

## E S P Learners Use of Adverbial Clauses

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### Abstract

The study deals with the difficulties which is encountered ESP learners in using adverbial clauses . Therefore , the study aims at measuring the students' ability in using adverbial clauses . To achieve these goals , it is hypothesized that (١) ESP learners face difficulty in applying adverbial clauses (٢) The mother tongue is expected to interfere in the learner's performance .

Key words : Adverbial clauses in English , Type of Adverbial clauses , placement of adverbial clauses . Adverbial clauses of place . Adverbial clauses of time . Adverbial clauses of contrast . Adverbial clauses of result . Adverbial clauses of cause .

**Keywords:** contextual phrases in English, types of contextual phrases, place of contextual phrases, situational phrases, contextual phrases of a space, contextual phrases of the contradiction, contextual phrases of the result, contextual phrases for the reason.

### الخلاصة

تناولت هذه الدراسة الصعوبات التي يواجهها الطلبة العراقيون دارسوا اللغة الانكليزية لأغراض خاصه في استعمال العبارات الظرفية . ولتحقيق اهداف الدراسة افترضت فرضية بان الطلبة دارسوا اللغة الانكليزية لأغراض خاصة يواجهون مشاكل في استخدام العبارات الظرفية وان لغة الام يتوقع بانها تتدخل في انجاز الطلبة .

الكلمات المفتاحية: العبارات الظرفية في اللغة الانكليزية ، انواع العبارات الظرفية ، مكان العبارات الظرفية ، العبارات الظرفية للمكان ، العبارات الظرفية للزمان، العبارات الظرفية للتناقض ، العبارات الظرفية للنتيجة ، العبارات الظرفية للسبب .

### ١- Introduction

The ability to connect information correctly is an essential skill for university students learning English as a foreign language .

Adverbial clauses are not merely a linguistic activity but also a communicative one, in which students connect the knowledge they acquired correctly . Adverbial clauses can be problematic for Nursing college students because students often join adverbial clauses wrongly also the meaning of the subordinator they choose is imprecise . Since many words can be understood in more than one way, the context in which an utterance is made is also an important factor in sentence inter predation.

The aim of this study is to explain the meaning of adverbial clauses and discuss their types . It also aims at investigating the difficulties faced by Iraqi Nursing college students in using adverbial clauses . To achieve these goals, it is hypothesized that (١) Iraqi Nursing College students face difficulties in applying adverbial clauses . (٢) The mother tongue is expected to interfere in the learner's performance .

٢- Adverbial Clauses in English :

٢.١ Background:

Adverbials are morphologically and syntactically, the most divers grammatical in English. Traditional grammarians define adverbs as words that modify an adjective, or another adverb.

However, we will show that adverbial may be words, phrases, or clauses, are just as likely to modify entire sentences or they are to function according to the traditional definition of adverbs.( Murcia and Freeman, ١٩٩٩:٤٩١)

٢-١-١ How to identify adverbial clauses:

Compare:

- I try hard, but I can never remember people's names.
- However hard I try . I can never remember people's names.

Hard is an adverb, however hard I try is an adverbial (or adverb) clause: It is telling us something about (or modifying) can never remember . Adverbs can often be identified by asking and answering the questions When? Where? How? Why ?,etc. And adverbial clauses can be identified in the same way:

Time: Tell him as soon as he arrives. (When ?)

Place: you can sit where you like (where ?)

Manner: He spoke as if he meant business. (How ?)

Reason: He went to bed because he felt ill . (why ?) (Alexander, ١٩٨٨: ٢٤)

٢.٢ Type of Adverbial clauses: Adverbial clauses may be classified as follows:

- ١- Clauses of Place .
- ٢- Clauses of Time .
- ٣- Clauses of Concession or [ contrast: ( Although ) ] .
- ٤- Clauses of Consequence or Result .
- ٥- Clauses of Cause .(ibid)

٢.٢.١ Clauses of Place :

There are various types of adverbial clause , for example , Place :

- e. g: you may park your car
- |  |                   |
|--|-------------------|
|  | under the trees   |
|  | where there is    |
|  | a parking sign .  |
|  | wherever you like |

(keyspoois and Gel borne , ١٩٧٥ : ٥٦)

An adverb clause modifies like an adverb . Introduced by subordinating conjunctions , adverb clauses can express several important relationships , Place :

Where , Wherever .

e .g: After finding the book where , I had left it , I hurried back into the house . (Adverbial clause modifies gerund) .

( Shaw , ١٩٨٦ : ٣٠ )

These clauses answer the question where ? and can be introduced by the conjunctions where, wherever and everywhere .

Adverbial clauses of place normally come after the main clause :

e. g: you can't camp where / wherever / anywhere you like these day .

Anywhere , everywhere and wherever ( but not usually where ) can be a sentence, depending on the emphasis we wish to make:

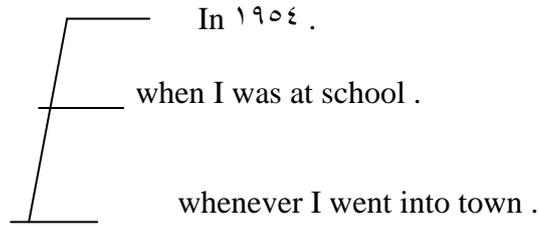
e. g: Everywhere Jenny goes she's mistaken for Princess Diana .

(Alexander, ١٩٨٨:٢٥)

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٢.٢.٢ **Clauses of Time** : There are various types of adverbial clause, for example, Time :

e. g: I met George Lamb



(Key spoils and Gel borne, ١٩٧٥ : ٥٦)

An adverb clause modifies like an adverb .

Introduced by subordinating conjunctions, adverb clauses can express several important relationships , Time : When , before, while, since.

e. g: When you row about, you must keep control of the oars . (Adverbial clauses modifies must keep)

(Shaw, ١٩٨٦ : ٣٠)

Adverbial clauses in Time clause used conjunction:

e. g : When (ever) : you may begin when (ever) you are ready .

e. g : While : While he was walking home, he saw an accident .

e. g : Before : shut all the windows before you go out .

e. g As : As he was walking in the park, he noticed a very pretty girl .

e. g As soon as : I'll go to the post office as soon as I wrap this package .

e. g : Once : Once she makes up her mind, she never changes it .

( Frank , ١٩٩٣ : ٢٣٣ )

### ٢.٢.٣ **Clauses of Concession or [ contrast (although) ] :**

A further type of adverbial meaning over-lapping with conditional meaning is that of contrast , also called concession .

If two circumstances are in contrast, it means that the one (b) is surprising or unexpected in view of the other (a) .

a- The weather is bad .

b- We are enjoying ourselves .

a- He hadn't eaten for days .

b- He looked strong and healthy .( Azar , ١٩٩٩ : ١٠٩ )

We can link the contrasting ideas (a) and (b) by using the coordinating conjunction (but) :

e. g The weather is bad , but we're enjoying ourselves .

e, g : He hadn't eaten for days, but he looked strong and healthy .( Azar , ١٩٩٩ : ١٠٩ )

### ٢.٢.٤ **Clauses of Consequence or Result :**

An adverb clause modifies like an adverb . Introduced by subordinating conjunctions, adverb clauses can express several important, for example, Result : That, so that , so..... that .

e. g : We were so hungry that we ate stale crackers . (adverbial clause modifies adjective hungry) .

( Shaw, ١٩٨٦ : ٣٠)

### ٢.٢.٥ Clauses of Cause :

An adverb clause modifies like an adverb, introduced by subordinating conjunctions, adverb clause can express several important relationships :

e. g : The train , three hours late because the locomotive had broken down, was full of angry passengers. (adverbial clause modifies adjective late) .( ibid . )

### ٢.٣ Additional Comments on Initial and Final Adverbial Clauses :

Reduced forms of Adverbial Clauses :

Some adverbial Clauses of time, both initial and final, may appear in subordinate clauses in which the subject and sometimes also the auxiliary verb seem to have been deleted .

Thus we can have synonymous pairs like the following :

e. g: { When the barber was finished with the haircut, he took the customer's money .  
When finished with the haircut, the barber took the customer's money .

( Murcia and Freeman, ١٩٩٩ : ٤٩٨ )

e. g { Until I came to this city I did not Know what excitement was.  
Until coming this to city, I did not know what excitement Was.

e. g { He did his homework while he was listening to music .  
He did his homework while listening to music .

The concessive although, even though, and While may also appear in reduced clauses :

e. g : { Although he was rather late the party, he was still able to get some food .  
Although rather late to the party, he was still able to get some food .

(Murcia and Freeman, ١٩٩٩ : ٤٩٩)

e. g : { While it was not the best season for wildflowers, it was certainly not abad season .  
While not the best season for wildflowers, it was certainly not Abad season .

When teaching such reductions, the principle by which we may infer the deleted subject should be kept in mind . Most typically, it is the subject of the clause that identical with the deleted subject of the reduced subordinate clause .

(Murcia and Freeman, ١٩٩٩ : ٤٩٩)

### ٢.٣.١ Punctuation with Adverbial Clauses :

In written English, a sentence-initial adverbial clause is normally followed by comma where as a sentence-final adverbial clause normally is not preceded by a comma there is some variation here :

e. g : { After professor James finished the lecture, he asked for questions from the audience .  
Professor James asked for questions from the audience After he finished the lecture .

These punctuation conventions reinforce the more salient role in discourse that initial adverbials have .

Sometime, if a sentence-final adverbial clause is viewed after though set off with a comma :

e. g : Professor James was willing to answer questions, provided the audience wanted .(Murcia and freeman, ١٩٩٩ : ٤٩٩)

### ٢.٣.٢ Sentence-final Adverbial Participle Clauses :

A sentence-final participle clause is normally detached from the main clause by bold type in writing or by special features in speech, such as a pause before the lowered participle clause;

for

example :

e. g : Laura looked at him, consumed with contempt for what he represented .

(ibid : ٥٠٣)

e. g : An old woman shouts out along apocalyptic of the Bible, proclaiming the immediate arrival of the Messianic kingdom .

While the use of a sentence-final participle clause seldom leads to Ungrammatical sentences in the way that the use of the "dangling modifier" does, ambiguity exists in those cases where is more than one noun in the main could be the antecedent of the Underlying subject in the participle clause :

e. g : Meg met Tom in the corridor, laughing heartily about what had happened in side .

In the absence of additional context, either(Murcia and freeman, ١٩٩٩ : ٥٠٣)

Meg or Tom could be the underlying the participle clause in this sentence-such ambiguity, however, rarely occurs . The main clause may have only one noun phrase :

e. g : Betty danced joyfully, never suspecting what was about to happen .

Second, for many main clauses with two or more noun phrase there is usually noun phrase that qualifies semantically as the subject of the participle clause :

e. g : Sheila ignored the dog and the TV set, deeply engrossed in the new book-office since month that bad come in the mail.(Murcia and freeman serve, ١٩٩٩ : ٥٠٤)

Even though the main clause in this example contains three noun phrases (i.e. Sheila, the dog, the TV set), only Sheila can serve as the underlying subject of the participle clause-that is, someone who is deeply engrossed in reading a book .

Not that all the examples we have given above of sentence-final adverbial participles are of same noun phrase variety-the subject of the participle clause is identical in reference to one of the noun phrases in the main clause . As shown before with sentence-initial clauses, not all sentence-final participle clauses can pursue form to this pattern;(Murcia and freeman, ١٩٩٩ : ٥٠٤)

Some have an overt subject that is not identical in reference to any noun phrase in the main clause .

e. g : They decided to wait for down, each hiker taking his two-hour turn at watch .

e. g : She walked a log hurriedly, her purse clutched tightly in her arms .(Murcia and freeman, ١٩٩٩ : ٥٠٤)

### ٢.٤ Commas with Adverbial Clauses :

١- An adverbial clause may begin with a subordinating Conjunction-a word like when, because, if, and although .

Ex : When the murderer entered the room, I drew in my breath  
Sharply .

٢- Adverbial clauses convey optional information about the main Situation of a sentence .

These clauses often include a verb ending in ed. Or-ing .

Ex : Feeling utterly disheartened, I decided to with draw from the Course .

(www . D . commas with Adverbial clauses-com)

#### ٢.٤.١ Placement of Adverbial Clauses :

Adverbial clauses can be placed at the beginning, middle, or end of the sentence .

١- Introductory adverbial clauses are followed by a comma :

ex : Needing money to pay my rent, I forced myself to pay my parents .

٢- Adverbial clauses placed in the middle of a sentence are enclosed by commas :

ex : My sister, determined to become an astronaut, is currently studying honors physics .(WWW.D.Com as with Adverbial Clauses.com)

٣- Adverbial Clauses placed at the end of a sentence are a little more tricky .whether the adverbial clause is punctuated or not depends on whether it is restrictive or non-restrictive . More on adverbial clauses at the end of a sentence :

If the adverbial clause identifies the circumstances of a situation more precisely-that is, if it is a restrictive adverbial clause-no punctuation is needed .

ex : My friend Sarah stayed up until three aim . to finish her (WWW . D . Commas with Adverbial Clauses.com)

ex : Bus ridership has decreased since the fares were increased .

If the adverbial clauses simply provide more information about the situation-information that is not essential to the meaning of the sentence-it is a non-restrictive clause Non-restrictive adverbial clauses are punctuated with commas .

ex : My sister is studying hon. ours physics, since she is determined to become an astronaut .

ex : I broke my arm in the spring of ١٩٩٤, just before final exams .(WWW . D . Commas with Adverbial Clauses.com)

#### ٢.٥ Common subordinating conjunctions of Adverbial Clauses :

An adverbial clause describes adverb (in the sentence's main clause) and answers one of these questions .

Where ? Why ? How ? When ?to what degree ?

An adverbial clause begins with a subordinating conjunction, which makes the clause subordinate (dependent) .

Common subordinating conjunctions :

After	in order (that)	unless
Although	insofar as	until

(WWW . Wikipedia-org./wiki/Adverbial.com)

as	in that	when
as far as	lest	whenever
as soon as	no matter how where	where
as if	now that	wherever
as though	once	whether
because	provided (that)	while
before	since	why
even if so that		
even though	supposing (that)	
how than		

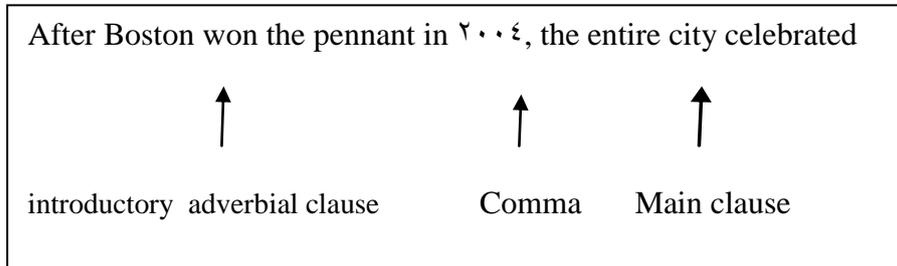
(WWW. Wikipedia-org./Adverbial clauses.com)



٢.٦ Comma use with Adverbial Clauses :

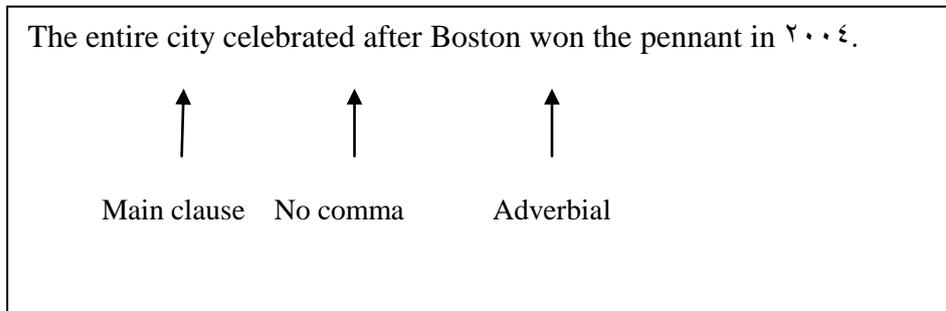
Comma used with adverbial clauses depending upon placement of the adverbial clause . (ibid)

If the adverbial clause introduces the sentence, place a comma between it and the main clause .



If the adverbial clause follows the main clause in a sentence, do not place a comma between the two .

Main clause      No comma      Adverbial



(WWW . Wikipedia-Org . /Adverbial clauses.com)

٢.٧ The Subjunctive in Adverbial clauses :

I- An adverb indicates such things as why, where, when and how . Typical adverbs in English are words like "soon", "here" and "quickly" ; adverbial phrases are groups of words used in the same way, such as "on Sunday" or "with compassion". Likewise, has a subject and predicate-may have an entire clause-remember that a clause adverbial function :

١- John is working so that she will notice him . [why]

٢-John works where we want . [where]

٣-Joan works after school is out . [when]

٤-John works as rapidly as she can . [how]

(WWW . It eyed-Org . Subjunctive adverbial . com)

**II- Adverbial Clauses or an adverbial phrase (preposition plus infinitive) may be used, depending on :**

١- Whether there is a change of subject . If no change of subject is involved and a preposition exists which corresponds to the conjunction, that preposition plus an infinitive is normally used,

e. g : He's saving his money so he can buy a car .

٢- The type situation or time in the adverbial clause . In general, if the situation in the adverbial clause is viewed as something hypothetical or anticipated- rather than completed, habitual, or factual-then the subjunctive is required . In contrast, if the adverbial expression deals with something that is viewed as completed, habitual, or factual, the indicative is used . Some adverbial conjunctions by their very nature deal with something hypothetical or anticipated and thus are always followed by the subjunctive; others may take either the subjunctive or the indicative .

(WWW . Iteyd-Org . Subjunctive Adverbial . com)

**٢.٨ Adverbials are Typically Which from Sentence elements :** Adverbials are typically divided into four clauses :

**٢.٨.١ Adverbial Complements:** These are adverbial that render a sentence ungrammatical and meaningful if removed .

e. g : John put the flowers in a vase .

**٢.٨.٢ Adjuncts :** These are part of the core meaning of the sentence, but if omitted still leave a meaningful sentence .

e. g : John helped me with my home work .

(WWW . edu / jehle / courses / Adverbials . HTM)

**٢.٨.٣ Conjuncts :** These link two sentence together .

e. g : John helped so . I was, therefore, able to do my homework .

**٢.٨.٤ Disjuncts :** These make comments on the meaning of the rest of the sentence .

e. g : Surprising, he passed all of his exams .

**٣. The Test**

The present study includes a test which is based on the different types of adverbial clauses in English . The test comprises (١٠) items. The test has been given to a random sample of (٥٠) students of the second stage of Iraq Nursing College. They have been informed by their teacher to answer the questions depending on their knowledge of the material.

The items of the test include questions about different types of adverbial clauses (See appendix at the end of this paper). The time which is given for answering the (١٠) items was one hour.

**٣.١ Test Analysis:** To investigate the Iraqi Nursing College students' ability to use the different types of adverbial clauses, a list of ten items is adopted. The sample of this study consists of fifty subjects of the second stage. Heaton (١٩٨٨, ١٧٨) explains that the difficulty or facility value) of an item simply reveals how easy or difficult that a particular item proves in the test. It can be calculated by the following formula:

$$FV = R/N$$

Where

**FV** stands for difficulty value.

**R** stands for the number of the correct answers.

**N** stands for the number of the students taking a test.

The results obtained after analyzing the subjects' performance in each item of the question are presented in table (١) which shows how the subjects respond to each item in the test.

Table (١) Subjects' Performance

Items	Correct Responses	Percentages	Incorrect Responses	Percentages
١	٢٠	٤٠	٣٠	٦٠
٢	١٦	٣٢	٣٤	٦٨
٣	١٤	٢٨	٣٦	٧٢
٤	٣٧	٧٤	١٣	٢٦
٥	٢٠	٤٠	٣٠	٦٠
٦	١٦	٣٢	٣٤	٦٨
٧	١٧	٣٤	٣٣	٦٦
٨	٤١	٨٢	٩	١٨
٩	٢٠	٤٠	٣٠	٦٠
١٠	١٧	٣٤	٣٣	٦٦

It is clear that most subjects have failed to give the correct answer for the question.

**٣.٢ Discussion of Results:**The type of errors which are made by the larger number of students can be summarized as follows :

- ١- Repeating the same adverbial clauses in more than one sentence .
- ٢- Failure to use the correct type of adverbial clauses in many cases .
- ٣- Incorrect arrangement of sentences .

Most students use the same adverbial clauses in many sentences. For example, they use the adverbial clauses of time instead of adverbial clauses of place . Moreover, they did not distinguish between adverbial clauses of result, contrast and causes . Also the arrangement of the adverbial clauses in the sentences is incorrect and this makes the sentence is unclear .

**٣.٣ Error Analysis:**Error analysis is an approach that deals with the errors produced by the learners and how these errors are classified into types . (Johnson and Johnson, ١٩٩٨) . Carder (١٩٧٣) states that error analysis is significant in three different way . Firstly, the teacher will be able to know the proficiency level of his / her students. Secondly, errors provide the researcher with evidence of how language is learnt or acquired. Thirdly, committing errors is a device the learner uses in order to learn. Some errors can be attributed to many sources such as inter lingual transfer and communication strategies.

**٣.٣.١ Inter lingual transfer:**This type of errors takes place when the learner follows the rules of the mother tongue. Yule (٢٠٠٦) declares that some errors may occur due to transfer which means using expressions or structures from the first language performing in the second language.

Inter lingual transfer is an important source of errors for learners because the early stages of second language are vulnerable to inter lingual transfer from the first language. Before the system of the second language is familiar, the first language becomes the only previous linguistic system to draw upon (Brown, ٢٠٠٠).

**٣.٣.٢ Communication Strategies:**Schmitt (٢٠٠٢) explains that communication strategies are the devices used by the second language learners to deal with problems in communication in order to reach the communicative goal. The second language learners may find difficulty in communication because of the little knowledge they have . So, they resort to the many ways to facilitate their communication. Avoidance is one of those strategies which means leaving concepts with no answers (Little wood, ١٩٨١).

Also, we can say that most of the subjects use specific adverbial clauses quite wrongly. These errors may be attributed to the insufficient explanations and practice because of the limited time given for teaching such topic.

**Conclusions :** From the empirical work of the study, it can be concluded that:

١- The result of the study clearly indicated that the Iraqi Nursing College students face difficulties in using the different kinds of adverbial clauses. The great numbers of errors made by learners proved such difficulties. This validates the first hypothesis which states that most of Iraqi Nursing College students face difficulties in using adverbial clauses.

٢- From the finding of data analysis for question, show that some causes underlying the subjects poor performance can be ascribed to transfer which means using expressions or structures from the first language performing in the second language i.e. it takes place when the learners follow the rule of their mother tongue.

This verifies the second hypothesis of the study which says that the mother tongue is expected to interfere in the learner's performance.

### Appendix

#### The Test

Give one sentence for each of the following:

١. An adverbial clause of Time.
٢. An adverbial clause of Place.
٣. An adverbial clause of Contrast.
٤. An adverbial clause of Result.
٥. An adverbial clause of Cause.
٦. An adverbial clause introduce the sentence.
٧. An adverbial clause contains preposition pulse infinitive
٨. An adverbial clause answering the degree.
٩. An adverbial clause of manner.
١٠. Sentence- final adverbial participle clauses .

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