbial clauses.

1) **Having read the book for over 10 times**, Jason still can't get enough of it.

2) **Ruined in the accident**, the car was sold much below its value

3) She called us **to say that she was sorry**.

4) Please, don't ask too many questions **if possible**.

Example 3 displays the realization of adverbials with to +infinitive-clauses. To +infinitive clauses answer the question *why* and are the reduced form of the expression *in order to*. Example 4 displays the reduced form of and condition adverbial clause whose actual form should be "... *if it is possible*."

2.8 Recent Studies

This section starts off with a general overview of the studies conducted on adverbs in general and moves on with studies conducted on the semantic category linking/conjunctive adverbs, which is one of most studied categories of adverbs as far as the previous literature shows.

In their study of automatic profiling of different word categories, Granger & Rayson (1998) looked at the differences of French English learners' argumentative essays from ICLE and compared them with an equal amount of argumentative essays they gathered from LOCNESS. The results of the research show that adverbs make up 5% of the corpus in native speaker texts and about 6% in non-native speaker texts, which once more highlights the low frequency of their use in the language instead of their abundance in variety. They state that short adverbs such as *only*, *also*, *even*, *so*, *very* etc. were overused, especially those adverbs that indicate time and place, whereas adverbs ending with the *-ly* were underused. They also mention the favor of learners for using speech-like expressions in their texts just as Hinkel (2003) does in her study on NS and NNS argumentative essay analysis. She states that there were not many studies on adverb uses in texts of L2 learners and made a quantitative analysis of 569 essays obtained from four universities first year routine writing skills assessment tests. 126 essays from 569 were essays written by NSs and the rest of the essays written by NNSs who were studying in the US and had an advanced proficiency level in English. The analysis of her study focused on 12 semantic classes of adverbials. The results showed that the frequency rates of time and place adverbials were almost similar for the NSs and the NNSs. However, a significant difference was present in the frequency rates of amplifiers and emphatic adverbs. These two classes of adverbials are more common in the informal spoken English and she points out that the reason for the advanced level and proficient NNS to use these adverbials in their formal academic writings is that the amount of exposure to English is generally spoken. In addition, she states that the more a certain type of adverbial clause is common in the conversational prose the more likely it is to occur in academic essays.

A similar study was conducted by Hinkel (2005) on NSs' and NNSs' use of various hedging devices (functioning as stance adverbs) and intensifiers such as *totally*, *completely* and *always* in their academic essays. She analyzed 745 essays from NS and NNS that have been proficient in English and that have had a considerable amount of education in English. The findings show that the NNS used a very limited range of hedging devices. These were generally related to the conversational discourse just as it was the case with the intensifying adverbs.

She points out that although NNS have previously been enrolled in academic environments the main input the L2 learners get is the conversational discourse and thus mentions the importance of instruction on topics as such.

Crawford (2008) is another researcher looking at the differences of native and non-native texts. He investigated the quantitative and qualitative accounts of place and time adverbs (*here, there, now* and *then*) in texts of L1 and L2 speakers of English. For the comparison of L1 and L2 differences the American argumentative writing component of LOCNESS was used for L1, and the L2 corpora were selected from Germanic, Romance and Slavic typological backgrounds, namely German, Spanish and Bulgarian from ICLE. He also compared the data with the conversational academic writing components of LSWE. What he found was that there was no significant difference between the L1 and L2 speakers in terms of the frequency of those adverbs but that there was a greater difference in students writing and conversation.

In their study of adverb use and language proficiency in young learner writings Perez-Paredes & Sanchez-Tornel (2014) have investigated the use of General Adverbs (any adverbs that are not categorized as adverbs after nominal head, degree adverbs, wh- degree adverbs, wh- ever degree adverbs, comparative and superlative degree adverbs, locative adverbs, prepositional adverb particles, wh- and wh-ever general adverbs and quasi-nominal adverbs of time) produced by a total of 616 learners from the 5th, 6th, 9th and 10th grade from three different nationalities: Chinese, Polish and Spanish on the topic food. Their aim was to find if there is a difference in the frequency of adverb use as age increases. They state that Chinese learners in the study showed a constant increase as their age and proficiency level increased, which leads them to the conclusion that, in general terms, the use of adverbs increases with age although this was not completely valid for the two other groups whose increase was not constant. Yet, the amount of adverbs used in the 10th grade was highest in all three groups. They suggest that the onset of adverb use is more likely to occur in grade 9 and mention that learners also use more sophisticated ones.

Liu (2014), in his corpus linguistics based study, investigated the use of the 20 most frequently used frequency adverbs by Chinese college English learner in their written and spoken English. For the comparisons of Chinese learners spoken and written English with the native speaker corpora, he used LOCNESS and LONDON-LUND, a spoken English corpus, as the control corpora and CLEC (College Learner English Corpus) and COLSEC (College Learners' Spoken English Corpus) for the Chinese corpora. The findings showed that there was only a 15% similarity, 3 out of 20 frequency adverbs, in the use of adverbs between the learner corpus and the control corpus. The total amount of adverb use was almost two times more in the learner corpus than in the control corpus. While the latter contained 4314 uses of adverbs, the former used 8103 adverbs. This reflects a significant overuse of certain adverbs such as *always*, *often* and *sometimes* in the learner corpus. For instance, *always* was used almost 3 times, *often* almost 4 times and *sometimes* almost 10 times more often in the learner corpus. However, there were also underuses of frequency adverbs present.

Linking adverbs are one of the semantic types of adverbs that are widely studied especially in academic writing. The nature of academic writing has a tendency for linking adverbs as they connect/link words, sentences, or even longer stretches of texts such as paragraphs or even ideas or thoughts.

One of the studies made on the use of linking adverbs was that of Narita and Sugiura (2006). They examined the use of 25 adverbial connectors in argumentative essays written by Japanese advanced EFL college students. They made a quantitative comparison of the frequency rates and occurrence position of 25 adverbial connectors by using two corpora, the Japanese component of ICLE and the American component of LOCNESS. The findings of the quantitative analysis showed that Japanese student significantly overused adverbial connectors and favored to use those in sentence initial position. They also made a qualitative analysis of the adverbial connectors used in the student essays, with the results suggesting that Japanese students have problems in using adverbial connectors in writing as they only use a limited amount of adverbial connectors repetitively, causing a significant overuse.

Trebitts (2009) conducted a different and interesting study on conjunctive cohesion using a perspective other than learner texts. She analyzed the uses of linking adverbials and conjunctions in EU documents in a corpus based approach and provided implications for the teaching of English for specific purposes ESP. For comparison she used CEUE (Corpus of EU English) and the written component of BNC (British National Corpus). Her findings showed that the most frequently used semantic categories were additive, temporal and causal and that adversative, clarifying and hypothetical adverbs were among the less common categories used in EU texts. The total appearances of additives were 2.4 times more than all other categories combined. When compared with the BNC, the conjunction *and* as a cohesive device was overused and *but* and *nor* were significantly less used in the EU documents.

Peacock (2010) analyzed linking adverbials used in 320 published research articles across 8 disciplines which he further divided into science and non-science. The purpose of the research was to look at the interdisciplinary differences in the frequency, form and function of linking adverbials used by the authors of the research articles. The result showed that there was an increase and a change in the way linking adverbials had been previously used. Compared with the numbers in LSWE corpus his study showed that there was an overall overuse in the semantic categories contrast/concession, addition and apposition, however the results also showed an underuse in the category result/inference whose percentage is 43% in the LSWE and only 21% across the research article corpus. He also found that disciplines show differences in the way they use linking adverbials and that non-science disciplines use more linking adverbials than sciences.

Another study that examines linking/conjunctive adverbs is that of Can (2011). He investigated the use of conjunctive adverbs of Turkish EFL learners' argumentative essays. His study analyzed 208 argumentative essays written by Turkish undergraduate students. The data were taken from TICLE, the Turkish sub-corpus of ICLE (International Corpus of Learner English), and he compared them with essays on the same topic derived from LOCNESS (Louvain Corpus of Native English Essays).

His analysis displayed that the adverbial connectors used in TICLE were similar to those of the native speakers' written essays. However, the number of adverbial connectors used was more in TICLE. The comparison between learner essays in TICLE and LOCNESS showed that there was a statistical overuse in some adverbials in the categories enumeration/addition, apposition, result/interference and contrast/concession. When looking away from the semantic analysis, syntactically he found that Turkish students tend to use conjunctive adverbs most frequently in initial position followed by medial position and lowest in final position.

Lei (2012) investigated the use of linking adverbials of Chinese doctoral students in their academic writing and compared them to the professional writers. What was found was that the overall tokens of linking adverbials used were more in the Chinese doctoral students writing. 33 linking adverbials were found to be overused while 25 were underused. Almost half of the underused adverbials were found to be adversative adverbials.

Another study on linking adverbials is that of Liu (2013). In the study the use of linking adverbials in speaking and writing of Chinese EFL learners was analyzed with a corpus based approach comparing learners' corpora and native speaker corpora. The findings show that Chinese EFL learners use more linking adverbials in their speaking than in their writing, which is the opposite speaking writing pattern that native speakers have. It is also mentioned that Chinese learners have an overall tendency towards overusing linking adverbials. Yet, they show different tendencies between registers such as overusing corroborative adverbials in speaking and underusing them in writing. These tendencies all were linked to factors such as L1 transfer, pedagogical instruction, stylistic awareness, semantic understanding and pragmatic considerations.

Leedham and Cai (2013), whose study mainly focuses on the use of linking adverbials in the essays of L2 undergraduate students in universities in the UK, also talk about the notion of over and underuse and also the misuse of certain grammatical features in learner texts such as the use of informal language, pronouns and linking adverbials. They mention that at the starting point of their education in the UK, students are affected by their secondary education in terms of lexical item

choice for academic writing. However, they also mention that these students will benefit greatly from the L2 environment and the samples that the students will encounter throughout their university education, which may alter their choice of lexical items for the appropriate form.

The appropriate use of adverbs remains a problem for even advanced learners of English, although EFL learners are taught adverbs at even an early stage of language learning (Philip, 2008). Common problems that are encountered in learner texts are overuse of certain types of adverbs and lack of register awareness. In the light of previous studies mentioned above the current study assumes that EFL learners in Turkey may share similar problems such as overuse and register awareness and thus aims to investigate the use of these learners in terms proficiency level and NSs differences. This study is believed to contribute to the existing literature in that it is one of the few studies on adverbs that has been conducted on EFL learners in Turkey and it differs from the other studies in that it investigates different proficiency levels.

Chapter 3

Methodology

3.1 Research Design

The present study uses a mixed-method approach of analysis as one of the aims is to investigate the use of adverbs in EFL learner texts between proficiency levels quantitatively. Since the nature of corpus-based studies is generally quantitative due to the reason that corpora provide statistical occurrences of word classes to provide a valid measure for comparison, the present study, as it is partially corpus-based, uses a quantitative research design. Yet, the current study also employs a qualitative analysis of the data and a qualitative display of the quantitative data is provided. The research tries to provide quantitative results to the questions:

1. What is the frequency of adverbs use by B1 and B1+ proficiency level learners of English?
2. What is the frequency of adverbs use by B2 and C1 proficiency level learners of English?
3. Are there qualitative and quantitative differences between the learners in terms of level and variety of adverb use?
4. Are there differences in the use of adverbs between the actual corpus and the LSWE corpus?

However, as the data were analyzed and more tables emerged, i.e. Table 7, Table 8 and Table 9, new inferences that provide answers beyond the research questions could be made. Due to this reason, we can also say that the research followed a data-driven approach.

3.2 Universe and Participants

The research was conducted at a state university in the western part of Turkey with 29 students who studied at the engineering faculty where the means of education was English.

The data were collected in a lecture hall with 60 seats and provided a comfortable seating for 29 students as they had plenty of space to sit. Furthermore, the lecture hall was well located, allowing sun light to enter the hall easily, which in turn established a suitable learning, teaching or assessment environment.

The participants of this research are 29 EFL students who study at different departments of the engineering faculty and of which all are in their freshmen year. Sampling was done according to willingness of participation. This group of students consists of 11 females and 18 males. Also, 21 of these 29 EFL students are of Turkish nationality and the remaining 8 students are students from countries other than Turkey such as Afghanistan, Iran, Iraq, Sudan and Morocco. The participants are divided into two groups according to their English proficiency level which was determined through an IELTS exam. 18 participants have an IELTS band score of 4,0-4,5 (Group 1) which equals to B1-B1+ level, 11 participants have an IELTS band score ranging from 5,0 to 7,5 (Group 2) which equals to B2 level and upwards. The gender distribution for each group is as following: 7 female and 11 male participants in Group 1, 5 female and 6 male participants in Group 2. All participants had taken an academic writing class consisting of a 16 week period before they took part in the study.

3.3 Procedures

The study was carried out in two stages. The first involved assessing learners' proficiency level using the IELTS exam in order to establish the groups in this study. All participants were gathered in a lecture hall and the participants took the listening, reading and writing sections on the first day. The speaking section was completed the following day. The exam papers were evaluated and the scores of each participant were determined. Two weeks after the exam, the second stage was initiated by asking the learners to write an argumentative essay in a one hour time span about professional sportsmen earning far more money than other professionals.

3.4 Sources of Data

The sources of data in this study were collected from 29 argumentative essays written by under-graduate students with intermediate and advanced level proficiency in English. The total number of tokens was counted and the adverbs that were used were determined and further divided into semantic categories. The frequency rates of each semantic category were compared with the academic prose component of LSWE corpus that Biber et al (1999) displayed.

3.5 Data Collection Procedures

All participants were informed via e-mail, when and where they were supposed to gather for the participation of the study one week beforehand. They were seated in a lecture hall in the 3rd hour. The reason for choosing the third hour was to ensure that the participant would not be affected by being sleepy in the early morning hours or by hunger towards lunch time. It was aimed to eliminate the factors that might affect the outcome of their writing. The researcher provided the learners with a pencil, an eraser and paper, which were all funded by the researcher. In order to make sure that the topic was clear, the topic was explained both in English and in Turkish and the topic was written on the white-board of the lecture hall and as well projected on the wall. The participants were given one hour to write an essay regarding their point of view on the topic whether it is fully justified that professional sportsmen earn a great deal more money than the other professions do. After the one hour time given had finished the papers were collected and put into a folder.

3.6 Data Analysis Procedures

A total of twenty nine learners provided 29 argumentative essays for this study. First, the written texts were carefully analyzed. Each use of adverbs was coded, which was followed by the identification of sub-categories including seven semantic functions of adverbs used in the texts. The actual adverbs were then tabulated according to the frequency of adverb use by both groups. The percentages were calculated and compared to the corpus LSWE used by Biber et al (1999).

The emerging scores and varieties of adverb uses were qualitatively and quantitatively compared, in order to reveal the potential impact of proficiency level on the use of adverbs.

3.7 Reliability and Validity

To determine the different language proficiency levels of the participants an IELTS test was applied. The main reason for applying this test is that the IELTS exam is a standardized test recognized almost all around the world including the UK, Australia and the USA. It consists of four sections: Listening, Reading, Writing and Speaking. The Listening and the Reading sections both consist of 4 parts whereas the Speaking section consists of three and the writing section only of two sections. There are no explicit measurements for the ability of grammar and vocabulary present in the IELTS exam. However, they are measured inside the other skills as efficient production is also related to the knowledge of grammar and vocabulary.

The categories and classifications of adverbs were checked with an expert who has a PhD in linguistics and who also teaches and tutors at postgraduate level. Discussions over adverbs were made to ensure the categorization. Seven semantic categories were determined to be analyzed in the study after the discussion has come to an agreement. To ensure inter-rater reliability, the identification of the types of adverbs was done by the researcher and the expert, and the identifications were compared.

3.8 Limitations and Delimitations

This study consists of the analysis of only 29 argumentative essays written on one topic. The total number of word tokens used in the actual corpus is 6058. These 29 argumentative essays were collected from 29 students from only one time writing. The repetitions of the writing process could have been higher. One other limitation that the study has is the scores the students attained from the IELTS exam. Although IELTS is an internationally recognized standardized test, such exams require training in order to get used to the format of the exam. For all participants of the study it was their first time taking the IELTS exam and thus the scores might be lower than they could have been after some knowledge and training about the exam.

The reason for such an assumption is that the researcher has had previous experience in preparing candidates for the IELTS exam and that it might be possible even for native speakers of English to get lower scores than they actually should. Also, one other limitation might be considered as the grading of the IELTS exam. The writing section of the exam was graded by the researcher with the public version of the IELTS writing rubric. Although the researcher has some experience in the teaching of IELTS and the evaluation and scoring of the test, an expert in the field could have been consulted in order to assure inter-rater reliability.



Chapter 4

Results

The results of the collected and analyzed data will be presented in four sections centering around the research questions. In each sub-section, data related to the questions will be introduced and basic findings will be mentioned.

The first research question seeks to reveal the frequency of adverbs of B1 and B1+ proficiency level learners of English?

Table 3

| | Place | Time | Manner | Degree | Additive/ Restrictive | Stance | Linking |
|---------|-------|-------|--------|--------|--------------------------|--------|---------|
| Group 1 | 5 | 26 | 13 | 42 | 25 | 13 | 27 |
| | 0.15% | 0.77% | 0.39% | 1.25% | 0.74% | 0.39% | 0.80% |

The results in table 4.1 are based on the actual corpora established from the learners' written texts and it shows the number of adverbs used by the learners of Group 1 which consists of B1 and B1+ proficiency level learners. As it can be seen in the table 3 the learners of Group 1 use degree adverbs more commonly than any other semantic group of adverbs. They used forty two adverbs of degree, all of which function as intensifiers in the corpora consisting of 3373 words, and they make up 1.25%. The second most used semantic group of adverbs are the linking adverbs which were used twenty seven times, followed by time adverbs which were used twenty six times and additive/restrictive adverbs with twenty five uses. The percentages for degree, time additive/restrictive are as following: 0.80% for degree adverbs, 0.77% for time adverbs and 0.74% for additive/restrictive adverbs. Stance and manner adverbs were used at the same amount. Both were used thirteen times and each makes up 0.39% of the total words used in the essays of Group 1. The least frequent semantic group of adverbs used by the learners is place. There are only five appearances of place adverbs and they make up 0.15% which is almost three times lower than the amount of manner and stance adverbs.

The second research question seeks to find out the frequency of adverbs use by B2 and C1 level learners of English?

Table 4

Percentages of the Semantic Functions of Adverbs of Group 2

| | Place | Time | Manner | Degree | Additive/ Restrictive | Stance | Linking |
|---------|-------|-------|--------|--------|--------------------------|--------|---------|
| Group 2 | 1 | 16 | 11 | 32 | 22 | 14 | 19 |
| | 0.04% | 0.60% | 0.41% | 1.19% | 0.82% | 0.52% | 0.71% |

The results shown in table 4 display number of adverbs used and their percentages of Group 2 which consists of eleven learners with English proficiency levels ranging from B2 to C1. The percentages were calculated according to the amount of appearance of adverbs in the corpora established from the learners' argumentative essays. Learners in this group have used 32 degree adverbs of which only one is used as a downtoner, and these 32 degree adverbs constitute 1.19% of the 2685 words used in the essays. The second highest frequency of adverbs preference can be seen in additive/restrictive adverbs. Learners have used additive/restrictive adverbs 22 times which is equal to 0.82% of all words in the corpora. Additive/restrictive adverbs are followed by linking with a use of 0.71%. Time adverbs were used 16 times and stance adverbs 14 times. With a percentage of 0.04% place adverbs have the least frequent use. Both groups used degree adverbs most and the reason why degree adverbs were used obviously more than the other adverbs might be due to the nature of the topic in the learners' essays. The comparison of the two groups is made while providing the results for the third research question.

The third research question seeks to find out if there are qualitative and quantitative differences between the learners in terms of level and variety of adverb use. In order to answer this question the data given in tables 5, will be analyzed and tables 6 and 7 will display the adverbs used by both groups qualitatively.

First, table 5 is described in order to provide a quantitative comparison of the two groups in terms of the frequency of preference of the semantic groups.

Table 5

Percentages of the Semantic Functions of Adverbs of Both Groups

| | Place | Time | Manner | Degree | Additive/ Restrictive | Stance | Linking |
|---------|------------|-------------|-------------|-------------|--------------------------|-------------|-------------|
| Group 1 | 5 0.15% | 26 0.77% | 13 0.39% | 42 1.25% | 25 0.74% | 13 0.39% | 27 0.80% |
| Group 2 | 1 0.04% | 16 0.60% | 11 0.41% | 32 1.19% | 22 0.82% | 14 0.52% | 19 0.71% |

Degree adverbs dominate all other semantic functions of adverbs in both groups. While there are 42 uses of degree adverbs in group 1 and 32 in Group 2, their percentages do not differ significantly 1.25% in Group 1 and 1.19 % in Group 2. The reason for this is that each group was evaluated according to their own corpora. The two most frequently used degree adverbs by both groups are *so* and *very* and below are some excerpts of the use of these adverbs of the EFL students in this study. It needs to be mentioned that these uses are not incorrect; rather they are displays of the uses in the actual corpus.

Very

*“And if they break some part of their body **very** badly, they can not be able to play soccer any longer.”*

*“Answer is **very** easy. There are 204 country in the world and each country have their own national football club and small football clubs for each city.”*

*“I saw a runner who cried because of her damaged leg. I guess, it was **very** painful. ”*

So

*“... are training **so** hard every season of the year and they love to prove themselves to earn much more money than others. ”*

*“... he has a big house, and **so** many cars that he doesn't have any place in his garage, and a beautiful wife.”*

“If we think truly this is not fair but so many people spend their own talent.”

Table 6

A Qualitative Display of the Semantic Categories and Sub-divisions of Adverbs Used by Group 1

| Learner | Place | Time | Manner | Degree | Additive/ Restrictive | Stance | Linking |
|---------|------------------------|---|--|--|--|--|---|
| 1 | | | | Intensifier: <i>really (2)</i> | Additive: <i>also</i> Restrictive: <i>just (2), only</i> | | Enumeration: <i>finally</i> Result: <i>so</i> |
| 2 | | | | Intensifier: <i>more, very (2)</i> | | | Result: <i>therefore</i> |
| 3 | | Time: <i>always</i> | | Intensifier: <i>so</i> | Additive: <i>also</i> | Epistemic : <i>maybe (2)</i> | Result: <i>so (3)</i> |
| 4 | | | | | Additive: <i>also (2)</i> | | |
| 5 | | Time: <i>always (2), now, never, already</i> | Manner: <i>completely (2)</i> | Intensifier: <i>too (2), most</i> | Additive: <i>also (2), again</i> Restrictive: <i>Only (2)</i> | | Enumeration: <i>finally</i> Result: <i>so</i> |
| 6 | | | Manner: <i>Constantly (2)</i> | | Additive: <i>also</i> | | |
| 7 | Place: <i>there</i> | Time: <i>Again</i> | | Intensifier: <i>so (3), more</i> | | | Result: <i>so (2)</i> |
| 8 | | Time: <i>Every time, today</i> | Manner: <i>well</i> | Intensifier: <i>most, very (3), too (2), really</i> | | Epistemic : <i>really</i> | Enumeration: <i>firstly</i> Contrast: <i>however</i> |
| 9 | | Time: <i>then, every time, sometimes,</i> | Manner: <i>hard, alone, regularly</i> | Intensifier: <i>most, very (2)</i> | | Epistemic : <i>maybe</i> | Result: <i>so</i> |
| 10 | | | Manner: <i>Well-known</i> | | Restrictive: <i>Only</i> | Epistemic : <i>maybe</i> | |
| 11 | | Time: <i>every time (2), always</i> | | Intensifier: <i>so (3)</i> | | Epistemic : <i>Of course</i> | |
| 12 | | Time: <i>now, every day</i> | Manner: <i>hard</i> | Intensifier: <i>very (4)</i> | Additive: <i>similarly</i> | | Result: <i>so</i> |
| 13 | | | | Intensifier: <i>very</i> | Restrictive: <i>just, only</i> | | Enumeration: <i>firstly</i> |
| 14 | Place: <i>there</i> | | | | Restrictive: <i>just</i> | Epistemic : <i>about, generally</i> | Enumeration: <i>firstly, secondly</i> Result: <i>so</i> |

Table 6 (cont.d)

| | | | | | | |
|----|--|--|---|---|--|-----------------------|
| 15 | Place: <i>inside,</i> <i>here</i> (2) | Time: <i>still,</i> <i>already,</i> <i>now</i> | Intensifier: <i>too, more,</i> <i>so</i> | Additive: <i>also</i> Restrictive: <i>only</i> | Epistemic : <i>maybe</i> (2) | Result: <i>So</i> (3) |
| 16 | | Time: <i>Always</i> | Manner: <i>hard</i> | Additive: <i>also</i> Restrictive: <i>just</i> | Epistemic : <i>maybe</i> | Result: <i>so</i> (2) |
| 17 | | Time: <i>Already</i> | Manner: <i>better, (think)</i> <i>truly</i> | Intensifier: <i>so</i> (2), <i>really</i> (2) | Additive: <i>again, too.</i> Epistemic : <i>Actually,</i> <i>like</i> | Result: <i>so</i> |
| 18 | | Time: <i>Then</i> (2) | Intensifier: <i>very</i> (4) | Restrictive: <i>only</i> | | Result: <i>so</i> (3) |

The second most dominating semantic function of adverbs shows changes in the two groups; learners in Group 1 used linking adverbs (0.80%). On the other hand, Group 2 preferred to use additive/restrictive adverbs (0.82%) as the second most used group of adverbs. Time adverbs rank number 3 in Group 2 (0.77%) and additive/restrictive adverbs appear to rank number 4.

Table 7

A Qualitative Display of the Semantic Categories and Sub-divisions of Adverbs Used by Group 2

| Learner | Place | Time | Manner | Degree | Additive/ Restrictive | Stance | Linking |
|---------|-----------------------|---|---|--|---|--|---|
| 1 | | Time: <i>nowadays</i> | | Intensifier: <i>so, more, very</i> | | | Contrast/concession: <i>However, Whereas</i> Result: <i>So (2)</i> Enumeration: <i>Firstly, Secondly, Thirdly</i> |
| 2 | | Time: <i>always, Already</i> | | Intensifier <i>:Too, completely, really (2), Very</i> | Additive: <i>Also</i> Restrictive: <i>just (2), even</i> | Epistemic: <i>actually, really, Probably</i> | Enumeration: <i>firstly</i> |
| 3 | | | Manner: <i>enough, excessively</i> | Intensifier: <i>very, fully, much</i> | Restrictive: <i>even, Just</i> | | Result: <i>So (3)</i> |
| 4 | | | | | Restrictive: <i>just</i> | Epistemic: <i>actually, Maybe</i> | Result: <i>so</i> |
| 5 | | | Manner: <i>more (2), hard</i> | Intensifier: <i>so (4)</i> | Restrictive: <i>even, just (2)</i> | Epistemic: <i>kind of</i> | Result: <i>so</i> |
| 6 | | Time: <i>often, nowadays</i> | Manner: <i>more</i> | Intensifier: <i>most</i> | | Epistemic: <i>maybe, like</i> | Enumeration: <i>then</i> Result: <i>so</i> |
| 7 | | Time: <i>generally, yet, every (2)</i> | Manner: <i>hard (2), badly</i> | Intensifier: <i>so, much (2), very (3)</i> | Additive: <i>also (2)</i> Restrictive: <i>just (2)</i> | Epistemic: <i>actually</i> | Contrast/Concession: <i>Otherwise</i> |
| 8 | | | | Intensifier: <i>more (2)</i> | Additive: <i>also (2)</i> Restrictive: <i>even (2)</i> | Epistemic: <i>normally,</i> | |
| 9 | | Time: <i>usually (3)</i> | | Intensifier: <i>more (2)</i> | Restrictive: <i>just</i> | Epistemic: <i>somehow</i> | |
| 10 | | | | Intensifier: <i>greatly, more</i> | Restrictive: <i>only, even</i> | | Contrast/Concession: <i>instead, however</i> |
| 11 | Place: <i>down</i> | Time: <i>Just, Sometimes, then (2)</i> | Manner: <i>Enough</i> | Intensifier: <i>so(3)</i> Downtoners: <i>almost</i> | Restrictive: <i>even</i> | Epistemic: <i>totally, possibly, personally</i> | Result: <i>so</i> |

Table 8 provides a quantitative display of the adverbs used in the actual corpus by the two groups. The semantic category of stance adverbs is the leading category in terms of variety of adverbs used with a total number of 14 different adverbs. Stance adverbs are followed by time and manner adverbs which share the second place in terms of variety with a total number of 13 different adverbs used.

Table 8

The Quantitative Display of Adverbs Used in the Actual Corpus

| Semantic category | Group 1 N | Group 2 N | Total N of adverb |
|-----------------------|--------------|--------------|-------------------|
| Place adverbs | | | |
| There | 2 | 0 | 2 |
| Here | 2 | 0 | 2 |
| Inside | 1 | 0 | 1 |
| Down | 0 | 1 | 1 |
| Time adverbs | | | |
| Always | 5 | 1 | 6 |
| Then | 3 | 2 | 5 |
| Already | 3 | 1 | 4 |
| Now | 2 | 0 | 2 |
| Nowadays | 0 | 2 | 2 |
| Today | 1 | 0 | 1 |
| Generally | 0 | 1 | 1 |
| Yet | 0 | 1 | 1 |
| Usually | 0 | 3 | 3 |
| Sometimes | 1 | 1 | 2 |
| Never | 1 | 0 | 1 |
| Just | 1 | 1 | 2 |
| Every | 5 | 2 | 7 |
| Manner adverbs | | | |
| Enough | 0 | 2 | 2 |
| Excessively | 0 | 1 | 1 |
| More | 0 | 3 | 3 |
| Hard | 3 | 3 | 6 |
| Badly | 0 | 1 | 1 |
| Truly | 1 | 0 | 1 |
| Better | 1 | 0 | 1 |
| Well-known | 1 | 0 | 1 |
| Alone | 1 | 0 | 1 |
| Well | 1 | 0 | 1 |
| Constantly | 1 | 0 | 1 |
| Completely | 2 | 0 | 2 |
| Regularly | 1 | 0 | 1 |
| Degree adverbs | | | |
| Really | 5 | 2 | 7 |
| More | 3 | 6 | 9 |
| Very | 16 | 6 | 22 |
| So | 10 | 9 | 19 |
| Too | 5 | 1 | 6 |
| Most | 2 | 1 | 3 |
| Completely | 0 | 1 | 1 |
| Fully | 0 | 1 | 1 |
| Much | 0 | 1 | 1 |
| Greatly | 0 | 1 | 1 |
| Almost | 0 | 1 | 1 |

Table 8 (cont.d)

| | | | |
|-------------------------------------|----|---|----|
| Additive/Restrictive adverbs | | | |
| Also | 9 | 5 | 14 |
| Just | 5 | 9 | 14 |
| Only | 7 | 1 | 8 |
| Again | 2 | 0 | 2 |
| Similarly | 1 | 0 | 1 |
| Too | 1 | 0 | 1 |
| Even | 0 | 7 | 7 |
| Stance adverbs | | | |
| Maybe | 7 | 2 | 9 |
| Really | 1 | 1 | 2 |
| About | 1 | 0 | 1 |
| Generally | 1 | 0 | 1 |
| Actually | 1 | 3 | 4 |
| Like | 1 | 1 | 2 |
| Probably | 0 | 1 | 1 |
| Normally | 0 | 1 | 1 |
| Kind of | 0 | 1 | 1 |
| Somehow | 0 | 1 | 1 |
| Totally | 0 | 1 | 1 |
| Personally | 0 | 1 | 1 |
| Possibly | 0 | 1 | 1 |
| Of Course | 0 | 1 | 1 |
| Linking adverbs | | | |
| However | 1 | 2 | 3 |
| Whereas | 0 | 1 | 1 |
| So | 19 | 8 | 27 |
| Firstly | 3 | 2 | 5 |
| Secondly | 0 | 1 | 1 |
| Thirdly | 0 | 1 | 1 |
| Then | 0 | 1 | 1 |
| Otherwise | 0 | 1 | 1 |
| Instead | 0 | 1 | 1 |
| Finally | 2 | 0 | 2 |
| Therefore | 1 | 0 | 1 |

Interestingly, degree adverbs which have the highest frequency rate as shown in table 5 are positioned third together with the linking adverbs with a total of 11 different adverbs used. For the additive/restrictive category 7 different adverbs were used and the category coming last is place the adverbs category with only 4 different adverbs used, namely, *there*, *here*, *inside* and *down*.

The 4th research question tries to find out whether there is a difference in the use of adverbs between the actual corpus and the LSWE corpus. Table 9 provides a comparison of the most frequently used adverbs in the actual corpus and their frequency rates in the LSWE corpus displayed in Biber et al. (1999, p.561-562). To start with, time adverbs *then* and *always* were used 5 times and 6 times. *Then* makes up 0,0008% of the actual corpus which is 4 times higher than in LSWE.

Table 9

Comparison of the Most Frequently Used Adverbs in the Actual Corpus and LSWE Academic Prose

| Semantic Category | LSWE Corpus % Academic Prose | Actual corpus % | Group 1 | Group 2 |
|-------------------------------------|---------------------------------|-----------------|---------|---------|
| Time adverbs | | | | |
| then | **0,0002 % | 0,0008% | 3 | 2 |
| always | **0,0002% | 0,001% | 5 | 1 |
| Place adverbs | | | | |
| *there | --- | 0,0003% | 2 | 0 |
| *here | **0,0002% | 0,0003% | 2 | 0 |
| Manner adverbs | | | | |
| Hard | (-) 0,0002% | 0,001% | 3 | 3 |
| Degree adverbs | | | | |
| *very | **0,0002% | 0,004% | 16 | 6 |
| *so | --- | 0,0031% | 10 | 9 |
| *too | --- | 0,001% | 5 | 1 |
| *really | --- | 0,0011% | 5 | 2 |
| Additive/Restrictive adverbs | | | | |
| also | **0,0002% | 0,0023% | 9 | 5 |
| just | **0,0002% | 0,0023% | 5 | 9 |
| only | (+) 0,001% | 0,0013% | 7 | 1 |
| even | **0,0002% | 0,0011% | 0 | 7 |
| Stance adverbs | | | | |
| *maybe | --- | 0,0015% | 7 | 2 |
| *actually | --- | 0,0006% | 4 | 1 |
| Linking adverbs | | | | |
| So | **0,0002% | 0,0045% | 19 | 8 |

**common in conversational prose*

*** at least 200 appearances and less than 1000 appearances per 1 million words*

(-) less than 200 appearances per 1 million words

(+) over 1000 appearances per million words

Always, however, comprises 0,001% which is 5 times the amount used in LSWE. Again two adverbs were more frequently used when compared to all the other place adverbs in the actual data, which are *there* and *here*. Both share the same amount of frequency 0,0003% in the actual corpus however here and there are adverbs more commonly used in conversational prose rather than the academic prose. From the category manner adverbs the adverb *hard* was used 6 times making up 0,001%. The manner adverb *hard* is used less than 0,0002% in both the conversational and academic prose in LSWE. Degree adverbs *very*, *so*, *too* and *really* are adverbs that are used more in the conversational prose rather than in academic prose. Their percentages of their appearance in the actual data are 0,004% for *very*, 0,0031% for *so*, 0,001% for *too* and 0,0011% for *really*. Except for *very* which makes up at least 0,0002% according to the corpus findings in LSWE, the other three seem to have no relevance in the academic prose. From the additive/restrictive adverb category the adverbs *also*, *just*, *only* and *even* were used in a higher rate than the other adverbs in that category. *Also* and *just* comprise 0,0023%, indicating a problem of overuse of those adverbs when compared to LSWE. Below are given excerpts of the uses of *just* and *also* as they are the most frequently used adverbs of this category.

“Some sports professionals usually don’t attend university courses, most of them are just talented and usually do a lot of practices by them self.”

“But one man or woman will score some goals and he/she will have expensive cars, shiny houses and money. Lots of money. And we will just watch them.”

“They want to earn a lot of money for this work is exhausting. Also, they are travelling constantly.”

“Also they have to be talented from birth. Otherwise, they can not get fame worldwide.”

The percentage of *Only* is 0,0013% which is quite similar to its appearance in LSWE. *Maybe* was used 9 times and makes up 0,0015%, while *actually* was used 5 times and comprises 0,0006% of the actual corpus. *So* functioning as linking adverb was used 27 times making up 0,0045% of the actual corpus whereas *so* in LSWE has a percentage of 0,0002%. Finally, Table 10 provides a general overview of the findings. Below are given displays of student excerpts for the use of *so* as a linking adverb since it has a total occurrence of 27 times, of which it was used 19 times by the lower proficiency level Group 1. Overall, *so* as a linking adverb has the highest frequency of all other adverbs.

“There are alot of team in this industry **so** there are many people who are fans.”

“... and as I know most of them has not any carrier, **so** they have to deal with that.”

“ We are old persons **so** we have opinions about this situation.”

Table 10
General Overview of Findings

| | Group 1 | Group 2 | Combined |
|--------------------------------|---------|---------|----------|
| N of Essays | 18 | 11 | 29 |
| N of Tokens Used | 3373 | 2685 | 6058 |
| Average Essay Length | 187 | 244 | 209 |
| Adverbs Used | 151 | 115 | 266 |
| N of Different Adverbs | 43 | 49 | 69 |
| Percentage of Adverbs | 4,8% | 4,28% | 4,43% |
| • Degree Adverbs | 1,25% | 1,19% | 1,22% |
| • Additive/Restrictive Adverbs | 0,74% | 0,82% | 0,77% |
| • Linking Adverbs | 0,80% | 0,71% | 0,75% |
| • Time Adverbs | 0,47% | 0,57% | 0,69% |
| • Stance Adverbs | 0,39% | 0,52% | 0,45% |
| • Manner Adverbs | 0,39% | 0,40% | 0,39% |
| • Place Adverbs | 0,15% | 0,03% | 0,1% |

The current study consisted of 29 essays, 18 essays written by Group 1 and 11 essays written by Group 2. At total of 6058 word tokens was used in these 29 essays with an average length of 209 words per essay. The findings show that although the average essay length of Group 2 was higher, Group 1 used more adverbs. While adverbs make up 4,8% of all words used in Group 1, this amount is lower in Group 2 with 4,28%. Yet, looking at the amounts of variety of adverbs used, Group 2 uses bigger amounts of different adverbs.

When it comes to the analysis of frequency rates of the semantic categories of adverbs between the two groups, the order from highest to lowest for Group 1 is: degree, linking, additive/restrictive, time, stance, manner and place whereas the order for Group 2 is: degree, additive/restrictive, linking, time, stance, manner and place

Chapter 5
Discussion and Conclusion

5.1 Discussion of Findings for Research Questions

This section provides a discussion of the findings for the research question by focusing on three themes that emerged with the analysis of the data. The emerging themes are: lack of register awareness, proficiency differences, and variety and frequency. Lack of register awareness is using elements that belong to one register, i.e. conversational prose, in another one such as the academic prose, which is one of the problems that the EFL learners in this study have. Proficiency differences is the second theme that is discussed in this section as one of the aims of this study is to see whether the two groups use adverbs differently, and if so, if it can be linked to the proficiency level difference of the groups. The last theme, variety and frequency, discusses the relation between the frequency and the variety of adverbs used in the actual corpus.

5.1.1 Lack of register awareness. Reading through the studies conducted on adverb use in EFL learners written English, one comes surprisingly often across one notion, lack of register awareness. This is not a stereotype specifically for one group of language but rather true for the majority of languages throughout the literature, to name a few Spanish, Japanese, Chinese, Korean and Turkish. EFL learners show a tendency to use speech-like expressions in their academic writing, which is something not desired as the way a language is used changes according to the environment, situation or purpose it is used in. Hinkel (2003) stated that “... *the more common certain types of adverb clauses in conversational discourse, the greater the likelihood of their high frequency rates in L2 academic essays*” and based this statement on the grounds that most academically-oriented learners encounter L2 exposure through conversational discourse.

Perez-Paredes and Sanchez-Tornel (2014) mention that although the non-native speakers (NNSs) in their study had optimal grammatical accuracy, they had chosen adverbs both in their written and oral production, which native speakers would have not chosen in the same context. They also supported the fact that NNSs lack in register awareness by pointing at previous research and linking it to the overuse and underuse of certain types of adverbs. Gilguin and Paquot (2008) also suggest that EFL learners have a tendency to use speech like expressions in academic writing in their study of how EFL learners of different mother tongue backgrounds use rhetorical functions which are especially prominent in academic writing. Instead of linking this problem with over and underuse of certain types of adverbs, they came up with four explanations that might be the reason for the lack of awareness. They pointed towards the influence of speech, L1 transfer, and instructional and developmental factors. Two other studies that mention this problem are Liu (2014) and Babanoglu (2014). Babanoglu in his corpus-based study on oral-like features in Turkish EFL learners argumentative essays, states that using oral features in argumentative essays may result in a negative impact on the stylistically appropriate tone. Liu (2014) suggests that it is important to raise register awareness in choices of frequency adverbs in order to improve student writing.

The present study also shares the same problem with the studies mentioned above. The data shows that learners used adverbs that are more typical for their informal spoken prose in their argumentative essays. The majority of those can be seen especially in degree adverbs. i.e. *so*, *too*, *really* and *very*. Other adverbs that have been used inappropriately in the academic prose due to the lack of register awareness are stance adverbs such as *maybe* and *actually*, and the place adverb *there*. The following section is going to discuss the differences in proficiency level.

5.1.2 Proficiency differences. Naturally, one may assume that as proficiency level increases, texts written by learners become longer and more sophisticated. Thus, it is expected that adverbs also get more native-like both in the choice of adverbs made and in their frequency rates with the increase of the proficiency level of learners. Perez-Paredes and Sanchez-Tornel (2014) in their study with young learners support the fact that uses of adverbs become more sophisticated as age increased.

Looking at the data of the present study such a pattern is present. The most favored adverbs are degree adverbs for both Group 1 and Group 2. However, this particular tendency does not mean that all degree adverbs were used appropriately. As mentioned earlier, both groups used adverbs that do not fit into the academic prose. Yet, it can be seen that the group with a lower proficiency level of English has a higher tendency for misuse in prose. Group 2 which has a higher proficiency level of English displays a lower frequency of misuses in terms of prose and owing to this fact we may say that as proficiency increases so does accuracy.

Another assumption that one might make would be that the total number of different adverbs used in the written production increases with proficiency level as more advanced learners are expected to have a larger range of vocabulary. This is justified in this study as Group 2 used 49 different adverbs whereas Group 1 used only 43. Nevertheless, Group 1 displays a higher frequency rate of adverbs in their essays.

5.1.3 Variety and frequency. According to Philip (2008) adverb + adjective collocations are expected to be performed by advanced language learners in their academic writing. As intensifying adverbs are a major component of this type of collocation, learners are expected to be able to use them as well. Hinkel (2003) found in her study that the greatest difference between NSs and NNSs texts was the frequency rate of intensifiers and emphatic adverbs. NNSs tend to use these in much higher rate than the other semantic groups.

In this study, EFL learners have used 69 different adverbs distributed among all 7 semantic categories of adverbs. Having the greatest rate of frequency, degree adverbs make up almost one third of all adverbs that are present in the data. Degree adverbs are followed by additive/restrictive, linking, time, stance, manner and place adverbs, given in order of frequency rates. However, an interesting finding is that despite the fact that stance adverbs come 4th in frequency rates and manner adverbs 5th, the former semantic category has been used with the greatest variety and the latter shares its second place with time adverbials.

5.2 Conclusions

The results of this study have provided an in-depth understanding of how EFL learners use adverbs in argumentative essays and to what extent these adverbs differ across different proficiency levels. The data collected showed that although the amount of total adverbs used is higher for the learners of lower proficiency levels, learners that have a more advanced proficiency level used more sophisticated and a greater variety of adverbs as it is expected since vocabulary knowledge increases together with the proficiency level. However, the overuse of adverbs in general terms does not change with proficiency level.

The EFL learners in this study have a tendency to overuse adverbs, especially intensifiers. This can also be concluded from the fact that almost every one out of three adverbs used in the argumentative essays of the EFL learners in the current study is a degree adverb. One other side effect that this has is that they use adverbs that are common in the conversational prose. Intensifiers are used more frequently in the conversational prose and as exposure to L2 is to a great extent in this prose, EFL learners adapt these features of the conversational prose in their academic writing, which in turn causes problems. Intensifying adverbs such as *very*, *really* and place adverbs such as *there* are among some of the adverbs that are used in the academic prose due to a lack of register awareness.

To conclude, in this study of EFL learners' use of adverbs in argumentative essays, it was aimed to see whether differences among different proficiency levels are present and to see if findings would be present to add to the existing literature. The EFL learners in this study showed similar patterns of adverb use as other NNSs in previous studies. A major problem in the EFL students' essays in this study is that traces of the conversational prose can be seen and that an overuse tendency is present. Although the misuse of adverbs, i.e. using adverbs that are more common in speech in the academic prose, may be linked to EFL learners' exposure to conversational input, the lack of classroom instructions on the issue may also be shown as a cause for the lack of register awareness.

5.3 Recommendations

The fact that adverbs are a problematic word class for language learners, in spite of their being taught at even early stages of language learning, may be due to the fact that all words that cannot be classified as a noun, verb or adjective are classified as adverbs. Hence, adverbs are classified as the biggest class of all. The very nature of the adverb thus poses a serious problem for NNSs and should be given an instructional importance to. In order to overcome the problems that adverbs pose, language teachers, especially those teaching writing, should have an in-depth understanding of adverbs and their uses across registers as well.

Biber et al (1999) and Quirk et al (1985) are good references for the understanding of the nature of adverbs. Research on EFL writing teachers and teacher research could also be conducted to add to the importance of classroom instructions.

To improve the proper use of adverbs in students' academic writing, awareness raising activities could be used to draw attention to the uses of adverbs. As also stated in Hinkel (2004) vocabulary building activities could be used to increase the lexical capacity of L2 learners and give them a wider range of adverbs to choose from by integrating adverbs into vocabulary instruction.

Also, activities that highlight the meanings and functions of adverbs in sentences and larger discourse could be used for classroom instructions. For instance, learners could be given sentences which contain adverbs and then the same sentences without the adverbs. The comparison of the two sentences may make the learners realize how adverbs change the meaning of a sentence and how they function. This could also be applied to larger discourse depending on the proficiency level of the learner. However, apart from the semantic functions of adverbs, it is also important to mention the importance of their syntactic functions as the placement of an adverb in the sentence may change the meaning immensely.

Specific feedback on the uses of adverbs in learners' essays could be provided by highlighting the potential positions that the adverb can be inserted. Yet, this should be done with care in the L2 classroom in order not to cause any confusion and might be delayed until L2 learners get more proficient in the language.

However, one should not overlook the importance of register awareness. As shown in the present study, learners have a tendency to use adverbs in their academic texts that belong to the spoken register. Thus, finding ways to overcome this problem and constituting a more proficient use of adverbs is essential and one way of achieving this can be the use of corpus in the EFL classroom. As we have come to a technological era most EFL classrooms are equipped with computers that have internet access. This could be a great opportunity to implement the use of corpus-based approach into the EFL classroom. In that way, EFL learners would be able to come across more authentic texts and would be able to see the different registers each adverb is used in. To see its effects, more research on the implementation of the corpus-based approach into the EFL classroom would be of benefit for the existing literature.

Research on adverbs does not take up a lot of space in the literature, and focuses generally on the use of linking adverbs in students' writing. Most corpus-based analysis is mainly on the comparison of NSs vs. NNSs texts. However, not much research has been conducted on proficiency level differences, which could provide instructional information on the teaching of adverbs for different proficiency levels.

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APPENDICES

APPENDIX A

Argumentative Essay Topic

Write an essay on the topic:

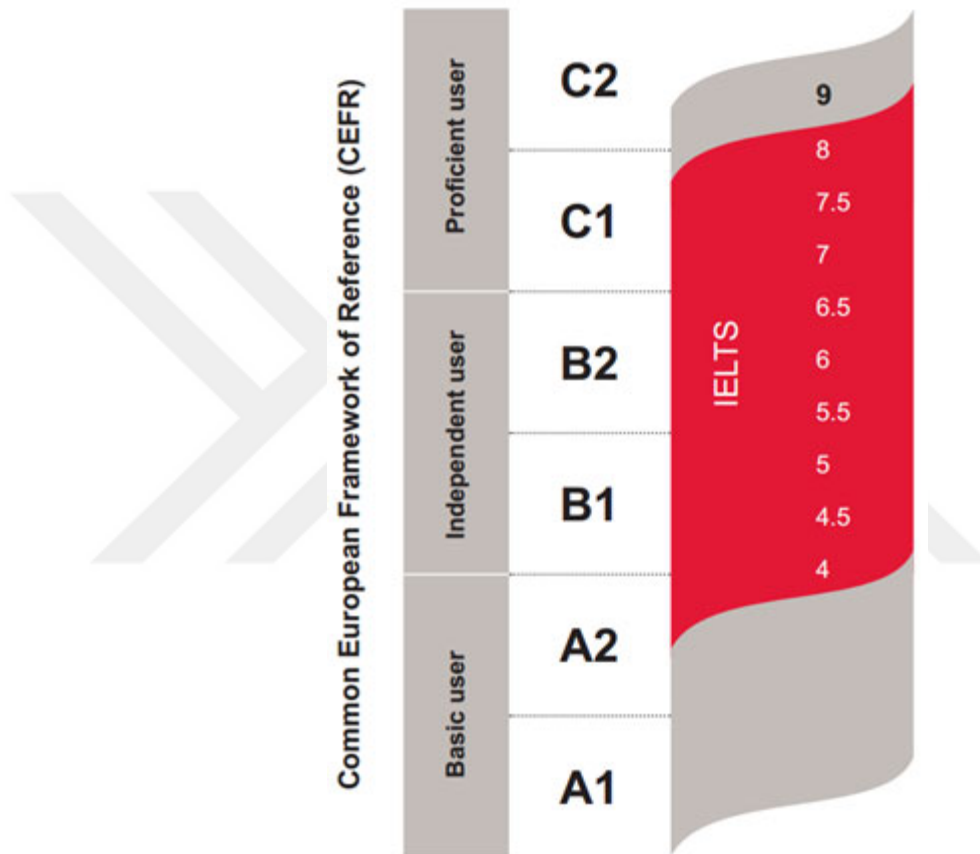
Successful sports professionals can earn a great deal more money than people in other important professions. Some people think this is fully justified while others think it is unfair.

Discuss both these views and give your opinions.

Give reasons for your answer and include any relevant examples from your own knowledge or experience.

APPENDIX B

CEFR and IELTS Proficiency Level Equivalence



APPENDIX C

IELTS TASK 2 Writing band descriptors (public version)

| Band | Task Achievement | Coherence and Cohesion | Lexical Resource | Grammatical Range and Accuracy |
|------|---|---|---|---|
| 9 | <ul style="list-style-type: none"> ■ fully addresses all parts of the task ■ presents a fully developed position in answer to the question with relevant, fully extended and well supported ideas | <ul style="list-style-type: none"> ■ uses cohesion in such a way that it attracts no attention ■ skilfully manages paragraphing | <ul style="list-style-type: none"> ■ uses a wide range of vocabulary with very natural and sophisticated control of lexical features: rare minor errors occur only as 'slips' | <ul style="list-style-type: none"> ■ uses a wide range of structures with full flexibility and accuracy: rare minor errors occur only as Slips' |
| 8 | <ul style="list-style-type: none"> ■ sufficiently addresses all parts of the task ■ presents a well-developed response to the question with relevant extended and supported ideas | <ul style="list-style-type: none"> ■ sequences information and ideas ■ logically ■ manages all aspects of cohesion well ■ uses paragraphing sufficiently and appropriately | <ul style="list-style-type: none"> ■ uses a wide range of vocabulary ■ fluently and flexibly to convey precise meanings ■ skilfully uses uncommon lexical items but there may be occasional inaccuracies in word choice and collocation ■ produces rare errors in spelling and word formation | <ul style="list-style-type: none"> ■ uses a wide range of structures ■ the majority of sentences are error-free ■ makes only very occasional errors or inappropriacies |
| 7 | <ul style="list-style-type: none"> ■ addresses all parts of the task ■ presents a clear position throughout the response ■ presents, extends and supports main ideas, but there may be a tendency to overgeneralise and/or supporting ideas may lack focus | <ul style="list-style-type: none"> ■ logically organises information and ideas: there is clear progression throughout ■ uses a range of cohesive devices appropriately although there may be some under-/over-use ■ presents a clear central topic within each paragraph | <ul style="list-style-type: none"> ■ uses a sufficient range of vocabulary to allow some flexibility and precision ■ uses less common lexical items with some awareness of style and collocation ■ may produce occasional errors in word choice, spelling and/or word formation | <ul style="list-style-type: none"> ■ uses a variety of complex structures ■ produces frequent error-free sentences ■ has good control of grammar and punctuation but may make a few errors |

| | | | | |
|---|---|---|---|---|
| 6 | <ul style="list-style-type: none"> ■ addresses all parts of the task although some parts may be more fully covered than others ■ presents a relevant position although the conclusions may become unclear or repetitive ■ presents relevant main ideas but some may be inadequately developed/ unclear | <ul style="list-style-type: none"> ■ arranges information and ideas coherently and there is a clear overall progression ■ uses cohesive devices effectively, but cohesion within and/or between sentences may be faulty or mechanical ■ may not always use referencing clearly or appropriately ■ uses paragraphing, but not always logically | <ul style="list-style-type: none"> ■ uses an adequate range of vocabulary for the task ■ attempts to use less common vocabulary but with some inaccuracy ■ makes some errors in spelling and/or word formation, but they do not impede communication | <ul style="list-style-type: none"> ■ uses a mix of simple and complex sentence forms ■ makes some errors in grammar and punctuation but they rarely reduce communication |
| 5 | <ul style="list-style-type: none"> ■ addresses the task only partially: the format may be inappropriate in places ■ expresses a position but the development is not always clear and there may be no conclusions drawn ■ presents some main ideas but these are limited and not sufficiently developed: there may be irrelevant detail | <ul style="list-style-type: none"> ■ presents information with some organisation but there may be a lack of overall progression ■ makes inadequate, inaccurate or over use of cohesive devices ■ may be repetitive because of lack of referencing and substitution ■ may not write in paragraphs, or paragraphing may be inadequate | <ul style="list-style-type: none"> ■ uses a limited range of vocabulary, but this is minimally adequate for the task ■ may make noticeable errors in spelling and/or word formation that may cause some difficulty for the reader | <ul style="list-style-type: none"> ■ uses only a limited range of structures ■ attempts complex sentences but these tend to be less accurate than simple sentences ■ may make frequent grammatical errors and punctuation may be faulty: errors can cause some difficulty for the reader |
| 4 | <ul style="list-style-type: none"> ■ responds to the task only in a minimal way or the answer is tangential; the format may be inappropriate ■ presents a position but this is unclear ■ presents some main ideas but these are difficult to identify and may be repetitive, irrelevant or not well supported | <ul style="list-style-type: none"> ■ presents information and ideas but these are not arranged coherently and there is no clear progression in the response ■ uses some basic cohesive devices but these may be inaccurate or repetitive ■ may not write in paragraphs or their use may be confusing | <ul style="list-style-type: none"> ■ uses only basic vocabulary which may be used repetitively or which may be inappropriate for the task ■ has limited control of word formation and/or spelling: errors may cause strain for the reader | <ul style="list-style-type: none"> ■ uses only a very limited range of structures with only rare use of subordinate clauses ■ some structures are accurate but errors predominate, and punctuation is often faulty |

| | | | | |
|---|--|---|--|---|
| 3 | <ul style="list-style-type: none"> ■ does not adequately address any part of the task ■ does not express a clear position ■ presents few ideas, which are largely undeveloped or irrelevant | <ul style="list-style-type: none"> ■ does not organise ideas logically ■ may use a very limited range of cohesive devices, and those used may not indicate a logical relationship between ideas | <ul style="list-style-type: none"> ■ uses only a very limited range of words and expressions with very limited control of word formation and/or spelling ■ errors may severely distort the message | <ul style="list-style-type: none"> ■ attempts sentence forms but errors in grammar and punctuation predominate and distort the meaning |
| 2 | <ul style="list-style-type: none"> ■ barely responds to the task ■ does not express a position ■ may attempt to present one or two ideas but there is no development | <ul style="list-style-type: none"> ■ has very little control of organisational features | <ul style="list-style-type: none"> ■ uses an extremely limited range of vocabulary; essentially no control of word formation and/or spelling | <ul style="list-style-type: none"> ■ cannot use sentence forms except in memorised phrases |
| 1 | <ul style="list-style-type: none"> ■ answer is completely unrelated to the task | <ul style="list-style-type: none"> ■ fails to communicate any message | <ul style="list-style-type: none"> ■ can only use a few isolated words | <ul style="list-style-type: none"> ■ cannot use sentence forms at all |
| 0 | <ul style="list-style-type: none"> ■ does not attend ■ does not attempt the task in any way ■ writes a totally memorised response | | | |

APPENDIX D

CURRICULUM VITA

PERSONAL INFORMATION

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| EDUCATION Degree | Institution | Year of Graduation |
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| BA | Dokuz Eylül University | 2009 |
| High School | Ortaklar Anadolu Öğretmen Lisesi | 2005 |

WORK EXPERIENCE

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|------------|------------------------------|-----------------|
| 2013-2016 | Adnan Menderes University | Instructor |
| 2012-2013 | TekLider İngilizce Kursu | English Teacher |
| 2009 -2011 | Gediz University | Instructor |

FOREIGN LANGUAGES

Advanced English, Advanced German

HOBBIES

Sports, EFL learning&teaching, socializing