

**REPUBLIC OF TURKEY
ÇUKUROVA UNIVERSITY
THE INSTITUTE OF SOCIAL SCIENCES
ENGLISH LANGUAGE TEACHING DEPARTMENT**

**THE USE LINKING ADVERBIALS IN ACADEMIC WRITING OF TURKISH
EFL LEARNERS: A CORPUS-BASED CLASSROOM IMPLEMENTATION ON
THE PRIMING OF CONTRASTIVE ADVERBIALS**

TUĞBA ŞİMŞEK

MASTER OF ARTS

ADANA / 2015

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ÖZET

YABANCI DİL OLARAK İNGİLİZCE ÖĞRENEN TÜRK ÖĞRENCİLERİN AKADEMİK YAZILARINDA BAĞLAMA BELİRTEÇLERİNİN KULLANIMI: KARŞITSAL BELİRTECİMSİLERİN KULLANIMINI GELİŞTİRMEYE YÖNELİK DERLEME DAYALI BİR SINIF UYGULAMASI

Tuğba ŞİMŞEK

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İngilizcenin yabancı dil olarak öğretiminde, dersin farklı amaçları ve öğrencilerin farklı gereksinimlerine uygun olarak özgün materyallerin hazırlanması kolay olmadığından İngilizce öğretmenlerinin materyal bulması ya da hazırlaması onlar için zorluk oluşturmaktadır. Son yıllarda özgün materyal geliştirme sorununa çözüm getiren yeni bir dil öğretim yöntem bilimi yaygınlaşmaktadır, bu yöntem derleme dayalı dil öğretim yöntemidir. Derlemdeki bağlamlı dizinlerin kullanılmasıyla, yabancı dil öğrencilerine özgün sağlanır ve böylece anadili İngilizce olanların kullandıkları özgün dil kullanım örnekleriyle deneyim kazanırlar. Bu çalışmada yabancı dil olarak İngilizce öğrenen Türk öğrencilerin akademik yazılı anlatımlarındaki karşıtsal belirtecimsileri kullanımları incelenmiştir, sonuçlar anadili İngilizce olan kişilerin belirtecimsi kullanımlarıyla karşılaştırılmıştır. Sonuçlara göre yabancı dil olarak İngilizce öğrenen Türk öğrenciler karşıtsal belirtecimsileri anadili İngilizce olan kişilere göre daha sık kullanmışlardır, ayrıca bu belirtecimsileri çoğunlukla cümle başında kullanmayı tercih etmişlerdir. Buna karşılık, anadili İngilizce olanlar belirtecimsileri daha çok cümle başına yerleştirseler de cümle ortasında kullanımları da cümle başında kullanma sıklığına oldukça yakındır. Aynı zamanda bu çalışmada akademik yazılardaki karşıtsal belirtecimsilerinin kullanımı üzerine derleme-dayalı bir sınıf uygulaması da gerçekleştirilmiştir. Bu uygulamanın amacı derleme-dayalı bağlam dizinlerini kullanarak yapılan dersin katılımcıların akademik yazılarında karşıtsal belirtecimsileri

kullanımlarında bir gelişme sağlayıp sağlamayacağını görmektir. Sonuçlara göre öğrencilerin karşıtsal belirtecimsileri kullanımları sıklık açısından önemli oranda gelişme göstermiştir. Fakat öğrencilerin belirtecisimleri kullanım yeri tercihlerinde anadili İngilizce olanlarla karşılaştırıldıklarında bir gelişme göstermedikleri gözlenmiştir. Katılımcılar cümle ortası ve sonu konumlarını genellikle göz ardı ederek belirtecimsileri cümle başı konumunda kullanmayı tercih etmişlerdir, buna karşılık anadili İngilizce olanlar cümle başı kullanımına yakın sıklıkta cümle ortası pozisyonunu da tercih etmişlerdir. Son olarak katılımcıların derleme dayalı uygulama hakkındaki görüşleri de alınmıştır; katılımcılar bu uygulamayı etkili bulduklarını, yeni belirtecimsiler öğrendikleri gibi bildiklerini de tekrar etme fırsatı bulduklarını ifade etmişlerdir. Buna ek olarak, katılımcılar anadil konuşmacılarının gerçek hayatta kullandıkları örnekleri incelemenin onlara uygun belirtecimsi seçiminde ve cümleye uygun olarak farklı pozisyonlarda kullanmada deneyim kazandırdığını eklemişlerdir.

Anahtar Kelimeler: Derleme dayalı dil öğretimi, karşıtsal belirtecimsiler

ABSTRACT**THE USE OF LINKING ADVERBIALS IN ACADEMIC WRITING OF
TURKISH EFL LEARNERS: A CORPUS-BASED CLASSROOM
IMPLEMENTATION ON THE PRIMING OF CONTRASTIVE ADVERBIALS****Tuğba ŞİMŞEK****Master of Arts, English Language Teaching Department****Supervisor: Assoc. Prof. Dr. Cem CAN****June 2015, 164 pages**

While teaching English as a foreign language, finding or preparing authentic materials is a daunting task for teachers of English as preparing new materials for different objectives of the lesson or different needs of the students is not easy. However, recently a new methodology has become popular in language teaching which offers some solutions for authentic material, namely corpus-based language teaching. Using concordance lines in corpora, foreign language learners are exposed to authentic input and have a chance to interact with native speaker language. In this study, Turkish EFL learners' use of contrastive adverbials in their academic writing has been investigated and results have been compared to native speakers' use of adverbials. The results have shown that Turkish EFL learners overuse contrastive adverbials in their academic writing and mostly prefer to use them in sentence-initial position while the extent of medial position preference of native speakers is very close to initial position preference. At the same time, in the present study, a corpus based implementation on contrastive adverbial use in academic writing has also been conducted to see whether there will be any improvement on participants' adverbial use or not. The results have shown that the participants' use of adverbials has improved considerably in terms of frequency. Nevertheless, their position preference has not improved when their use is compared to native speakers, as the participants have mostly preferred initial position ignoring medial and final position while native speakers have adverbials in both initial and

medial position mostly. Lastly, participants' views about corpus-based implementation have also been investigated and they have stated that they find the implementation very effective as they have learned new adverbials and revised already known ones. In addition, participants have added that examining native speakers' real life examples have given them chance to gain experience about effective choice of adverbials and positioning them appropriately.

Key Words: Corpus-based language teaching, contrastive adverbials

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LIST OF ABBREVIATIONS

BAWE: British Academic Written English Corpus

BNC: British National Corpus

CA: Contrastive Analysis

CIA: Contrastive Analysis

CL: Corpus Linguistics

EAP: English for Academic Purposes

ESP: English for Specific Purposes

EFL: English as Foreign Language

ELT: English Language Teaching

ESL: English as a Second Language

ICLE: International Corpus of Learner English

L1: First Language

L2: Second Language

LL: Log-likelihood

LOCNESS: Louvain Corpus of Native English Essays

SLA: Second Language Acquisition

TICLE: Turkish International Corpus of Learner English

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CHAPTER I

INTRODUCTION

1.1. General Background

Developing authentic materials in foreign language teaching classrooms is a demanding issue for language teachers, as they generally complain about the lack of authentic materials to provide the students with slice of real life language samples (Fagan, 2005). In that case, a corpus can serve as a source of authentic material in foreign language classes, as both teachers and students can reach real language by the means of it.

As defined in the related domain, a corpus is a collection of authentic texts compiled together ranging from a couple hundred words to a couple million (Biber, Conrad and Reppen, 1998). Corpus can also be described as a body of occurring language, any collection of more than one text. According to Sinclair (1996), a corpus can be defined as a collection of pieces of language that are selected and ordered according to explicit criteria in order to be used as a sample of the language (in McEnery, Xiao & Tono, 2006) .

There are different kinds of corpora namely text corpora consisting of written material (published or unpublished), speech corpora are generally compiled by linguistics to understand the nature of human language such as TRAINS, mixed corpora consisting of both written and spoken texts such as ICE (International Corpus of English), multimodal corpora which include more than one sensory modality such as digitized collection of texts illustrated with pictures and/or diagrams, treebanks which can be defined as annotated corpus including some grammatical analysis beyond the part-of-speech level such as SUSANNE corpus, historical corpora whose are intentionally compiled to investigate past stages of language and language change in time such as ARCHER (A Representative Corpus of Historical English Registers), learner corpora which are electronic collections of texts produced by language learners and can be used for both second language acquisition and factors that influence it such as ICLE (International Corpus of Learner English), parallel corpora that include the same text in different languages such as OMC (Oslo Multilingual Corpus), on the other

hand, comparable corpora include not translations of a text in different languages but texts from different languages to compare the linguistic features (Berger et al., 2010). And the methodology which uses corpus to follow linguistic research is named "corpus linguistics". Corpus linguistics is basically described as a study of language or a linguistic methodology based on samples of 'real life' language use (McEnery & Wilson, 1996).

The most important contribution of corpus linguistics is to the areas such as first/second language acquisition, language teaching and language pedagogy. Numerous research studies have been conducted on second language learning and language pedagogy related to corpus linguistics (Kennedy, 1987; Holmes; 1988; Gavioli, 1997; Leech, 1997; Reppen, 2001). In teaching/learning foreign language, the importance of corpus is related to its significance in empirical study of large databases of language. Corpus data gives opportunity to conduct studies with more data and variables, and to design new kinds of classroom activities for learners to analyze the target language (Conrad, 2005). In addition, corpus linguistics serves real life language data in text books or dictionaries as represented in Collins COBUILD project (Collins COBUILD English Grammar, 1990) which was drawn from Bank of English Corpus (Sinclair, 1987).

In the field of second language acquisition (SLA), researchers have begun to develop 'learner corpora' which contains written or spoken texts of second language (L2) learners in last two decades. By learner corpora, researchers are able to use corpora from second language learners to describe and explore the linguistic patterns of L2 learners rather than relying on information from case studies and single examples (Reppen, 2006). One of the largest learner corpora is ICLE (Granger, 1998, 2002, 2009) which includes data from 19 different first language backgrounds. The development of learner corpora has enhanced the corpus linguistics on second language acquisition and language pedagogy. With the help of these native speaker referenced and learner referenced corpora, researchers have the opportunity to compare the use of linguistic patterns of native speakers and foreign language learners.

Corpora are suggested to be used for different purposes in language teaching employing it direct, indirect and teaching-oriented ways (Leech, 1997). Direct use of corpora consists of teaching about, teaching to exploit, and exploiting to teach. Indirect use includes reference publishing, syllabus design, material development, language

testing, and teacher development. Corpora are also used in language classrooms to teach certain skills and certain genres (Hyland, 2005).

Writing is one of the most studied skills in corpora-based language pedagogy, as it is seen as an effective tool for communication. It is stated that specific genres have specific structures and they can be taught to foreign language learners by a genre-based corpus (Hyland, 2009). Academic writing has its own features and if samples are investigated and features are identified, it would be easier to write them. As a result, corpora can be effective tools to examine academic texts. In academic writing using linking adverbials is also very important as any other writing genres, to make the learners more advanced at using adverbials in academic writing corpus concordance lines can be influential as they can see how the native speakers use adverbials in their academic writing.

1.1. Research Background

Academic writing, like any other writing genres, would be effective only if the writer uses conventions which are familiar to the members of their community. The process of writing consists of creating a text which can be recognized and expected by the reader, and the process of reading involves drawing assumptions on what the writer is trying to say (Hyland, 2009). As a result, discourse analysis has become very efficacious tool to identify specific language features of target groups, making students aware of how some familiar conventions are used in specific genres or disciplines to enable students more proficient and fluent in their writings.

While making students familiar with the commonly used expressions in the target language, one of the best tools is corpus which is compiled authentic texts from different disciplines. Corpus-based language studies have led to many descriptions about different registers in academic writing, reporting, male-female conversation, informal conversation etc. After late 1980s and early 1990s academics and publishers have started to compile corpora of non-native speakers which are called as learner corpora (Granger, 2002). Learner corpora are foreign language learners' computerized representations of their L2 performance or output, usually written. Granger (2008) points out that:

Analyzing learner language is a key component of second and foreign language education research and serves two main purposes: it helps researchers better understand the process of second language acquisition (SLA) and the factors that influence it, and it is a useful source of data for practitioners who are keen to

design teaching and learning tools that target learners' attested difficulties (p.337).

Using adverbials in writing is crucial in the sense of their being cohesive devices which make a text more understandable and easy to read. As a result, use of adverbial connectors has been investigated for a long time. Biber, Johansson, Leech, Conrad, and Finegan (1999) defines linking adverbials in the *Longman Grammar of Written and Spoken English*: "the primary function of linking adverbials is to state the speaker/writer's perception of the relationship between two units of discourse (p.875)." And it is stated that linking adverbials are very important as they create textual cohesion alongside coordinators and subordinators.

Following Halliday and Hasan's (1976) work, a number of studies were conducted in 1980s examining the use of cohesive devices in learner writing. Granger and Tyson (1996) conducted a study using the International Corpus of Learner English (ICLE). The study compared L1 French speaker English learners' use of conjunctive adverbials, rather than the full range of connectors which includes coordinating and subordinating conjunctions, with a corpus of NS writing. Many other studies have been conducted on linking adverbials as even advanced learners' misuse, overuse or underuse of these connectors (Aarts & Granger 1998; Altenberg & Tapper 1998; Crewe 1990; de Haan & van Esch 2007; L. Flowerdew 1998; Granger & Rayson 1998; Granger & Tribble 1998; Granger & Tyson 1996). For instance Crewe (1990) studied with university students in Hong Kong and found that the students generally misused the adverbials, for example they used *on the contrary* instead of *however* and *on the other hand*. The author relates it to the fact that lists of non-equivalent linking devices were offered as equivalent alternatives to the student writers by textbooks and classroom teaching practices. Another finding of that study is that students generally overuse these devices to disguise their poor writing. In this study, frequencies of the contrastive adverbials (Quirk et. al., 1985) in native speaker corpora LOCNESS and Turkish learner corpora TICLE are analyzed and compared; also the locations of the adverbials are identified. After that process, a 6-week corpus-based implementation has been conducted to improve freshmen ELT students' use of contrastive adverbials in argumentative essays.

Field and Yip (1992) also compared linking adverbial usage of high-school students' writing to their native counterparts and found out that L2 learners overused

these devices when compared to native speakers of English. It is also found that students misused some adverbial for example, they used *on the other hand* when they add something, and the author related that misuse to L1 transfer. Another important study is conducted by Altenberg and Tapper (1998) they also compared Swedish sub-corpora of ICLE to native speaker corpora LOCNESS and found out that Swedish L2 learners underused connectors and the main problem was stated as the learners' register awareness.

Use of adverbials is also investigated in Turkish, too. Can (2011) made a research about Turkish L2 learners' use of conjunctive adverbials and the results showed that Turkish learners used as many types of conjunctives in their writing as native speakers, another important result was that Turkish students tend to use adverbials mostly in initial position, medial position was the second mostly used and they tend to use final position the least. Bikeliene (2009) has also found similar results with Lithuanian learners that they also tend to use adverbials in initial position. Ha (2014) has again found that Korean learners of English also tend to use adverbials in initial position when they are compared to native speakers of English. Some of the adverbials such as *however* and *yet* are underused; on the other hand, some of the adverbials are overused namely *in contrast*, *on the other hand* and *for example*. Babanoğlu (2012) also investigated Turkish learners' and native speakers' use of adverbials and found out that Turkish learners overused them compared to their counterparts. She also compared Turkish students' essays in their native language and in English as a foreign language; the results showed that Turkish students use much more adverbial connectors in their native language. Can (2012) also investigated Turkish L2 learners writings in TICLE, a sub-corpus of ICLE, in terms of stance adverbials and compared them to native speaker corpus LOCNESS and found that Turkish L2 learners use less number of adverbials more frequently.

Johns (1991) highlights that these language learners generally have problems with linking adverbials; as they are ignored, neglected or misinterpreted in standard works or materials. As a result, they are very suitable for data driven learning (DDL). It is found by the Flowerdew (2001) that linking adverbials are taught differently from the authentic data in corpus. To successfully master these language items something more is needed to be done than just what is found in standard materials. As Widdowson (1998) puts "a lot of time is wasted in trying to teach things that can only be learned by

experience (p.715).” Corpora data can be a good data for language learners to have experience of authentic language.

In his study, Boulton (2009) has taken concordances from WebCorp and prepared exercises from them and taught students the authentic use of adverbials. The results show that linking adverbials pose a real difficulty for all the learners. It also states that learners performed better scores in concordance exercises than sentences. As a reference for teaching sources, corpus-based teaching served better than the traditional pedagogical resources. Boulton (2009) also emphasized that the participants were not advanced level students, and it showed that corpus-based teaching does not only work with advanced learners, but also with lower level students. In this study, a 6-week-corpus-based classroom instruction on contrastive adverbials will be implemented to freshman university students in ELT department to make them use adverbials more appropriately in their academic writing making it more coherent.

Corpora can be used variably in EFL classrooms by foreign language teachers to improve students writing skills by enabling them interact with authentic examples. Fagan (2005) gives some examples of corpus uses in the classroom. For example, in his study a teacher asks students to bring some résumés of professional and create a small corpus by compiling 30 résumés, they want to see general patterns used in the résumé writing, so they find the frequencies of the words. With the help of this small corpus, teachers can show the students authentic résumés and general patterns in them.

Students’ reactions to corpus-based language teaching is also an important issue (Yoon and Hirvela, 2004), in their study they have investigated how the students use the corpora and how they feel about using it in L2 writing instruction. It is found that the students are satisfied with corpus-based learning in EFL classrooms and they find it particularly useful to enhance their writing skills.

As stated before, in this study contrastive adverbials’ use in academic writings of Turkish EFL learners is aimed to be improved by the help of native corpora. In academic writing, adverbials have a core importance because of their cohesive role in writing; however, students generally have problems with them. They tend to misuse, overuse or underuse the linking adverbials when compared to native speakers (Shea, 2009).

1.2. Statement of the Problem

Foreign language learners usually have a difficulty in writing skill and the difficulty is generally about connecting sentences smoothly. As a result, adverbials have an important role because with them the writer can catch coherence and cohesion in the text, and without coherence the text would not be understandable to reader. It shows that the quality of a text is bound to its appropriate use of adverbials in it. The correct use of connectors is important for two reasons: explicit signaling of connections and rhetorical purpose in terms of indications of attitude and emphases (McCarthy and Carter, 1994).

This study aims at investigating Turkish EFL learners' use of contrastive adverbial connectors in their academic writings compared to native speaker counterparts. As Hyland (2005) states metadiscourse knowledge provides learners with contextualized, coherent and reader-focused writings, as a result lack of these features results in inappropriate writings. Altenberg (1995) found that L1 Swedish learners underused connectors in their English writing, on the other hand, Milton and Tsang (1993) found in Hong Kong university students' essays that they overused the transitions compared to native speakers. In Turkish some important studies also conducted, Can's (2011) results show that L1 Turkish students use as many types of adverbials as natives, however, use them generally in initial position. In addition, some of the adverbials are overused, some of them are underused. In his study Can (2012) also found that L1 Turkish students trusted a set of adverbials and generally use them.

All of these studies show that students have some problems about using adverbials conveniently in terms of position or frequency. Considering these results, in this study L1 Turkish learners' and native speakers' adverbial usage are investigated in terms of frequency and position. In addition, to prime the L1 Turkish learners' proficiency in their academic writing a 6-week-corpus-based implementation has been conducted.

1.3. Purpose of the Study

This particular corpus-based study focuses on investigating contrastive adverbial use in Turkish learners' written English and comparing it to native speaker counterparts' written English in terms of positioning and frequency. More precisely, present study aims examining the frequency of the adverbials and in which position (initial, medial or final) they are generally used in L1 Turkish learners of English and

native speakers of English and comparing the results. With those results, overused and underused adverbials are found and the need for improvement is clarified. Another aim of the study is to increase the correct adverbial use of Turkish EFL learners in their argumentative essays as previous studies about adverbial use in Turkish EFL learners showed some results about over-, underuse or positioning; however, a classroom implementation has not been conducted to make learners' use of adverbials parallel to native speakers of English. In other words, this study also aims improving Turkish EFL learners' adverbial use with a corpus-based 6-week implementation.

1.4. Research Questions

This study aims at finding answers to the following research questions:

1. Is there a statistically significant difference between Turkish EFL learners and native speakers of English in the use of contrastive adverbials in terms of their over/underuse as represented in TICLE and LOCNESS?
2. Is there a statistically significant difference in the use of contrastive adverbials in terms of their position between Turkish EFL learners and native speakers of English in TICLE and LOCNESS?
3. Does a corpus-based instruction lead to any improvement on contrastive adverbial use in Turkish EFL learners' argumentative essays?
4. How do the participants explain the improvements (if any) in their use of contrastive adverbials in argumentative essays as a result of the implementation period?

1.5. Limitations

The present study is limited to the size of the two corpora and the results of the study are limited to the analysis of them; TICLE as a learner corpus of Turkish EFL learners, LOCNESS as native English corpus. In addition, only overuse and underuse of adverbials by Turkish EFL learners have been investigated, misuse structures have not been investigated. From Quirk et. al.'s (1985) list, only contrastive adverbials are taken as in argumentative essays they are more frequently used.

1.6. Operational Definitions

Adverbial Connectors: Single or multi-word units that signal connections between discourse segments and establish various discourse relations. They conjoin

linguistic units such as sentences, paragraphs, or even larger discourse (Quirk et. al., 1985, p. 631-632)

Concordance: ‘A comprehensive listing of a given item in a corpus (most often a word or phrase), also showing its immediate context’’ (McEnery & Wilson, 2001, p.197)

Contrastive Interlanguage Analysis (CIA): A method involves comparisons between native speakers and learners (L1 vs. L2), and between different learner groups (L2 vs. L2) (Granger, 1996).

Corpus: ‘‘A corpus is a collection of texts (a ‘body’ of language) stored in an electronic database. Corpora are large bodies of machine readable texts containing thousands or millions of words’’ (Baker, et. al., 2006, p.48).

Corpus Linguistics (CL): ‘‘A linguistics methodology which is founded on the use of electronic collections of naturally occurring texts, viz. corpora’’ (Granger, 2002, p.4).

English as a Foreign Language (EFL): Use or study of English by speakers of different native languages.

First Language (L1): Language that is acquired in early childhood, i.e., mother tongue, native language.

International Corpus of Learner English (ICLE): A learner corpus containing of argumentative essays written in English by learners from 16 different mother tongue backgrounds (Granger, 2009).

Key Word in Context (KWIC): A type of display of concordance in which the key (node) is centered and framed by the words occurring left and right of it (Baker et. al., 2006).

Learner Corpus (LC): A corpus containing written or spoken texts of second language (L2) learners.

Louvain Corpus of Native English Essays (LOCNESS): A native reference corpus containing British and American Students' written essays (Granger, 2009).

Second Language Acquisition (SLA): The acquisition of a language after the native language has already become established in the individual (Ritchie & Bathia, 1996).

Second Language (L2): Any language that is acquired after the native language.

Turkish International Corpus of Learner English (TICLE): A learner corpus containing the Turkish EFL learners' written argumentative essays (Granger, 2009).

1.7. Chapter Summary

In the first chapter, a brief background of corpus linguistics has been given with a general outline of corpus linguistics and how corpus-based instruction can be used in English as a foreign language (EFL) classes. In the research background, the importance of adverbials as a metadiscourse feature has been emphasized. At the end, research questions, limitations and operational definitions of the study have been presented.

CHAPTER II

LITERATURE REVIEW

2.1. Introduction

In this chapter, review of literature relevant of this study has been presented. Definition of corpus and corpus linguistics has been illustrated first and then the relation between corpus linguistics and language pedagogy has been illustrated, use of corpus-based pedagogy in language classes, metadiscourse and genre-based pedagogy has also been in this chapter's scope. The literature review also aims to make some assumptions underlying this study.

2.2. Corpus Linguistics

In EFL classrooms, teachers generally complain about lack of authentic materials which bring interaction with authentic language to the students. Developing these materials for different learning objectives and students' varied needs is a demanding issue for foreign language teachers (Fagan, 2005). In that case, a corpus serves as a good authentic material for foreign language classes, as both teachers and students can reach real language by the means of it.

Namely, a corpus is a group of authentic texts put together ranging from a couple hundred words to a couple million (Biber, Conrad and Reppen, 1998). Corpus can also be described as a body of occurring language, any collection of more than one text. And the methodology which uses corpus to follow linguistic research is named "corpus linguistics". Corpus linguistics is basically described as a study of language or a linguistic methodology based on samples of 'real life' language use (McEnery & Wilson, 1996). 'Real life' language use can be explained with natural language data which forms a corpus. Corpus is a very useful tool in that respect as a corpus can both give quantitative data by giving the frequencies of the collocations and plentiful authentic examples from real texts in a structured way. Kennedy (2003) discusses that learning a foreign language requires an 'explicit knowledge' with awareness, which requires a great exposure to language data.

Corpus-based approach has gained importance over the last four decades, especially since the mid-1980s as corpus analysis can be used in all branches of linguistics and language learning (Biber, Conrad and Reppen, 1998). Corpora have been used extensively in nearly all branches of linguistics including, for example, lexicographic and lexical studies, grammatical studies, language variation studies, contrastive and translation studies, diachronic studies, semantics, pragmatics, stylistics, sociolinguistics, discourse analysis, forensic linguistics, and language pedagogy.

The early 1990s saw an increase in application of the results of corpus studies to language pedagogy. The increasing interest is evidenced by eight biennial international conferences on *Teaching and Language Corpora* (TaLC) held in Lancaster, Oxford, Graz, Bertinoro, Granada, Paris, and Lisbon (McEnergy and Xiao, 2011). This can also be reviewed from the literature that there are a great number of journal articles and books on language teaching and corpus linguistics : Wichmann et al (1997), Partington (1998), Kettemann and Marko (2002, 2006), Aston (2001), Hunston (2002), Granger et al (2002), Sinclair (2004), Aston et al (2004), Römer (2005), Scott and Tribble (2006), O’Keeffe, McCarthy and Carter (1994), Aijmer and Campoy, (cited in McEnergy, Xiao and Tonio, 2006). These studies cover many issues about corpus linguistics and language pedagogy such as corpus-based language descriptions, corpus analysis in classroom, and learner corpus research.

There is an important link between corpus and language pedagogy as the corpus gives the researchers which language items and processes are most likely to be encountered by language user and which constructs should get more instruction about (Kennedy, 1998). In addition to that, corpora are also used in lexicography effectively, nearly all the monolingual dictionaries are corpus-based. Also corpus-based textbooks are being developed in the language pedagogy area (Granger, 2003b). The grammar books are also prepared using corpus such as Biber, Johansson, Leech, Conrad, and Finnegan’s “Longman Grammar of Spoken and Written English” (1999).

In material developing area, another important contribution comes from computer learner corpus (CLC) which is a compilation of authentic data from foreign or second language learners. The *Longman Essential Activator* (LEA) is the first dictionary which lets the learner incorporate CLC data. The compilers of the dictionary used the *Longman Learner Dictionary* in order to find the learners use of words which are included in LEA. Then this feature give chances to see the most frequent mistakes

and create *help boxes* in order to warn learners about the possible mistakes they can make (Gillard & Gadsby, 1998).

2.3. Strengths of Using Corpora in Language Studies

It is clear that using corpora have much strength in terms of language studies. Some of these strengths can be listed as:

- Its empirical nature which compiles data from a great number of speakers/writers and makes linguistic analysis more objective (McEnery and Wilson, 2001).

- The feature of machine readability is also another strength of a corpus as this feature makes things much easier for researcher. They can reach the results they want in a few seconds.

- It is empirical; it does not depend on anecdotal evidence or small piece of information, analyzing the actual patterns of use in natural texts.

- It makes extensive use of computers for analysis, using both automatic and interactive techniques.

- It depends on both quantitative and qualitative analytical techniques (Biber et al., 1998:4).

- Corpus-based approach can be applied to nearly any area of linguistics from men's-women's language to children's acquisition, to author style, register patterns (Biber et al., 1998).

- Frequency data can be used for evaluation and revision of existing courses besides design of new courses (Henry and Roseberry, 2001).

These advantages can be applied to many areas of the language such as linguistic features itself or characterization of language varieties. For example, in lexicography the collocations of words can be studied in a comprehensive way and the words relations can be identified in the preferred senses.

Biber et al (1998) claims that corpus-based studies can inform the education in three ways:

- a) dissemination of results from corpus-based studies,
- b) the development of educational materials: especially while preparing textbooks for the learners who are non-native speakers who may not have any chance of interacting with native speakers. In addition, while preparing dictionaries and thesauruses for

language learners, corpora are used for collocational information and grammatical tendency.

c) the design of classroom activities: Students can develop their own corpora to do their own language analyses (both second language learners and students who are trained to be a language teacher) (p. 236).

2.4.Objections to Corpora in Language Studies

In corpus-based language teaching approach, the two most important opportunities which are given by a corpus are frequency and authenticity. However, the objections towards corpus-based approach also aim at these opportunities. Cook (1998) claims that corpus gives us the frequent uses in the language but not rarer but more powerful expressions. However, Goethals (2003) confronts this claim by defending that the frequency gives the probability of seeing a word in real word. If the word is frequently used in the language, then it constitutes one of the core vocabulary items.

About the frequency aspect, it is not claimed that ‘more frequent’ = ‘more important’. Leech (1997) argues that the frequency information is an important empirical source for language teaching materials. Kaltenböck and Mehlmauer-Larcher (2005) claim that frequency is very important; the more the learners encounter a word the quicker they acquire it. However, it may not be true all the time. Determiners *a* and *the* are very popular in English; however, acquisition of these determiners is not an easy issue for the learners whose mother tongue does not contain any determiners. Along with the frequency, teaching should be prepared according to learning objectives, learner situation, learnability, cognitive salience and teachers’ intuitions. Nevertheless, frequency can be used to make careful decisions in syllabus design and materials development.

There are objections for relying on frequency information of corpus data; in addition to that, there are objections to authenticity of the texts, too. Widdowson (1990) suggests that the text in the corpora were authentic in their own context, when they are used as samples in the corpora they lose their authenticity and then makes a distinction between ‘genuineness’ and ‘authenticity’. Widdowson (2003) claims that corpora are genuine as they are compiled with attested language; still, they are not authentic because they are decontextualized.

Although there may be some objections to use of corpora in language teaching, it can be clearly said that there is a convergence between language teaching and corpus

linguistics and there are three focuses of it: indirect use of corpora in teaching (Reference publishing, materials development, and language testing), direct use of language in teaching (teaching about, teaching to exploit, exploiting to teach), further teaching-oriented corpus development (LSP corpora, L1 developmental corpora and L2 learner corpora) (Leech, 1997).

2.5. Use of Corpora in Teaching

In language teaching, corpora can be used in many ways to meet the students' needs and objectives of the courses. Three main use of corpora can be listed: indirect use of corpora, direct use of corpora and language for purposes (LSP) and professional communication.

2.5.1. Indirect Use of Corpora in Teaching

Corpora can be used indirectly in language pedagogy in different ways such as reference publishing, syllabus design and materials development, language testing, and teacher development.

2.5.2. Reference Publishing

Corpora have altered the publishing deeply, especially in English. Nearly all of the dictionaries published since 1990 have used corpora in a way that people who have not even heard the name of corpus are using a product of corpus-based investigation (Hunston, 2002). Corpora have been an important tool for lexicographers because of its machine-readable feature. By using corpora, they can reach a great number of authentic examples of word usages in a few seconds. In addition, corpora can also give frequency and quantification of the collocation. Many dictionaries such as COBUILD (1995) and Longman (1995) include this kind of information in them. Information of this kind is important especially for materials writers and learners alike (McEnergy, Xiao and Tono, 2006).

The *Longman Grammar of Spoken and Written English* (Biber et al 1999) can be considered as a new milestone in reference publishing following Quirk et. al.'s (1985) *Comprehensive Grammar of the English Language*. The book is totally based on 40-million-word Longman Spoken and Written English Corpus giving authentic examples from corpus while describing English grammar thoroughly. The lexical items are an

integral part of the Biber's book; however, it is the Collins COBUILD series which focus on lexical items in grammar description (Hunston and Francis, 2000).

These examples show that corpus-based investigations are not only utilized for academic understanding of language function and use, but also for language teaching. By basing instructions on the pattern of use, we can provide students with the tools that they need for producing and understanding language appropriately across different contexts (Biber et al, 1998).

2.5.2.1. Syllabus Design and Materials Development

The corpus linguistics has provide an extensive information about language use, a number of scholars have also used corpus to look into the existing TEFL (Teaching English as a Foreign Language) syllabuses and teaching materials. They find grammatical structures used in the textbooks to teach English different from the use of these structures in L1 English. Therefore, students generally have difficulties when they have an interaction with native speakers. An important role of the corpora is that they can give real examples from the natural language and prepare the students for the complexities of the language. Mindt argues that “teaching syllabuses should be based on empirical evidence rather than tradition and intuition, with frequency of usage as a guide to priority for teaching” (Mindt, 1996: 245-246). For example, McCarthy, McCarten and Sandiford’s (2006) innovative Touchstone book series, which is based on the Cambridge International Corpus, aims to present the vocabulary, grammar, and functions students encounter most often in real life.

2.5.2.2. Language Testing

Another area of language pedagogy where corpus is started to be used effectively is language testing. Alderson (1996) suggested possible uses of corpora in language pedagogy: test construction, compilation and selection, test presentation, response capture, test scoring, and calculation and delivery of results. The potential advantage of using corpora in testing is that the tests are based on real life examples, and the vital issue is applying it practically (Biber et al, 1998). Several studies have been conducted on using corpus for language testing. Coniam (1997) demonstrated how to use word frequency data extracted from corpora to generate cloze tests automatically. Kaszubski and Wojnowska (2003) presented a corpus-driven computer program, TestBuilder, for building sentence-based ELT exercises. Indeed, corpora have recently

been used by major providers of test services for examination script archive, developing test materials, optimizing test producers and improving the quality of test marking.

2.5.2.3. Teacher Development

To make the learners benefit from the corpora, the language teacher should be equipped with the knowledge of corpus-based teaching. It is not surprising to find out that corpora have been used in language teacher education (Allan 1999, Conrad 1999). Allan (1999), for example, shows how to use corpora to raise the language awareness of the English teachers in Hong Kong secondary schools. Conrad (1999) also made a corpus-based study on linking adverbials and emphasized that language teachers should not just use classroom concordancing and lexical analysis, but do more to benefit from corpus-based approach.

2.5.3. Direct Use of Corpora

Indirect uses of corpora such as materials development, syllabus design concern about what to teach, however, direct uses of corpora concern about how to teach. According to Leech (1997) direct use of corpora has three focuses: *a) teaching about b) teaching to exploit c) exploiting to teach*, the latter two are about how to use. Direct use of corpora is generally limited to advanced learners, there is nearly no corpus-based language teaching experience in secondary education.

'*Teaching about*' means giving instructions about corpus linguistics as an academic subject; like other sub-disciplines of linguistics such as syntax, pragmatics. Corpus linguistics has taken its place in postgraduate and undergraduate programs of many universities around the world. '*Teaching to exploit*' means teaching students how to use corpus on their own for their own studies. Once they are taught what a corpus is and how it is used, then the teaching can be more learner-centered. '*Exploiting to teach*' means using corpus as a tool while teaching language and linguistics courses. 'Teaching about' and 'exploiting to teach' may be about students of linguistics or language programs, however, 'teaching to exploit' includes all the students of any subjects which relates to language study and learning and students are expected to benefit from data-driven learning (DDL) or discovery learning (Leech, 1997)

2.5.3.1. Data-driven Learning

Johns' (1991) data driving learning concept is in line with 'three I's' approach. There is a traditional 'three P's approach' (Presentation - Practice - Production) in the language teaching area, however, it is not perfectly suitable for corpus-based approach in language teaching. Instead, 'three I's' (Illustration - Interaction - Induction) approach is used recently in corpus studies which is more exploratory. In 'illustration' real data is looked, in 'interaction' opinions and observations are discussed and shared, and lastly in 'induction' students are expected to make their own rule for a particular feature (McCarty and Carter, 1995). McCarty and Carter (1995) normally proposed 'three I's' approach for teaching spoken grammar, however, this approach may be also used in language education as a unit. Johns also identifies three stages in data-driven learning which is in line with Carter and McCarty's 'three I's'. They are respectively observation (of concordanced evidence), classification (of salient features) and generalization (of rules).

Data-driven learning can be teacher-directed or learner centered in order to meet learners' need. The important point is making learners active researchers, however, to make them fully benefit from the corpus; the teacher should firstly inform the learners how to use it for their various needs according to their level, age and experience. As a result, it is important that at first the teacher should have enough information about using data for different purposes. In classroom not only native speaker corpora can be used but also learner corpora can be used to make foreign or second language learners to analyze their difficulties in foreign or second language (Paquot et al., 2007).

2.5.3.2. Learner corpora

A learner corpus is a compilation of written and spoken production of second or foreign language learners in a language. Learner corpora, that is corpora containing data produced by L2 learners—both foreign and second language learners—are seldom analyzed, which is regrettable as they hold tremendous potential for EAP (English for Academic Purposes) studies. L2 learners admittedly share a number of difficulties with novice native writers but they have also been proven to have their own distinctive problems, which a careful corpus-based investigation can help uncover (Paquot et al, 2007).

Learner corpora can now also be used as an empirical basis for the previously conducted studies which had limited number of informants to be generalized. As learner

corpora now can give researchers enough data to generalize the results of their studies. Meunier et. al. (2002) also suggest that learner corpora can be used in the classroom directly by preparing exercises using the concordances. In addition, comparing learner corpus and native language corpus will make them realize the gap between their interlanguage and target language.

Learner corpora can also be directly used in the classroom by preparing a ‘local learner corpora’ in which students’ own writings are compiled and then analyzed in the classroom. They can see what they do wrong and check their errors and correct them together.

Investigations in learner corpora has provided researchers with the opportunity of opening new pedagogical perspectives about English language teaching such as material design, syllabus design, language testing and classroom methodology (Granger, 2003). Many learner corpora have been compiled after realizing its importance and one of the most widely used learner corpus is ICLE (International Corpus of Learner English)

2.6. International Corpus of Learner English (ICLE)

The ICLE project is the probably best known learner corpus which contains approximately three million words of essays written by foreign language learners of English from nineteen different mother tongues. In addition to allowing the comparison of the L2 wrings of learners from different L1 backgrounds, the corpus can be used in combination with the Louvain Corpus of Native English (LOCNESS) to compare native and learner English (as applied in this present study). Can (2010) states that ICLE not only provides a large-scale compare opportunity for SLA investigations, but it also serves a reliable database for interlanguage error analysis.

Turkish sub-corpus of ICLE, namely TICLE, was compiled by Can & Kilimci (2009) and included in the second version of ICLE in 2009. In the compilation process of TICLE, previous ICLE version (2002) sub-corpora design criterion have been considered in respect of learner sub-corpus of ICLE (see chapter three for a detailed description of ICLE corpora design).

2.7. Contrastive Interlanguage Analysis (CIA)

The method which is used generally for ICLE analyses is Granger’s ‘Contrastive Interlanguage Analysis’ (CIA) which compares native speaker data and learner data (L1

vs. L2) or productions by L2 learners from different backgrounds (L2 vs. L2) (Granger, 2003).

In the first one, native speaker data and learner data are compared to evaluate differences. The differences can be evaluated in two phases qualitative and quantitative, in qualitative phase misuses are uncovered and in quantitative phase over and underuse differences are uncovered. This kind of analysis is generally conducted with text retrieval programs such as WordSmith Tools (Scott, 1996). In that program “compare lists” function gives researches a chance to access immediately to the words or phrases which are significantly over or under-used by the learners. In the program, also the “concord” and “collocate display” functions are served by giving researchers the chance of finding recurring patterns and collocates which learners use correctly or incorrectly and this makes these functions invaluable.

In the second one, the aim is to find out L1 interference and transfer. The uncovered differences are investigated if they are developmental or transfer related. ICLE is a good resource to find out any transfers or interferences as it has learner data from a wide range of languages in it. In addition, L1 inter-languages can also be investigated to see whether similar processes are undergone by learners from different L1 processes. Moreover, learner corpora can be also used to identify the order of acquisition of particular morphemes.

Researchers have had a great chance of uncovering the patterns of mis- under- and over-use in learner lexis-, (lexico) grammar, and discourse with the help of this computer-aided contrastive approach (Granger, 2003). By using CIA, data from ICLE have been analyzed for many different topics such as high-frequency words, recurrent combinations, collocations, lexical profiling, passives, modality, demonstratives, logical connectors, conjunctions, tense errors, lexical errors and parsing (Granger, 2003, p. 542).

2.8. Teaching Oriented Corpora

Teaching oriented corpora are useful for teaching languages for specific purposes and in research on L1 (developmental corpora) and L2 (learner corpora) language acquisition.

2.8.1. Languages for Specific Purposes (LSP) and Professional Communication

Apart from learning a language as a foreign or second language in general, people have been learning languages for domain specific language uses such as English for specific purposes and English for academic purpose. For example, Thurstun and Candlin (1997, 1998) explore the use of concordancing in teaching writing and vocabulary in academic English. Hyland (1999) compares the features of the specific genres of metadiscourse in introductory course books and research articles on the basis of a corpus consisting of extracts from 21 university textbooks for different disciplines and a similar corpus of research articles. Thompson and Tribble (2001) examine citation practices in academic text. Koester (2002) argues, on the basis of an analysis of the performance of speech acts in workshop conversations, for a discourse approach to teaching communicative functions in spoken English. Yang and Allison (2003) study the organizational structure in research articles in applied linguistics. Hinkel (2004) compares the use of tense, aspect and the passive in L1 and L2 academic texts. To teach domain specific translation, Xiao (2003) reviews some case studies using specialized multilingual learner corpora. Studies which are similar to these examples show us that LSP corpora are especially useful for teaching language for specific purposes and professional communication.

2.9. Academic Writing

The development of student writing has been an area which pedagogical researchers have been interested for a long time. In most of the traditional studies, changes in the use of individual linguistic features have been used as a measure of writing development.

Academic writing is the sort of writing that is required to be done in college and university (Oshima and Hogue, 1994). It is not the same as some other writings such as personal, literary or journalistic. It is different from the other kinds with its special audience, tone and purpose. Hyland (2005) defines academic writing “as an engagement in the social process where the production of texts reflect methodologies, arguments and rhetorical strategies constructed to engage colleagues and persuade them of the claims that are made (p. 66-67)”.

Oshima and Hogue (1994) again claim that it has utmost importance to write considering your readers as you will explain yourself clearly and effectively if you write accordingly. Hyland (2009) also emphasizes the necessity of writing according to

specific audience claiming that academic writing is effective only if it is created for readers' recognition and expectation. The reader should be able to make assumptions about what the writer is trying to do. As a result, scholars and students should try to use conventions which can be recognized and accepted by the members of their principle to create writer-reader coordination (Hyland, 2009). In most situations, we do not have difficulties about decoding the text as we are generally the aimed readers.

Oshima and Hogue (1994)'s another emphasis is on tone of the writing, it is stated that the grammatical structures, choice of vocabulary even the length of the sentences should depend on subject matter and audience. Tone is the style or manner of expression; it can be formal, amusing, serious, etc. Tone of academic writing is rather formal and serious. Writing a letter to a friend may be more informal, but an assignment at university is expected to be written in a more formal tone. A third emphasis in academic writing is on purpose. Oshima and Hogue (1994) again claim that the purpose is what shapes the organizational style of the writing. A persuasive essay is written in a way, an explanatory essay is written in a different rhetorical way according to their purposes.

Developing a thought about the interaction between the writer and the text and the writer and the reader is a relatively new and interesting approach in language teaching and discourse analysis, the widely used term is namely metadiscourse (Hyland, 2005). The term "metadiscourse" has been developed by Zellig Harris (1959) who defines it as a way of understanding language in use. It involves a group of discoursal features such as connectors, hedges, and other text commentary forms to show how the writers interfere with their text to influence their readers. In fact, metadiscourse holds the idea that communication not just transfer of information and goods, instead it involves attitudes, personalities and the expectations of the communicators (Hyland, 2005). It offers a framework for understanding communication as social engagement. With the help of metadiscourse features, a writer can transform a dry text into a coherent and reader-friendly writing adding his/her personality, credibility, reader-sensitivity (Hyland, 2000).

Metadiscourse has been an important concept in the field that different kinds of research have been done such as in school textbooks (Crismore, 1989), oral narratives (Norrick, 2001), undergraduate textbooks (Hyland, 2000), postgraduate dissertations (Bunton, 1999; Swales, 1990), advertising slogans (Fuertes-Olivera *et al.*, 2001). As it is clearly seen that the majority of the studies are about writing since it is central to our

personal experience and social identities. As a result, metadiscourse is very important in writing instruction for academic purposes helping writers to express the ideas and attract the readers effectively (Hyland, 2005). As it is stated by Oshima and Hogue (1997) purpose, tone and awareness about the audience is crucial in academic writing, metadiscourse also emphasizes the same points in writing. As they see communication not only as a flow of information but also use of attitudes, personalities and awareness between the communicators.

Metadiscourse features are explicitly found in the texts as the researchers focus on these explicit devices. It is both important for easiness to identify these devices and see how the writer attempts to create a special discourse effect. In spoken messages, these devices are tone of voice, stress, facial expressions and gestures (Argyle, 1972). In written texts, on the other hand, different kinds of punctuation, capitalization and exclamation marks can emphasize the attitude of the writer in the text (Crismore et al, 1993). Metadiscourse, therefore, contributes to express meanings in the text and relationships in the text users.

Depending on the context, metadiscourse distinguishes between the internal and external references. Connective items give a clear example of that division as they can function to connect stages in a text (internal), organize the discourse in an argument or connect activities in the world outside the text (external) (Martin, 1992). To make the audience find the text coherent and convincing, the writer uses some sources, and interactive resources are one of them. They are not simply text-organizing but also the assessment of the writer about the readers' understanding of the related texts, need for interpretive guidance, and the relationship between writer and reader (Hyland, 2005). There are five sub-categories:

- Transition markers are generally conjunctions and adverbials and they are used for connective pragmatic devices between steps in an argument. They signals additive, contrastive, and causative relations in the discourse (and, furthermore, in contrast, on the contrary, therefore).

- Frame markers signal text boundaries or elements of schematic text structures. They order the arguments in the text. To make the text clear for the reader, items should be used o sequence, label, predict and shift arguments (first, next, at the same time, to summarize, to sum up).

- Endophoric markers are used to refer to the other sides of the text (as noted above, as it is stated) often helping the comprehension and contributing the arguments by referring to earlier material.

- Evidentials are expressions used for ‘metalinguistic representations of an idea from another source’ (Thomas and Hawes, 1994: 129). In academic writing, it refers to a community based literature and gives great support for arguments.

- Code glosses are the expressions to rephrase what has been said to make the reader understand writer’ intention.

To make the audience find the text coherent and convincing, the writer uses interactional resources, too. These features not only give the writer chance of alerting the readers for the writer’s perspective but also engage them with the socially determined positions of others. There are again five sub-categories:

- Hedges are devices that allow the writers show their decisions about alternative voices. They are used when the information is presented not as a fact but as an idea (possibly, perhaps, maybe).

- Boosters, on the contrary, are used when the writer is certain about the information and turning down the alternatives (clearly, obviously).

- Attitude markers shows writer’s affective attitude to propositions instead of epistemic attitude (unfortunately, hopefully).

- Self-mention is the expression used for the explicit mark of the writer’s presence, generally inferred from the first person pronoun and possessive adjectives (I, me, we, our, ours).

- Engagement markers are the expressions used explicitly to directly address the readers or make them focus on a specific point involving them in discourse (you, by the way, you may notice).

In any communication situation, reader should be orientated to secure social and rhetoric purposes. Metadiscourse gives the chance, by interactive devices the writer can meet the readers’ expectations about the relationships and ordering in the text and by the interactional devices the writer more focuses on the participants. In academic writing, this is done with a discipline-defined hesitancy and declaration and a convenient relationship to one’s data, arguments and reader (Hyland, 2005). Metadiscourse features of 240 master and doctoral dissertations has been investigated and 184.000 cases have been found. This is a frequency of one every 21 words. In Table 1 the results of Hyland’s study (2005) has been shown:

Table 1
Interactive and Interactional Metadiscourse Features in Hyland's Study (2005)

Category	Master	Doctoral	All	Category	Master	Doctoral	All
					r	al	
Transitions	75.8	95.6	89.0	Hedges	86.1	95.6	92.4
Evidentials	40.0	76.2	64.1	Engagement Mar.	39.7	51.9	47.8
Code Glosses	27.4	40.6	36.2	Boosters	31.7	35.3	34.1
Frame	20.7	30.3	27.1	Attitude Markers	20.4	18.5	19.2
Markers							
Endophorics	22.3	24.0	23.4	Self-mentions	14.2	40.2	31.5
Interactive	186.2	266.7	239.8	Interactional	192.1	241.5	225.0

It can be inferred from Table 1 that the writers used more interactive forms than interactional forms. Transitions and hedges are the most used metadiscourse features, evidentials and engagement markers follow them. The high use of transitions, which shows the internal connections in the discourse, is evidently an important feature of academic writing. In the corpus, transitions are one fifth of all the metadiscourse features and it shows the writers' concerns that the readers can recover their reasoning clearly. In academic discourse creating a convincing reader-environment is crucial and to build it the most important conventions are metediscourse markers. In another study of Hyland (1998b), 28 research articles are collected as a corpus and analyzed to see metadiscourse features. Again hedges and transitions are the most commonly used metadiscourse features. In the same study, 21 undergraduate student course books are also investigated and transitions are found to be the most used metadiscourse feature.

Transitions which demonstrate the relationships between arguments have been widely investigated so far. Speakers of Korean, Chinese and Japanese uses of items like *and* and *but* generally result in incoherence in discourse according to Scollon and Scollon (1995). Hinkel (2002) also found out in her study that Chinese, Vietnamese and Arabic students over-used phrase-level transitions such as *but*, *and*, *because* compared to native speakers to create extremely long, complex sentences. In the same study, Hinkel also found out that sentence level conjunctions are also found to be overused by all the 6 Asian non-native speakers. Milton and Tsang (1993) also found out in a large corpus of Hong Kong University students' essays that they noticeably overuse transitions compared to the results of native speaker corpora London-Oslo-Bergen,

Brown and HKUST. On the contrary, across the European students Altenberg (1995) found out that Swedish writers underuse some logical connectors while writing in English. Ventola (1992) also found that Finns used connectors less than native English speakers and relied more on a certain set of devices. Granger and Tyson (1996), on the other hand, found that Francophone students and related that to interference from French.

Reviewing all the information above, metadiscourse also provides greater insight to language teachers and students. Teaching an adverbial is one of the key elements as they are the tools to connect propositions effectively as a result they are vital for language users' communication process (Catalan and Alba, 2014). Catalan and Alba (2014) claim that though the linking adverbials are of great importance for language teaching, they are generally neglected in course books, materials especially in ones for beginners and intermediate levels language learners and this may be the reason of difficulty the students have while using adverbials. We should incorporate metadiscourse features into our models of learning, reading and writing. Effective teaching and learning only rely on interpreting how language works and using this understanding to help students communicate effectively. In many studies, ESL writers are found to use metadiscourse forms differently from their native speaker counterparts and they cannot represent their ideas effectively, as a result their writing may look uncontextualised, incoherent and inappropriately reader-focused. It means that teaching about metadiscourse to students provides them with some advantages; three main advantages can be listed. First, it helps students to better understand the demands on readers. Second, it gives them the necessary resources to create a stance in their statements. Third, it lets them to arrange that stance and engage in a community-appropriate dialogue with readers (Hyland, 2005).

It is also investigated whether explicit instruction about metadiscourse improves writing of the students or not. Cheng and Steffensen (1996) found in their studies that after a 16-week instruction on the function and use of metadiscourse features, students got much higher grades in their in-class essays. The experimental group used the metadiscourse features more frequently and more conventionally than the control group.

Shaw and Liu (1998) also found important improvements in students' use of metadiscourse features in essay writing after two months of EAP instruction. A substantial improvement was observed in transition usage, too. In the first essays 400

transitions were used, however, in the second essay the number increased to 503. It shows that explicit teaching of transitions increases the usage substantially.

Metadiscourse items can be used in different positions in sentences, too. Many may appear in initial position such as *first, second, therefore* and some may appear in medial position such as *also, still, then, however*. In addition to initial and medial position, linking adverbials can also be used in final position, too such as *though, in any case, at all events* (Conrad, 1999). As it is stated above the position of adverbials is also another issue to compare with L2 learners and native speakers as there is a fact that L2 learners of English generally tend to use adverbials in initial position. Narita et. al. (2004) have claimed some reasons for L2 learners sentence-initial position preference for adverbials as in their study conducted on Japanese EFL learners, it has been also found that Japanese learners also generally prefer using adverbials in initial position. Narita et. al. (2004) have claimed in their study that the reason for sentence-initial position preference of L2 learners may be that they need to ensure that they connect two sentences with these cohesive devices, Rutherford (1987) defines this situation as “direct grammatical realization”, in other words, learners may relieve when they explicitly connect preceding and subsequent propositions. Narita et. al. (2004) has also claimed that another reason for using adverbials in sentence-initial position is that learners may not be aware of the difference between conjunctions “let alone flexibility of connector positioning”. If they mistake connectors with conjunctions, they unavoidably use adverbials in sentence-initial position mostly. Ha (2014) has also stated that Korean EFL learners are strongly in favor of using adverbials in initial position, though British native speakers use them as much in medial position. Biber et. al. (1999) has stated that in academic prose of present English 50% of adverbials are favoured to be used in initial position, nearly 40% of them are used in medial position and the rest are used in final position. As it is clearly understand medial position has also a large distribution in academic writing of English native speakers.

Metadiscourse is as stated before context-dependent, it is shaped according to the norms and expectations of who use it in particular settings (Hyland, 2000). Across different genres, that contextual specificity is clearly seen in which metadiscourse is distributed helping the writers to create and construct the context in which language is used. As the text should be constructed according to a specific purpose, audience and social settings, it reveals that it should be written according to specific genres.

Biber (2006) also contributes to those claims about different language use across different genres and provides a relatively comprehensive linguistic description of the range of university registers, surveying the distinctive linguistic characteristics of each register such as vocabulary distributions, semantic categories of words and extended lexical expressions, academic or non-academic, written or spoken. It is claimed that written registers have more nouns and adjectives, however, spoken registers have more verbs and adverbs. Discourse connectors is also analyzed and found that as discourse marker 'so' is mostly used marker and 'well' is the second. 'So' is used both as a discourse marker and a linking adverbial, generally functions more like a linking adverbial.

Linking adverbials are also a parallel system to discourse markers as they both connect prepositions in discourse. Linking adverbials such as 'therefore', 'for example' can be used in classroom teaching, too. However, they are characteristics of written register. They differ from markers in that they have more specified meanings and functions (Biber, 2006, p.875-879). Biber lists the linking adverbials under six categories: Enumeration and Addition, Summation, Apposition, Result/Inference, Contrast/Concession, Transition.

Quirk et al. (1985) classified these adverbials or connectors in seven different categories according to their semantic relations: Listing, Summative, Appositive, Resultive, Inferential, Contrastive and Transitional. In this present study, contrastive adverbial use of Turkish EFL students and native speakers of English has been investigated and participants have been included in a corpus-based implementation on contrastive adverbials in their argumentative essays. As contrastive relations are one of the most challenging relation that may hold between two discourse (Kortmann, 1991) they are of great importance. Biber et. al. (1999) states that to present and support argumentations contrastive discourse markers, particularly in academic discourse, have to be used appropriately to create a coherent and cohesive text. Povolna (2009) also claims to in order to make clear argumentations use of contrastive markers appropriately is crucial.

2.10. Genre-Based Writing Instruction

In our lives, we use different varieties of language use as we involve in different situations from talking to our parents to reading a newspaper, to reading academic articles or to writing a letter to a friend. The varieties among language use in different

situations are registers, and describing the characteristics of these registers is an important area of study (Biber, et al., 1998). Understanding how language varies when we use it for different purposes in different situations is the central research goal of register analysis. In order to investigate the characteristics we should find the patterns in the language used in conversation, newspapers, academic prose.

Instead of “register” Hyland (2007) uses another term ‘genre’ which means abstract, socially recognized ways of using language. In other words, Hyland (2005) defines genre as “a term for grouping text together showing how writers commonly use language in recurring situations. It is based on the thought that society has almost no difficulty in recognizing similarities in the texts they are used to read and they are generally aware of the repeated experiences with those texts and maybe write them relatively easily. This is because writing is a practice based on expectations that the reads expect something they are used to see in certain kind of genres.

Biber (2006) defines genre and register as different ‘semiotic planes’. According to Biber, register is the expression plane of the genre and content-plane of the language and genre is the content-plane of register. Register is claimed to be the language associated with a domain and its lexico-grammatical features. Genre is the culturally recognized message type including socio-cultural actions, issues of ideology and social power.

If the writer is aware of the expectations of the reader who are anticipating something based on their previous experiences than the chances of understanding the writer’s aim increases (Hyland, 2007). With the help of metadiscourse features, we can see how writers’ purposes are reflected by their language choices. Hoey (2001) resembles readers and writers to the dances who follow their steps. The readers wait for certain moves and the writer should know what is expected and move accordingly. We immediately recognize if the text is a recipe, a joke, a letter or report can reply it, even construct a new one. Precisely, we have a ‘schema’ of previous knowledge that we share with others.

Students bring different understandings, identities, backgrounds and linguistic knowledge to their learning; as a result previously supported cognitive homogeneity and process writing cannot be resumable. It is claimed that these dominant pedagogies are unable to acknowledge the language and writing needs of the students (Christie, 1993; Cope & Kalantzis, 1993). Genre approaches maintain an efficient writing pedagogy by making explicit what is to be learned, sustain a coherent framework for studying both

language and context, assuring that course objectives rise from student needs and constructing the materials for students to understand and test valued discourses (Hyland, 2007). The teacher's objective in this process should be to enlighten the genres that creates problem for students by exploring academic practices and discourse conventions with students so they can clearly be aware of the available options when writing.

Genre pedagogies give real benefits for learners to comply with language and context also giving teachers a chance of presenting students with explicit and systematic explanations of the style writing work to communicate (Christie & Martin, 1997). Genre-based writing courses are organized around texts and this support gives teachers and learners a shared vocabulary for discussing writing. Hyland (2004) sums up the main advantages of the genre pedagogy as follows:

- Explicit: Makes clear what is to be learnt to facilitate the acquisition of writing skills
- Systematic: Provides a coherent framework for focusing on both language and contexts
- Needs-based: Ensures that course objectives and content are derived from students' needs
- Supportive: Gives teachers a central role in scaffolding students' learning and creativity
- Empowering: Provides access to the patterns and possibilities of variation in valued texts
- Critical: Provides the resources for students to understand and challenge valued discourses
- Consciousness-raising: Increases teachers' awareness of texts to confidently advise students on writing (p. 10-16).

Hyland accepts that these benefits are not only found in genre pedagogy but claims that there is no other approach which includes them all (Hyland, 2007). The most important feature of genre approach is that it gives students an explicit understanding of how target texts are structured and why they are written in the ways they are. That explicitness gives learners and teachers a clear target to achieve instead of a vague point besides making students acquire the genres they need from repeated experiences (Hyland, 2003a).

Assessment in genre-based pedagogies occurs in a writing environment than a grading environment. At the beginning the teacher explicitly clarifies the moves in genres and wants the students to construct theirs by supporting them, then gradually the teacher takes support back. At the end, students' writing abilities are slowly expanded until they can accomplish successful independent performance in genre (Hyland, 2007).

In genre-based pedagogy, a representative sample of texts is studied and to analyze the series of moves or communicative steps that constitute the genre. Linguistics then becomes an efficient tool to identify patterns of vocabulary, grammar and cohesion structure texts into steps which support the genre (Hyland, 2004). When the learners start to get used to the patterns in the certain genres, they will be able to understand and write more complex genres. While teaching genres, the sequence can be done according to the rhetorical complexity or urgent value to the learners. In their studies, Swales and Lueb (2002) they sequence the parts of research articles according to the identified order of increasing rhetorical complexity: methods, abstracts, results, introductions, and discussions. Burns and Joyce (1997) outline the possible steps for designing a genre-based course which is text-focus:

- Describe the overall contexts in which the language will be utilized.
- Establish course objectives based on the context.
- Write down the order of the language events within the context.
- List the genres used in this sequence.
- Outline the sociocognitive knowledge of students need to involve in that context.
- Choose and analyze samples of texts.
- Establish units of work related to genres and develop learning goals.

Genres are nearly never found out of the real world, Devitt (1991) claims that the genres must deal with in a context and 'genre systems or chains' (Bazerman, 1994) or how written and spoken texts gather together in a given social context, have resulted in useful outcomes. These claims give some clues about contextualizing what is to be learnt by basing instruction on how genres are sequenced and utilized in real world incidents. In addition, by genre-based pedagogy almost all the language skills can be included in the course as it integrates speaking, reading and writing activities naturally in the class. Grabe (2001) states that reading and writing should be integrated as a combination of literacy skills improve learning in all fields.

Corpus analysis attempts to uncover these patterns rather than making judgments of grammaticality. There were difficulties about handling the data when it became bigger; with a large amount of data it becomes unfeasible and time-consuming to analyze it. However, the corpus-based approach provides a means of dealing with large amounts of language and keeping tracks of many contextual factors at the same time. A small corpus of texts from a single genre can be analyzed to provide linguistic data

useful in language teaching (Henry et al., 2001). In the study of Vincent (2001) he claimed that corpora can be created by the teachers and the students themselves and then can be analyzed, in his study the genre of personal advertisements on the web is investigated by compiling a corpus of those text and then specific features are investigated. In another study conducted by Tribble (2001) a micro-corpus of web-published leaflets was compiled to develop a capacity to write such texts. It was a genre-based approach to see the process of writing an advertisement.

In corpus linguistics, it was common to find most frequent words in the language and prepare lists of them. However, now people can also investigate the language patterns in detail. A representative corpus can allow researchers to identify and analyze complex “association patterns”: the systematic ways in which linguistic features are used in association with other linguistic and non-linguistic features. By investigating association patterns we can focus on the linguistic features and characteristics of texts or varieties. It means that researchers can identify lexical associations and grammatical associations; in addition, researchers can characterize the registers, dialects, styles, or individual literary works in terms of their linguistic association patterns (Biber et al, 1998).

Writing development studies can use corpus-based techniques as an aid in many ways, as computational techniques make the counting of particular features faster and more reliable, a larger number of texts can be included and that may lead to more generalizable findings at the end. Thus, those kinds of analyses are easier with corpus-based approach when it is compared to traditional methods.

2.11. Chapter Summary

In this chapter, related literature of this study has been presented and it has shown that there is a missing gap between application and theory about corpus linguistics. It has been stated that corpus is an efficient tool to find native speakers’ use of language in real life; it should also be used as a tool to teach foreign language learners with real life examples. Genre-based pedagogy has also been illustrated in the literature also that investigating a certain genre written by native speakers and introducing it to students by analyzing moves in it is again another efficient tool for foreign language classes. The importance of these tools for academic writing teaching has been highlighted at the end.

CHAPTER III

METHODOLOGY

3.1. Introduction

The aim of this chapter is threefold: it presents the research design and the rationale for all data collection and analysis procedures. In addition, the context of the study including participants and implementation procedures are also stated. Finally, the instruments and procedures for data collection and analysis are explained.

3.2. Research Design

The study was conducted in order to compare a learner corpus (TICLE) and native speaker corpus (LOCNESS) in terms of contrastive adverbial use in argumentative essays. Both frequency and location of the adverbials were analyzed to find the similarities and differences between two corpora, in addition to that aim, the possible effects of a corpus-based classroom implementation about contrastive adverbial use in argumentative essays of freshmen English Language Teaching (ELT) department students, were also investigated in this study. It was a non-experimental study without control or comparison groups, therefore the study can be referred to as a case study., Yin (2009) states that “experiments, through establishing the efficacy of a treatment (or intervention) are limited in their ability to explain ‘how’ and ‘why’ the treatment necessarily worked, whereas case studies could investigate such issues” (p.16). This is cse study which investigates a typical situation deeply, purposive sampling has been used while designing the study and typical case sampling has specifically been utilized.

As it is generally observed in case studies, qualitative and quantitative methods of data collection and analysis were employed. The decision about carrying out a mix-method study is not only address the research questions but also the nature of research in the social sciences and especially of educational research. As the social sciences deal with human beings and their behavior, research should observe people in context; this situation requires a multi-perspective access.

In the study qualitative and quantitative research approaches are combined for the broad aim of breadth and depth of understanding and corroboration as stated in Johnson, Onwuegbuzie and Turner (2007).

In line with this theoretical information on mix-method research, the research aim and the research questions of this study, a mix-method research design was developed.

3. 3. Participants and Sampling

This study was conducted with 31 freshmen students in ELT department of Çukurova University. The class was normally consisted of 53 students, however, when the first implementation was applied there were 31 students in the class, as a results the other students also attended after the first implementation, even so, they are excluded from the study only 31 students who were present at the first implementation session were included.

The participants in this study were chosen by typical case sampling which is a sub-category of purposive sampling, one of the freshmen groups selected as a cluster in ELT department who takes Advanced Reading and Writing course as a typical writing class was required for the study. A purposive sampling strategy was applied to determine the participants in Stimulated Recall Interview. In selecting the interviewees two decisions are made: first, four students who showed the best improvement about adverbial use in their essays in terms of quantity and secondly, four students who showed the least improvement about adverbial use in their essays in terms of quantity are selected to make an interview about use of contrastive adverbials in their pre- and post-essays.

3. 4. Research Context

The study was conducted in a class of 31 freshmen students in ELT department of Çukurova University; the students had Advanced Reading and Writing course four-hours a week. The implementation lasted 6 weeks, as a part of that course. The reading part of the course was carried out by the course instructor; the writing part of it was carried out by the researcher. In the writing part, argumentative essay writing was completed and using contrastive adverbials appropriately was also highlighted with a corpus-based methodology. Apart from first week, after every implementation per week students are asked to complete minute papers as a part of the study to take their instant considerations about using corpus in writing classes and teaching adverbials.

3. 5. Data Collection Tools

The relation of the data collection tools and procedures, which are explained in the following sections, to the research question and the time of the implementation are shown in Table 1.

Table 2

Relation of Research Questions to Data Collection Tools and Procedures and Time of Application

Research Questions	Data Collection Tools and Procedures	Time of Application during the Research
1. Is there a statistically significant difference between Turkish EFL learners and native speakers of English in the use of contrastive adverbials in TICLE and LOCNESS?	TICLE and LOCNESS Analysis of contrastive adverbials in terms of frequency	16 th -27 th February, 2015 2 weeks
2. Is there a statistically significant location difference in the use of contrastive adverbials between Turkish EFL learners and native speakers of English in TICLE and LOCNESS?	TICLE and LOCNESS Analysis of contrastive adverbials in terms of location	16 th -27 th February, 2015 2 weeks
3. Does a corpus-based instruction lead to statistically significant change on contrastive adverbial use in Turkish EFL learners' argumentative essays?	Pre-essays and post-essays before and after the implementation Analysis of two small corpora.	16 th February-27 th March, 2015 6 weeks
4. How do the participants explain the changes in their use of contrastive adverbials in argumentative essays?	- Minute Papers - Stimulated Recall Interview	23 rd February- 27 th March, 2015 5 weeks 1 st April- 8 th April, 2015 1 week

As data collection tools three main corpora are used, two of them, is Turkish subcorpus from ICLEv2, namely TICLE, and LOCNESS is used to find similarities and

differences between L1 Turkish EFL learners and L1 English native speakers respectively. British Academic Written English Corpus (BAWE) is also used in the study to take real life examples to prepare course materials used in the classroom as exercises and genuine examples of contrastive adverbial use in native speaker written discourse. In addition to those, researcher also compiled two small corpora with participants' pre-essays and post-essays to compare them to see whether there is an improvement after the corpus-based implementation or not.

3. 5. 1. International Corpus of Learner English (ICLE)

Granger (2004b) states that learner language is highly variable and it is influenced by a wide variety of linguistic, situational and psycholinguistic factors, and failure to control these factors greatly limits the reliability of findings in learner language research. Therefore, the strict design criteria which should govern all corpus building make corpora a potentially very attractive type of resource for SLA research.

3. 5. 1. 1. The Design of ICLEv2

In the design of ICLE, Granger et al. (2009) decided to adhere the corpus design criteria of Atkins et al., (1992, in Granger et. al., 2009) as possible. In addition, because of the heterogeneous nature of learner data, rigorous data collection procedures which were emphasized by important SLA specialists such as Ellis (1994) were taken into consideration. The requirements of ICLE which were set at the beginning were as following (Granger et al., 2009):

- learners: young adults (university undergraduates); advanced proficiency level; learners of English as a Foreign Language (EFL) rather than as a Second Language (ESL);
- language: academic writing (mainly argumentative); 200,000 words per corpus (p. 3).

ICLE consists of two main variable groups as task and learner variables. Task variables include six components as medium, genre, field, length, topic, task setting. On the other hand, learner variables contains eight major criteria as age, gender, mother tongue, region, other foreign languages, stay in English speaking country, leaning context and proficiency level.

3. 5. 1. 1. 1. Task Variables

The purpose of the ICLE project to collect learner productions which share a number of common task variables, in terms of medium (writing), genre (academic essay field (general English rather than English for Specific Purposes) and length (between 500-1000 words). A large freedom is also given to coordinators of the national coordinators about the topic and other task variables such as timing, exam conditions and use of reference tools.

3.5. 1.1.1.1. Genre

The majority of the ICLE texts (91%) are argumentative essays. This text type allows for discourse-oriented (cohesion, coherence, argumentative patterns, etc.) as well as lexical and grammatical exploration. The proportion of argumentative essays ranged from 79% (Spanish corpus) to %100 (Bulgarian, Chinese, Japanese, Russian, Turkish and Tswana corpora.)

All the essays are unabridged and have an average length of 617 words. Nevertheless, there are differences between subcorpora- from an average of 384 words in Tswana subcorpus to 893 words in the Dutch corpus. Average length of Turkish subcorpus was 713 words.

3.5. 1.1.1.2. Topic

The ICLE essays cover a wide variety of topics. Some of the topics are repeated as the coordinators use the suggested topics in the list provided by the coordinating team in Louvain. Table 3 gives the ten most popular topics and list the subcorpora that contain the highest proportion of each of them:

Table 3

Ten Most Popular Essay Topics Used in ICLE project (adapted from Granger et. al., 2009, p. 6-7)

Essay Topics	Number of Essays	Country of Origin
1. Some people say that in our modern world, dominated by science technology and industrialisation, there is no longer a place for dreaming and imagination. What is your opinion ?	491	29% Bulgarian
2. Most university degrees are theoretical and do not prepare students for the real world. They are therefore of very little value.	249	22% Turkish
3. Poverty is the cause of the HIV/AIDS epidemic in Africa.	243	100% Tswana
4. Marx once said that religion was the opium of the masses. If he was alive at the end of the 20th century, he would replace religion with television.	237	19% Russian
5. The prison system is outdated. No civilized society should punish its criminals : it should rehabilitate them.	176	%32 Tswana
6. Discuss the advantages and disadvantages of banning smoking in restaurants.	156	%100 Chinese
7. Discuss the advantages and disadvantages of using credit cards.	149	%100 Chinese
8. Feminists have done more harm to the cause of women than good.	139	%23 Russian
9. In the words of the old song "Money is the root of all evil".	133	%22 Russian
10. In his novel Animal Farm, George Orwell wrote "All men are equal : but some are more equal than others". How true is this today?	127	39% Bulgarian

In Table 3 most popular essay topics used in ICLE project have been listed, number of essays per essay topics and country of origins have also been listed.

3.5.1.1.1.3. Task Setting

Three task conditions are referred with this variable, whether the task was timed or untimed, whether the task was an exam or not, and whether the students are allowed to use reference tools or not to complete the task. The majority of the ICLEv2 essays are untimed and usually written at home: 62% of the essays are untimed, 61% of them are not written under exam conditions. Almost half of the essays (48%) have been written with the support of reference tools (Granger et al., 2009).

3.5.1.1.2. Learner Variables

A distinction between six clear-cut variables –age, gender, mother tongue background, region, knowledge of other foreign languages and time spent in an English-speaking country- and two variables, viz. learning context and proficiency level, which are much fuzzier can be made.

3.5.1.1.2.1. Age

The whole learners wrote an essay to the ICLE are university undergraduates and as a result generally in their twenties. There are some differences across nations of course, average age ranges from 20.06 (Japanese) to 24.59 (Italy). Average age in Turkish subcorpus is 22.08. The average age of all the participants in ICLE is 22.30.

3.5.1.1.2.2. Gender

As generally females attracted to humanities, it is not easy to compile a balanced corpus in terms of gender. %76 of the ICLE data have been produced by female learners. It has also changed across corpora, the proportion varies from 60% in the Tswana corpus to 92% in the Italian corpus. In Turkish subcorpus 81% of the essays are produced by female learners (Granger et al., 2009).

3.5.1.1.2.3. Mother Tongue

In ICLE learners represent 16 different native language backgrounds: Bulgarian, Chinese, Czech, Dutch, Finnish, French, German, Italian, Japanese, Norwegian, Polish, Russian, Spanish, Swedish, Turkish and Tswana.

3.5.1.1.2.4. Region

Learners' country of origin is covered in this variable. It is particularly for languages which are spoken in more than one country, such as:

- Chinese: Mainland China and Hong Kong;
- Dutch: Belgium and the Netherlands;
- German: Germany, Austria and Switzerland;
- Swedish: Sweden and Finland (Granger et al., 2009).

3.5.1.1.2.5. Learning Context

All the learners who submitted essays to ICLE learned English in a non-English-speaking country; as a result English is a foreign language for them instead of a second

language. All the learners represented in ICLE corpus have learnt English mainly in a classroom setting.

3.5.1.1.2.6. Proficiency

The aim of the project was to collect data from advanced learners, most ICLE participants are university undergraduates in English (generally in their third and fourth year). Nevertheless, some sample essays shows that proficiency varies from high-intermediate to advanced level across corpora and within subcorpora.

The Turkish subcorpus represents 280 essays for a total number of 119,532 words. In Table 4 general breakdown of Turkish sub-corpus is illustrated:

Table 4

Turkish sub-corpus breakdown (adapted from Granger et. al., 2009, p. 37)

BATCH	ESSAY CODES	TEXT TYPES			Number of Essays	Number of Words
		A	L	O		
TRCU1	TRCU1001-1177	177	0	0	177	128,297
TRKE2	TRKE2001-2072	72	0	0	72	50,228
TRME3	TRME3001-3031	31	0	0	31	21,007
	Total	280	0	0	280	199,532

In Table 4 it has been shown that Turkish subcorpus consists of only argumentative essays collected from three different universities namely Cukurova University, Mustafa Kemal University and Mersin University by the coordination of Assoc. Prof. Dr. Cem CAN and Assist. Prof. Dr. Abdurrahman KİLİMCİ in 2001.

3.5.2. The Louvain Corpus of Native English Essays (LOCNESS)

Corpus-based L2 studies generally depend on a contrastive approach that requires making a comparison between the learner corpus (as L2 data) and native speaker corpus (as L1 data) to be able to gain insight about the quantitative differences or similarities between L1 and L2.

Louvain team collected a native corpus from L1 English subjects to prepare a comparable L1 corpus to ICLE (Granger, 2009). It is designed to enable making comparisons between learners and natives.

LOCNESS consists of argumentative essays which are written by British and (largely) American students. It recently consists of approximately 324.000 words in total. The content of LOCNESS is as follows:

- British pupils' A level essays: 60,209 words
- British university students essays: 95,695 words
- American university students' essays: 168,400 words

Total number of words: 324,304 words

(<http://www.uclouvain.be/en-cecl-locness.html>)

LOCNESS was compiled by the Centre for English Corpus Linguistics at the Catholic University of Louvain, Belgium and made available for public use in 1998. The corpus consists of essays gathered from British and American native speakers during the period of 1991-1995. The corpus contains four components as essays of British A-level students, essays of British university students, argumentative essays of American students and literary-mixed essays of American students. Texts types of the corpus contain examination papers, timed essays and free essays. Reference tools were used in some timed and free essays whereas not used in examination papers. The length of essays is around 500 words similar to that of ICLE corpus. The age of participants ranges from 17 to 23 and a small number of older ages. Wide variety of essay topics were in the selection in social problems such as water pollution, nuclear power, sex, violence, gender roles and in campus-related issues such as values and consequences of school interaction, controversy in the classroom or prayer in schools. In Table 5 components of LOCNESS have been listed:

Table 5
Components of LOCNESS

Institution	Codes	Number of Essays	Number of Words
Marquette University	ICLE-US-MRQ	46	54,285
Indiana University at Indianapolis	ICLE-US-IND	27	13,454
Presbyterian College, South Carolina	ICLE-US-PRB	6	12,447
University of South Carolina	ICLE-US-SCU	53	52,885
University of Michigan	ICLE-US-MICH	43	16,502
	Total	175	149,573

In the present study the component of LOCNESS which includes American students' argumentative essays are used as a control group against ICLE to make

comparison of L1 and L2. In Table 5 the component of LOCNESS (argumentative essays of American students') used in this study is illustrated. The data taken from LOCNESS is analyzed with SketchEngine.

3.5.3. British Academic Written English Corpus (BAWE)

In this study, a corpus-based classroom implementation is conducted to enhance Turkish EFL learners' use of contrastive adverbials in their academic writing in that case argumentative essays. For classroom materials and homework sample concordance are taken from BAWE to show students how native speakers use those adverbials in their academic writing. The reason why BAWE is preferred to prepare teaching materials is that it is compiled from proficient assessed writing.

The British Academic Written English (BAWE) corpus was created through a project entitled 'An investigation of genres of assessed writing in British Higher Education' from 2004 – 2007. It was collaboration between the Universities of Warwick, Reading and Oxford Brookes. BAWE corpus consists of 2761 pieces of proficient assessed student writing, ranging in length from 500 to 5000 words. Writings are taken from four broad disciplinary (Arts and Humanities, Social Sciences, Life Sciences and Physical Sciences) and across four levels of study (undergraduate and taught mastery level). Thirty five disciplines are represented.

<http://www2.warwick.ac.uk/fac/soc/al/research/collect/bawe/>

3.5.4. Small Corpora Compiled by the Researcher

A priming corpus-based classroom implementation was conducted in this study and to be able to find its effect on the participants' pre-essays and post essays were written to students. They are asked to write an essay on a topic suggested in ICLE project and then 4-week implementation was conducted, at sixth week a post-essay was required to students again on a topic suggested in ICLE project. In order to compare the pre and post essays, the researcher has compiled two small corpora using WordSmith 6 tools, first one is created with pre-essays; the other one is created with post-essays and analyzed again with WordSmith 6 tools in terms of frequency and location of contrastive adverbials.

3.5.5. Minute Papers

Minute paper is one of the most common classroom assessment techniques. It indeed takes only a minute to complete generally used at the end of the lesson. The biggest benefit of the minute papers is that it provides an instant feedback about whether the professor's and students' main ideas are the same or not. Instead of asking the main idea the professor can adapt it according to objectives as it is a very flexible tool (Angelo and Cross, 1993).

In this study, every week students are asked to fill in the minute papers apart from the first and last weeks as it was an introduction to the lesson. In minute papers students' views are asked about using corpus-based materials in writing classes to teach adverbials.

3.5.6. Stimulated Recall Interview (SRI)

This technique is another qualitative research method like minute papers. Generally it is considered to be an approach that is especially appropriate for examining processes and has most frequently been used to study learning processes, interpersonal skills and decision-making processes (action learning). Such interviews can help us see conventions of behavior in various communities; i.e. the typical strategies that people use to accomplish different types of tasks. With the help of SRI, researchers can uncover different contexts that influence those realms (Dempsey, 2010).

In this study, SRI was used to make students think about what made them use contrastive adverbials appropriately in their essays or what prevented them to use in them. 3 students whose use of adverbials improved most and 3 students whose use of adverbials improved least were interviewed in that process.

3. 6. Procedure

Contrastive Interlanguage Analysis (CIA) is a method for corpus analysis suggested by Granger (2002) as one of the methodological approaches for Computer Learner Corpus analysis. CIA compares two types of comparisons:

1. Comparison of learner and one or more native speaker reference corpora (L2 vs. L1) and
2. Comparison of different varieties of learner language (L2 vs. L2).

According to Granger (2002), L2 vs. L1 type of comparison helps to uncover the distinguishing features of learner language. In the same way, L2 vs. L2 comparison makes possible to evaluate the degree of generalizability of interlanguage features across learner populations and language situations.

In this study, both qualitative and quantitative kind of research design will be conducted to make it more reliable. In the study, the first kind of CIA method will be applied to analyze and compare the learner corpora and native speaker corpora in terms of contrastive adverbial use to see whether they are overused or underused, besides, the location of the adverbials are also investigated in both corpora to see whether L1 Turkish EFL learners use contrastive adverbials in similar locations (initial, medial or final) compared to their native speaker counterparts. The steps followed are:

- Analysis of LOCNESS: LOCNESS is analyzed with SketchEngine program to find the frequencies and locations of contrastive adverbials.
- Analysis of TICLE: TICLE is analyzed with SketchEngine program to find the frequencies and locations of contrastive adverbials.
- Comparison of two corpora: Two corpora are compared by log-likelihood calculation to find the similarities or differences in frequency and location of contrastive adverbial use.

After analyzing two corpora, an implementation is conducted on 31 freshmen students in English Language Teaching (ELT) department who takes Advanced Reading and Writing class in their first year. This course is compulsory in their first year and in writing part of it they learn how to write different kinds of essays such as opinion, advantage-disadvantage, compare and contrast. Argumentative essay is one of those essays they learn in the second term of their first year, implementation part of the study is carried out in that part of the course. 31 freshmen students are given a 6 week-corpus-based implementation about using contrastive adverbials and how to write argumentative essays. At first, the researcher has told them what an argumentative essay is and how it is written, then an example chosen from LOCNESS is investigated with students and researcher together in detail. Then students are asked to write essays on topics suggested in ICLE to make the essays parallel. After the first week, 4 weeks of corpus-based implementation on contrastive adverbials and argumentative essays is conducted. Lastly, the students are asked again to write an argumentative essay on the same topics suggested in ICLE. Lastly, pre-instruction and post-instruction essays are compared to see whether the implementation made a difference in students about use of

contrastive adverbials in terms of frequency and location. The steps followed in 6-week-implementation are:

- First week, introducing argumentative essays and investigating a native speaker's argumentative essay, how the introduction, body and conclusion paragraphs are written, what kind of features they have separately and then students are asked to write argumentative essays on topics suggested in ICLE.

- Second week, the first and second sub-categories of contrastive adverbials, reformulatory and replacive, were introduced and real life examples from corpus were shown to students in different location to raise their awareness about use of the adverbials in correct time and place. Three different introduction paragraphs from native speaker corpora were also investigated to make students see how native speakers write introductions in argumentative essays, especially thesis statements' importance was highlighted in that part and then the exercises prepared by the researcher who had taken them from a native speaker corpus British Academic Written English (BAWE) were completed in the classroom. The examples in the exercises were taken from BAWE as LOCNESS is a corpus compiled from university students in USA; however, BAWE includes only academic papers making it more reliable about use of adverbials. Homework was also given to the students, completing some exercises about contrastive adverbials again prepared by the researcher with examples from BAWE and writing an introduction paragraph. At the end of the lesson, students were asked to fill in the minute papers.

- Third week, researcher gave feedback about students' introduction paragraphs and, body paragraphs were investigated that week which were again taken from LOCNESS to show them how native speakers write body paragraphs in their argumentative essays highlighting counterargument in argumentative essays, three different body paragraphs from native speaker corpus were given students to make them familiar with the essay samples.. Second sub-category of contrastive adverbials, antithetic, was introduced with real life examples from BAWE showing students how they were used in different positions in the clauses. Then corpus-based exercises prepared by the researcher from BAWE examples were completed in the class, as homework exercises were given and they were asked to write a body paragraph to their introduction they had written a week ago. At the end of the lesson, students were asked to fill in the minute papers.

- Fourth week, feedback was given about their body paragraphs and homework was revised in the classroom. Conclusion paragraphs, again taken from LOCNESS, were introduced to the students and the paragraphs were investigated together to find specific features. Then the last sub-category of contrastive adverbials, concessive adverbials, were introduced to students with concordances taken from BAWE, the adverbial examples were chosen carefully to show students how they were used in different positions in sentences. After all the adverbials are introduced, exercises prepared by the researcher with concordances from BAWE were completed in the classroom and homework exercises were given to students. Homework was to write a conclusion paragraph to their previously written introduction and body paragraphs. At the end of the lesson, students were asked to fill in the minute papers.

- Fifth week, feedback was given individually about the essays they wrote. After that, an overall revision of contrastive adverbials was done with exercises including all of the adverbials taught in the classroom with concordance examples. At last, students were asked to write their last essays which were the post-essays used in the study, the essays were again about the topics suggested in ICLE project. At the end of the lesson, students were asked to fill in the minute papers.

- Sixth week, feedback was given individually to the students about their essays and their overall views about the implementation were taken by the researcher.

After the implementation pre and post-essays were analyzed and 6 students were identified, 3 of them were students who improved most after the implementation and 3 students who improved least after the implementation. They were given consent forms about the interview and SRI was conducted with those students, the interviews were recorded with participants' permission.

3.7. Data Analysis Tools

In this study, data was collected from two main corpora, namely TICLE and LOCNESS. In addition, two small corpora were compiled by the researcher with participants' pre and post-essays. Those data was analyzed with four kind of tools: corpora were analyzed with SketchEngine and WordSmith 6 and log-likelihood statistics; besides, content analysis is used to analyze minute papers and stimulated recall interview.

3.7.1. SketchEngine

SketchEngine is a corpus query system letting people see a concordance for any word, phrase or grammatical construction. With the help of concordancer, researchers can see words in context; with word sketches, how words are used can be seen; with corpus architect, corpus of your own can be created in various forms TXT, PDF, PS, DOC, HTML, VERT and investigated with tools in the program. With wordlist, you can list the words in different queries; another tool of SketchEngine is keyword, the keywords of a corpus are those words that are most frequent in the corpus, in comparison with their frequency in a reference corpus. They let us compare corpora. They also let us discover the distinctive vocabulary of a domain. In this study, SketchEngine's concordance tool was used to analyze TICLE and LOCNESS to find the frequencies and locations of contrastive adverbials Figure 1 shows the concordance screen of the program:

The screenshot displays the SketchEngine concordance tool interface. On the left, a sidebar lists various tools: Concordance, Word List, Word Sketch, Thesaurus, Find X, Sketch-Diff, Sketch-Eval, and Corpus Info. Below these are options for saving, viewing options, KWIC, sentence, sorting, and filtering. The main area shows a search query for 'colour' with 16,486 results (147.0 per million). The results are displayed in a table with columns for the query, the word 'colour', and the context. The bottom right corner features the Lexical Computing logo.

Figure 1. Concordancer tool screen of SketchEngine program

3.7.2. WordSmith Tools 6

WordSmith Tools is a software package for analyzing the lexis of texts and corpora, developed by Mike Scott (1996). WordSmith Tools basically can be used to

produce *frequency* lists, to run *concordance* searches and calculate collocations for particular words, and to *find keywords* in a text and examine their distribution (Baker, Hardie and McEnery, 2006).

WordSmith Tools provides *concordance* program which lists the occurrence of given word or phrase in a corpus (Scott, 2001). The point of a concordance is to be able to see lots of examples of a word or phrase in their contexts. WordSmith tools also offer a program, known as *KeyWords*. The key words are words which occur unusually frequently in comparison with some kind of reference corpus. The main screen of WordSmith tools is shown in Figure 2:



Figure 2. The main screen of WordSmith Tools 6

In this study, WordSmith tools were used to analyze small corpora created from pre and post-essays of participants. With the help of WordSmith Tools, all the participants' essays were investigated both as a whole and individually letting us find

the overall frequencies and individual frequencies. Thus, participants who made best and least progress were identified easily.

3.7.3. Log-likelihood Statistics

Log-likelihood (LL) is a test for statistical significance, similar to the Pearson's Chi-square measure that is generally utilized in corpus analysis, for example for collocation, keyword or frequency analysis. This test is sometimes called **G-square** or **G score**. In statistical analysis of texts, to test the frequency distributions, LL test is a reliable alternative to Pearson's Chi-square (Dunning, 1993). LL test considers word frequencies weighted over two different corpora. It measures higher or lower frequencies than expected. G2 score or LL is Log-likelihood value is as p value in Pearson's Chi-square (McEnery, Xiao & Tono, 2006).

Like Pearson's Chi-square, LL compares the observed and expected values for two datasets. These two concepts of LL are as follows:

Observed values: actual frequencies extracted from corpora.

Expected values: the frequencies that one would expect if no factor other than chance were affecting the values. The greater the difference between the observed and the expected values, the less likely it is the difference has arisen by chance. Figure 3 shows the main screen of log-likelihood calculator:

Log-likelihood calculator

To use this wizard, type in frequencies for one word and the corpus sizes and press the calculate button.

	Corpus 1	Corpus 2
Frequency of word		
Corpus size		

Notes:

1. Please enter plain numbers without commas (or other non-numeric characters) as they will confuse the calculator!
2. The LL wizard shows a plus or minus symbol before the log-likelihood value to indicate overuse or underuse respectively in corpus 1 relative to corpus 2.
3. The log-likelihood value itself is always a positive number. However, my script compares relative frequencies between the two corpora in order to insert an indicator for '+' overuse and '-' underuse of corpus 1 relative to corpus 2.

How to calculate log likelihood

Log likelihood is calculated by constructing a contingency table as follows:

	Corpus 1	Corpus 2	Total
Frequency of word	a	b	a+b
Frequency of other words	c-a	d-b	c+d-a-b
Total	c	d	c+d

Note that the value 'c' corresponds to the number of words in corpus one, and 'd' corresponds to the number of words in corpus two (N values). The values 'a' and 'b' are called the observed values (O), whereas we need to calculate the expected values (E) according to the following formula:

$$E_i = \frac{N_i \sum_j O_j}{\sum_i N_i}$$

Figure 3. The main screen of Log-likelihood calculator

Log-likelihood (LL) is calculated by constructing a contingency table. Figure 4. presents a contingency table which shows the calculation of LL:

	Corpus 1	Corpus 2	Total
Frequency of word	a	b	a+b
Frequency of other words	c-a	d-b	c+d-a-b
Total	c	d	c+d

Figure 4. Contingency table for LL calculation (Adapted from Rayson and Garside, 2000, p.3)

Note that the value 'c' corresponds to the number of words in corpus one, and 'd' corresponds to the number of words in corpus two (N values). The values 'a' and 'b' are called the observed values (O), whereas we need to calculate the expected values (E) according to the following formula (Rayson and Garside, 2000):

$$E_i = \frac{N_i \sum_i O_i}{\sum_i N_i}$$

The calculation for the expected values takes account of the size of the two corpora, so we do not need to normalize the figures before applying the formula.

“This equates to calculating log-likelihood G2 as follows: $G2 = 2*((a*\ln(a/E1)) + (b*\ln(b/E2)))$ The higher the G2 value, the more significant is the difference between two frequency scores. For these tables, a G2 of 3.8 or higher is significant at the level of $p < 0.05$ and a G2 of 6.6 or higher is significant at $p < 0.01$.”

“-95th percentile; 5% level; $p < 0.05$; critical value = 3.84

-99th percentile; 1% level; $p < 0.01$; critical value = 6.63

-99.9th percentile; 0.1% level; $p < 0.001$; critical value = 10.83

-99.99th percentile; 0.01% level; $p < 0.0001$; critical value = 15.13”

Once frequency of a particular item and corpus size are entered, log-likelihood calculator results appear in the screen, as shown in Figure 5:

Log-likelihood calculator results

Key:
O1 is observed frequency in Corpus 1
O2 is observed frequency in Corpus 2
%1 and %2 values show relative frequencies in the texts.
+ indicates overuse in O1 relative to O2.
- indicates underuse in O1 relative to O2

Item	O1	%1	O2	%2	LL
Word	450	0.20	260	0.15 +	11.68

If you have technical problems please get in touch with [Paul Rayson](mailto:p.rayson@lancaster.ac.uk) (email: p.rayson@lancaster.ac.uk)

Figure 5. Result screen of Log-likelihood calculator

Rayson and Garside (2000) note that O1 and O2 refer to the observed frequencies of a particular item in Corpus 1 and O2, respectively and that %1 and %2 values show relative frequencies in the texts. The symbol (+) indicates overuse and (-) indicates underuse in O1 relative to O2. Log-likelihood statistics have been extensively utilized in data analysis process of significant studies conducted in the field of corpus linguistics (e.g. Granger and Rayson, 1998; Scott, 2011).

3.7.4. Content Analysis

The method of content analysis include large amounts of textual information and systematically identify its properties, such as the frequencies of most used key words by locating the more important structures of its communication content. Such amounts of textual information must be categorized to provide a meaningful reading of content under scrutiny. In content analysis the researchers should decide on the codes to look in the writings, after deciding on the concepts the researcher should decide to look for existence or frequency. After deciding on those points, the researcher reads the writings searching for the codes and looks at the frequencies if a generalization can be made with them or not.

3.8. Data Analysis

Use of contrastive adverbials in TICLE and LOCNESS were analyzed with SketchEngine to compare the frequencies to find overuse and underuse in TICLE compared to LOCNESS. Besides, the location of the contrastive adverbials in TICLE

and were also analyzed with the concordance tool of SketchEngine program. Then the results were calculated by log-likelihood calculator to find overuse and underuse situations.

Small corpora created by the researcher with participants pre and post-essays were analyzed with WordSmith tools. Participants' essays were both analyzed as a whole and individually. Firstly they were analyzed as a whole to find their overall use of contrastive adverbials in terms of frequency and location to compare it post-essay results. And then the essays were analyzed individually to find individuals use of adverbials before implementation. The same procedure was applied to the post essays and frequency and locations of contrastive adverbials were found with WordSmith tools. The results again calculated by log-likelihood calculator to control whether any improvement could be seen or not.

Minute papers were analyzed with content analysis, for five weeks students filled in minute papers about corpus-based writing classes, its effect on learning how to write argumentative essays and use of adverbials in their academic writing. After reading the minute papers per week, the repeated concepts were gathered together to make generalizations.

For Stimulated Recall Analysis, among the participants 6 of them were chosen according to the results of comparison of pre- and post-essays. 3 of the participants were ones who showed the biggest improvement in terms of contrastive adverbial use in argumentative essays and 3 of them were the ones who showed least or no improvement in contrastive adverbial use in argumentative essays. Their pre- and post-essays were shown to the participants and they were asked what the reasons for improvement of their adverbial use might be or what the reasons for prevention of their adverbial use might be in their argumentative essays. Thus, the participants views about improving and limiting sides of the corpus-based implementation on contrastive adverbial use in academic writing can be identified.

3.9. Chapter Summary

In this chapter, the research design and procedure have been clarified in detail. Data collection tools have been stated: TICLE, LOCNESS, two small corpora compiled by the researcher from participants' pre and post-essays, minute papers and interview have been used. Data collection tools have also been listed: in order to analyze the data SketchEngine, WordSmith 6 and Log-likelihood calculation and content analysis have

been utilized. Information about the participants and the implementation has been given: participants were freshmen students in ELT department and the implementation was the writing part of Advanced Reading and Writing Course.

CHAPTER IV

FINDINGS

4.1. Introduction

In this chapter, the comparison results of TICLE and LOCNESS in terms of contrastive adverbials' frequency and locations in them have been illustrated with log-likelihood calculation according to results gathered with WordSmith 6 and SketchEngine. As it has been stated in the previous chapter contrastive adverbials have been examined in that study, there are 50 types of adverbials under four categories and this list has been taken from Quirk (1985). After the analysis of TICLE and LOCNESS, the comparison results of small corpora compiled by the researcher have been illustrated by WordSmith 6 and SketchEngine results and log-likelihood calculation has been conducted to find whether there is any improvement in participants post-essays in comparison to pre-essays in terms of contrastive adverbials' frequency and locations. Qualitative data's results have also been shown, firstly results of minute papers have been given week by week, and after that the results of interviews have been illustrated.

4.2. Overall Frequencies of Contrastive Adverbials across TICLE and LOCNESS

In this study, the first step was to compare frequencies of the contrastive adverbials in TICLE and LOCNESS to find overuse and underuse in TICLE compared to LOCNESS. The list of contrastive adverbials has been taken from the categories defined by Quirk (1985), he divided the adverbials in seven main categories according to their conjunctive roles: listing (first, second, moreover, etc.), summative (altogether, in sum, etc.), appositive (for example, namely, etc.), resultive (as a result, therefore, etc.), inferential (in that case, otherwise, etc.), contrastive (rather, instead, however, etc.) and transitional (by the way, meanwhile, etc.). In the present study, contrastive adverbials have been under investigation. Firstly, overall frequencies have been identified in both L1 and L2 corpora after concordancing via SketchEngine program to compare the results. In TICLE, overall frequency of contrastive adverbials was 1067 while it was only 627 in LOCNESS. It shows that L2 learners overused the contrastive

adverbials in their academic writing when they are compared to L1 English native speakers. The results are illustrated in Figure 6:

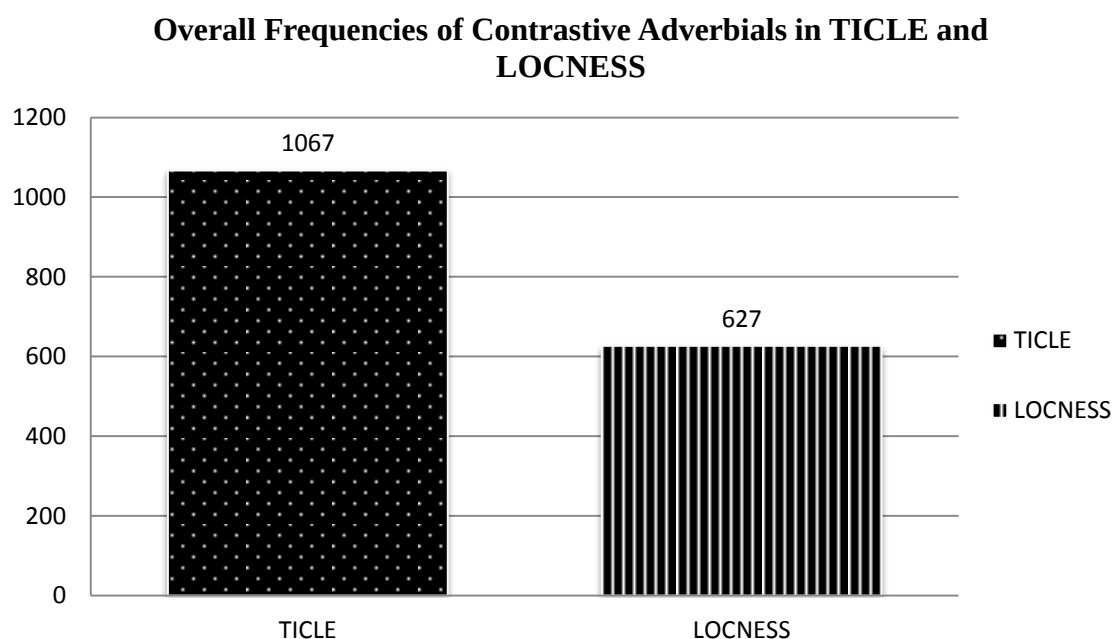


Figure 6. Overall frequencies of contrastive adverbials in TICLE and LOCNESS

Figure 6 clearly shows the frequency difference between TICLE and LOCNESS, Turkish EFL learners tend to use contrastive adverbials more frequently in their academic writing when they are compared to their native speaker counterparts. It can be understood that L2 learners overused contrastive adverbials as there is a difference of 440 adverbials between TICLE and LOCNESS. In Table 6 the size of two corpora, number of contrastive adverbials, their type/token ratio in total corpus, and number of adverbial types in two corpora:

Table 6

Overall Comparative Frequency Distribution of Contrastive Adverbials in TICLE and LOCNESS

	TICLE (L2)	LOCNESS (L1)
Corpus size in words	223896	168352
Contrastive Adverbials (f)	1067	627
T/t ratio (%)	0,47	0,37
Number of Adverbial Types Used	30	23

f= raw frequency of connectors

T/t ratio= Type/token ratio; percentage of number of contrastive adverbials (types) in total of words (tokens) in each corpus

As it is seen in Table 6, the size of TICLE is larger than LOCNESS as TICLE consists of 223.896 words while LOCNESS has 168.352 words in it. Total number of contrastive adverbials in TICLE is more than the total number of contrastive adverbials in LOCNESS. In the first corpus, Turkish students has used 1067 contrastive adverbials which are 0,47% of the total words in the corpus, however, in the second corpus native speaker university students have used 636 contrastive adverbials which are 0,37% of the total number of words in LOCNESS. In TICLE Turkish EFL learners have been found to use 30 different contrastive adverbial types while native speakers of English have been found to use 23 different contrastive adverbial types in LOCNESS. Figure 7 shows the number of contrastive adverbial types in TICLE and LOCNESS:

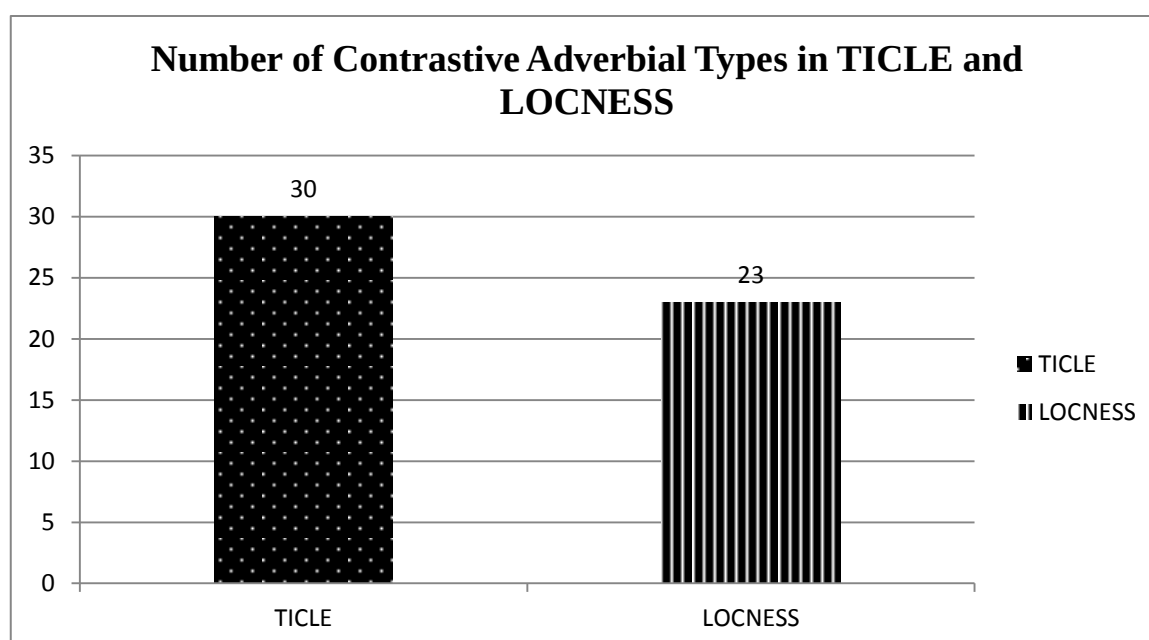


Figure 7. Number of contrastive adverbial types

It is illustrated in the Figure 7 that 30 different types of contrastive adverbials are used in TICLE; however, in LOCNESS 23 types of adverbials have been used. This shows that Turkish EFL learners have used more different kind of adverbials in their essays; even so, it does not show that they are better than the native speakers in terms of use of contrastive adverbials. It has been found while analyzing the TICLE that Turkish students have sometimes used adverbials unsuitably, they have used them regardless of their use in English native speaker's academic writing. Different situations have been encountered by the researcher about use of adverbials unsuccessfully. For example:

On one hand.....on the other hand has been found to be misused in a concordance:

On one side, there are people sharing these opinion strongly. **On the other hand**, other side consists of people believing that money is not only the source of evil itself and I totally agree these people because I think the important thing is how you use it.

Another misuse has been with *however*; it has been found that *however* has been used on behalf of in addition or an adverbial which adds something parallel with previous statement:

Trying to rehabilitated them is not only easy but also necessary. It also promises a better future for our children. **However**, many reasons exists why these criminals should be rehabilitated.

There are many other examples of misuse in TICLE especially *on the other hand* has generally been used again to imply a meaning parallel to previous statements:

Because Bruno opposed to ideas of church. And he tried to prove something about realities of universe. **On the other hand**, Galileo was judged with the same idea.

When I search for my homeworks I do not get tired; because while doing so, **on the other hand** I chat with people both from my country and other countries.

So, all of these things decrease the value of university degrees. **On the other hand** , some teachers don't make their responsibilities properly.

As it is clearly seen from the examples that Turkish EFL learners may overuse or use more different types of adverbials compared to native speakers of English, however, it does not mean that they use the adverbials appropriately all the time.

The frequencies of contrastive adverbials has been shown in Figure 7, however, it is not enough to compare two corpora with only that information as corpus sizes are different in TICLE and LOCNESS as it can be seen in Table 5. To be able to compare two corpora their log-likelihood calculation have to be done to see whether there is

overuse or underuse between the corpora. In Table 7 log-likelihood ratio of contrastive adverbials in TICLE and LOCNESS has been illustrated, in addition, their relative frequencies in corpora have also been shown:

Table 7

LL ratio of Contrastive Adverbials in TICLE and LOCNESS

	TICLE		LOCNESS		LL Ratio (*p<0.05)
	(O1)	%1	(O2)	%2	
Contrastive					
Adverbials	1067	0.48	636	0.38	+21.88

O1 is observed frequency in Corpus 1

O2 is observed frequency in Corpus 2

%1 and %2 values show relative frequencies in the texts.

+ **indicates overuse** in O1 relative to O2,

- **indicates underuse** in O1 relative to O2

The LL ratio has been calculated by a contingency table (see chapter 3) in which corpora size and frequency of contrastive adverbials has been calculated. In the Table 7, O1 shows the overall frequency of contrastive adverbials in TICLE and O2 shows the overall frequency of contrastive adverbials in LOCNESS. %1 shows the relative frequency of adverbials in TICLE, the results show that 0.48 contrastive adverbial is found per 100 words in TICLE. On the other hand, %2 shows the relative frequency of contrastive adverbials in LOCNESS, it has been illustrated in Table 6 that 0.38 contrastive adverbial has been found per 100 words in LOCNESS. LL ratio ($p<0.05$) has also been calculated to compare two corpora to be able to find overuse or underuse, according to LL calculation results there is an overuse in TICLE with a +21.88 value ($p<0.05$). LL calculation results and relative frequency results have shown that there is a significant overuse ($p<0.05$) in TICLE in terms of contrastive adverbial use.

4.3. Overall Frequencies of Contrastive Adverbials' Sub-categories across TICLE and LOCNESS

After finding the overall frequencies and LL ratio of contrastive adverbials, frequencies of sub-categories of contrastive adverbials have also been investigated in two corpora and in order to find the overuse and underuse log-likelihood calculation has been done to compare TICLE and LOCNESS. In Table 8 total frequencies and LL ratios of contrastive adverbial sub-categories in TICLE and LOCNESS have been clearly situated and they have been compared with LL ratio calculation:

Table 8
Total frequencies of contrastive adverbials' sub-categories in TICLE and LOCNESS

	TICLE	LOCNESS	LL Ratio (*p<0.05)
	f	f	
Reformulatory	23	11	+19.17
Replacive	103	66	+1.04
Anthitetic	136	67	+8.37
Concessive	805	492	+13.31
TOTAL	1067	636	+21.88

f=raw frequency of each category

+ indicates overuse in TICLE relative to LOCNESS,

- indicates underuse in TICLE relative to LOCNESS

In Table 8 **f** shows the raw frequency of contrastive adverbials, in total 1067 adverbials have been found in TICLE and 636 contrastive adverbials have been found in LOCNESS, when their log-likelihood calculation has been conducted the results showed that there is an overuse with +21.88 LL ratio ($p<0.05$), at the same time, Turkish EFL students have been found to overuse contrastive adverbials in every sub-category compared to native speakers. In TICLE, 23 adverbials have been found in contrastive adverbials of Reformulatory category while 11 adverbials have been found in LOCNESS for the same category, LL calculation has been made and it has been found that there is an overuse with +19.17 LL ratio value. In Replacive category of contrastive adverbials, in TICLE 103 adverbials have been found and in LOCNESS 66 adverbials have been found giving a LL ratio value of +1.04 overuse in TICLE. In Anthitetic category of contrastive adverbials, in TICLE 136 adverbials have been found while there are 67 Antithetic adverbials in LOCNESS. LL ratio value for Antithetic adverbial use is +8.37 again indicating an overuse in TICLE. The last category of contrastive adverbials is Concessive adverbials, Turkish EFL learners have been found to use 805 concessive adverbials in TICLE while native speakers of English have been found to use 492 concessive adverbials in LOCNESS. Again an overuse has been found for Concessive adverbials category as it is the same for the first three categories. LL ratio value for Concessive adverbials is +13.31 indicating an overuse in TICLE. The results have shown that in TICLE all the sub-categories of contrastive adverbials listed in Quirk's (1985) classification have been overused when it is compared to LOCNESS. The highest overuse has been observed in Reformulatory sub-category of contrastive adverbials with +19.17 LL ratio value, Concessive adverbials sub-category follows the

Reformulatory adverbials with +13.31 LL ratio value. In Figure 8 overall frequencies of contrastive adverbials' semantic sub-categories in TICLE and LOCNESS:

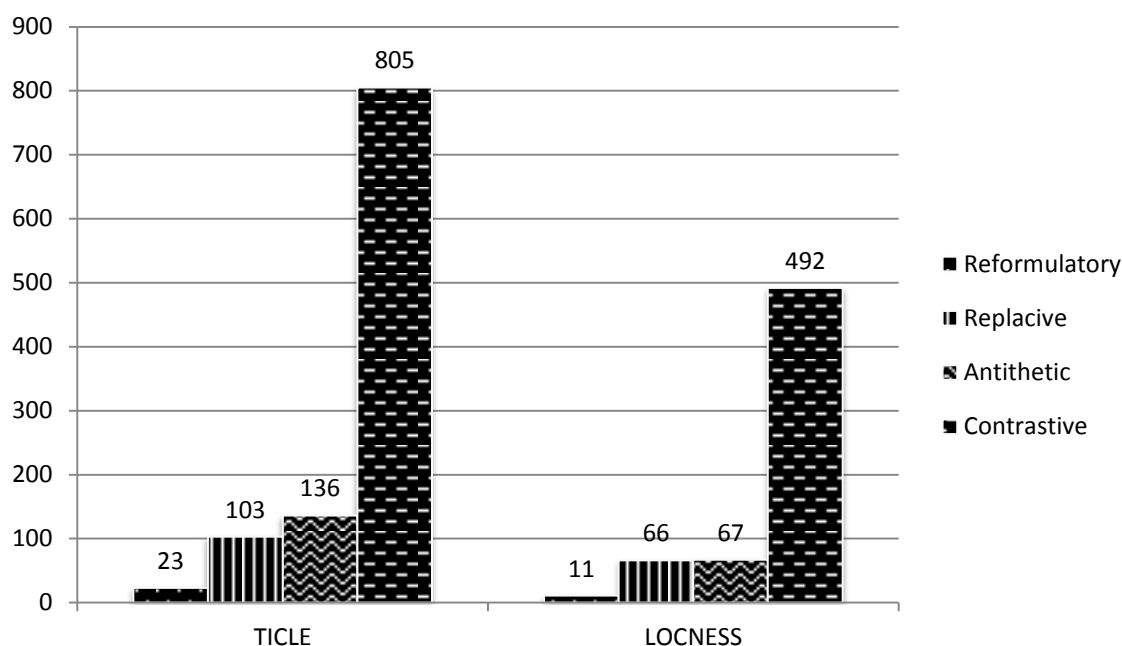


Figure 8. Overall frequency of semantic sub-categories in TICLE and LOCNESS

As it has been stated above in Reformulatory sub-category 23 adverbials have been found in TICLE and 11 adverbials are found in LOCNESS. In Replacive category, frequency is again higher, in TICLE 103 adverbials and in LOCNESS 66 adverbials have been found. In Antithetic category 136 adverbials in TICLE and 67 adverbials in LOCNESS have been found, again frequency is higher in TICLE. Lastly, in Concessive adverbials sub-category 805 adverbials have been found in TICLE and 492 adverbials have been found in LOCNESS. In all the sub-categories frequencies are higher in TICLE than LOCNESS. However, when all the sub-categories' frequencies in both corpora are investigated the least frequency has been observed in Reformulatory sub-category, second least used adverbial category has been found to be Replacive adverbials. The highest use in contrastive adverbials have been found in Concessive adverbial sub-category in both corpora, in TICLE the frequency of concessive adverbials is 805 and in LOCNESS it is 492.

In addition to frequencies and LL ratio of two corpora in terms of sub-categories of contrastive adverbials, their type/token ratio in total number of contrastive adverbials have also been calculated, that calculation has given results about the percentage of sub-categories in overall contrastive adverbials in TICLE and LOCNESS. In Table 9

frequency distribution of semantic sub-categories of contrastive adverbials in TICLE and LOCNESS has been shown:

Table 9

Frequency Distribution of Semantic Sub-Categories of Contrastive Adverbials in TICLE and LOCNESS

Category	TICLE		LOCNESS	
	f	%	f	%
Reformulatory	23	2,15	11	1,72
Replacive	103	9,65	66	10,37
Antithetic	136	12,74	67	10,53
Concessive	805	75,44	492	77,35

f=raw frequency of each category

%=percentage of each category to overall frequency of contrastive adverbials (in-group T/t ratio)

Table 9 shows that Reformulatory adverbials have the lowest percentage in both corpora. In TICLE 2.15% of the adverbials are Reformulatory while 1.72% of the contrastive adverbials are Reformulatory. Replacive adverbials constitute 9.65% of all the contrastive adverbials in TICLE; they constitute 10.53% percentage of overall contrastive adverbials in LOCNESS. The frequencies go parallel within two corpora, Anthitetic adverbials sub-category constitutes 12.74% of overall contrastive adverbials in TICLE and 10.53% in LOCNESS. Last category, Concessive, substitutes 75.44% in TICLE and 77.35 in LOCNESS. These results have shown that the percentages of contrastive adverbial sub-categories go parallel in both TICLE and LOCNESS. The highest percentage belongs to Concessive adverbials and the lowest percentage belongs to Reformulatory adverbials in both corpora.

Overall frequencies of contrastive adverbials, LL ratio value in TICLE and LOCNESS and type-tokens have been given and then frequencies and log-likelihood ratios in sub-categories of contrastive adverbials in both corpora have been calculated.

4.4. Frequencies of Individual Contrastive Adverbials in TICLE and LOCNESS

After finding the overall and sub-category results, individual adverbials in sub-categories of contrastive adverbials have also been investigated in both of the corpora to compare the frequencies in TICLE and LOCNESS to find whether there is overuse/underuse or not. The first sub-category Reformulatory adverbials have firstly been investigated in TICLE and LOCNESS, in Table 10 individual adverbials' frequencies and their LL ratio values have been shown:

Table 10
Frequencies of Reformulatory Contrastive Adverbials in TICLE and LOCNESS

Reformulatory Adverbials	TICLE f	LOCNESS f	LL Ratio (*p<0.05)
Better	1	0	+1.12
Rather	1	7	- 6.93
More	0	0	0.00
Accurately			
More Precisely	0	0	0.00
Alternatively	0	0	0.00
In other words	21	4	+ 8.33
Total	23	11	+1.60

f=raw frequency of each category

%1 and %2 values show relative frequencies in the texts.

+ indicates overuse in TICLE relative to LOCNESS,

- indicates underuse in TICLE relative to LOCNESS

In Table 10, it can be seen that there is an overall overuse in TICLE with +1.60 LL ratio value ($p < 0.05$) compared to LOCNESS in terms of Reformulatory adverbials, in TICLE 23 Reformulatory adverbials are used while 11 adverbials are used in LOCNESS. There are 6 adverbial types in Reformulatory sub-category, *better* and *in other words* are overused, *In other words* has been found to be the most overused Reformulatory adverbial with +8.33 LL value in TICLE, frequency of *in other words* is 21 in TICLE while it is only 4 in LOCNESS. Although there is an overuse of *in other words* in TICLE, *rather* is underused in it with -6.93 LL value, in TICLE only 1 *rather* is used while 7 *rather* is used in LOCNESS. On the other hand, there are three adverbial types; *more accurately*, *more precisely* and *alternatively*, which are not used in either TICLE or LOCNESS.

Reformulatory sub-category of contrastive adverbials have been investigated firstly, secondly Replative sub-category of contrastive adverbials have been investigated in TICLE and LOCNESS by finding the frequencies and LL ratio value between two corpora. In Table 11, frequencies of Replative adverbials have been illustrated and their LL ratio values have been shown:

Table 11
Frequencies and LL ratios of Replacive Contrastive Adverbials in TICLE and LOCNESS

Replacive Adverbials	TICLE f	LOCNESS f	LL Ratio (p<0.05)
Again	95	54	+2.76
Alternatively	0	0	0.00
Rather	1	8	-8.38
Better	0	0	0.00
Worse	0	0	0.00
On the Other Hand	7	4	+0.20
Total	103	66	+1.04

f=raw frequency of each category

%1 and %2 values show relative frequencies in the texts.

+ indicates overuse in TICLE relative to LOCNESS,

- indicates underuse in TICLE relative to LOCNESS

In Table 11, it is seen that there are 6 different types of Replacive adverbials, however, only 3 of them have been used in both corpora: *again*, *rather* and *on the other hand*. *Alternatively*, *better* and *worse* have been used neither in TICLE nor in LOCNESS. Overall frequencies of Replacive adverbials are 103 in TICLE and 66 in LOCNESS, LL ratio value for these frequencies has indicated that there is +1.04 overuse in TICLE compared to LOCNESS. Among the Replacive adverbials, *again* is the most used one in both corpora as in TICLE it has been used 95 times, meanwhile, it has been used 54 times in LOCNESS, there has been overuse in TICLE with +2.76 LL value for *again*. While there has been overuse of *again*, it has been found that Turkish EFL learners underused *rather*, in TICLE there is only 1 *rather* while there are 8 *rather* in LOCNESS, these results' LL calculation has given -8.38 underuse in TICLE compared to LOCNESS.

Third sub-category of contrastive adverbials is Antithetic adverbials including 11 adverbials in it. Frequencies of these adverbials in TICLE and LOCNESS and their LL ratio values have been shown in Table 12:

Table 12
Frequencies of Antithetic Contrastive Adverbials in TICLE and LOCNESS

Antithetic Adverbials	TICLE f	LOCNESS f	LL Ratio (*p<0.05)
Contrariwise	0	0	0.00
Conversely	1	1	-0.04
Instead	108	62	+2.93
Oppositely	0	0	0.00
Then*	0	0	0.00
On the contrary	11	2	+4.56
In contrast	13	2	+6.18
By contrast	0	0	0.00
By way of contrast	0	0	0.00
By way of comparison	0	0	0.00
On one hand...on the other hand(*)	3	0	+3.36
Total	136	67	+8.37

f=raw frequency of each category

%1 and %2 values show relative frequencies in the texts.

+ indicates overuse in TICLE relative to LOCNESS,

- indicates underuse in TICLE relative to LOCNESS

In Table 12, list of Antithetic adverbials are shown, 6 of 11 Antithetic adverbials have been used neither in TICLE nor in LOCNESS, and these adverbials are *contrariwise*, *oppositely*, *then*, *by contrast*, *by way of contrast*, *by way of comparison*. *Then* is an adverbial which is listed under some other category of adverbials such as listing, inferential, transition, etc. according to Quirk (1985), however, it has not been found to be used for a contrastive purpose in TICLE and LOCNESS. There are 5 other adverbials which are used in two corpora: *conversely*, *instead*, *on the contrary*, *in contrast* and, *on one hand..... on the other hand*. 4 of these adverbials have been overused in TICLE, *in contrast* has the highest LL ratio value, +6.18 it is used 13 times in TICLE and only 2 times in LOCNESS. *On the contrary* is again overused in TICLE with +4.56 LL ratio values, in TICLE it is used 11 times and 2 times in LOCNESS. *On one hand.....on the other hand*, has also been overused in TICLE with +3.36 LL ratio value. In TICLE it is used 3 times, yet, it has not been used in LOCNESS at all. *Instead* has also been overused in TICLE, has been used 108 times in TICLE and 62 times in LOCNESS with a LL ratio value of +2.93. It can be inferred that *instead* is the most used Antithetic adverbial in two corpora. There is only one Antithetic adverbial that has been underused in TICLE; it is *conversely* which has been used 1 time in both

corpora. However, as the size of TICLE is larger than LOCNESS it is calculated as underuse with -0.04 LL ratio value.

The last sub-category of contrastive adverbials is Concessive adverbials; this category includes 30 adverbials in it an overall frequency is 805 in TICLE, 492 in LOCNESS. There is an overuse in TICLE in terms of Concessive adverbials as overall LL ratio value for Concessive adverbial sub-category between TICLE and LOCNESS is +10.10. Table 13 gives individual Concessive adverbials' frequencies in both corpora and their LL ratio value for TICLE and LOCNESS:

Table 13

Frequencies of Concessive Contrastive Adverbials in TICLE and LOCNESS

Concessive Adverbials	TICLE f	LOCNESS f	LL Ratio (*p<0.05)
Anyhow	2	0	+2.24
Anyway	17	9	+0.75
Anyways	0	0	+0.00
Besides	70	14	+26.49
Else	0	1	-1.69
However	178	175	-6.32
Nevertheless	12	3	+3.52
Nonetheless	1	0	+1.12
Notwithstanding	0	0	+0.00
Only	0	0	+0.00
Still	140	126	-2.17
Though	8	18	-7.32
Yet	23	48	-17.56
In any case	7	0	+7.85
In any event	0	0	+0.00
At any rate	0	0	+0.00
At all events	0	0	+0.00
For all that	1	0	+1.12
In spite of that	20	0	+22.43
In spite of it all	0	0	+0.00
After all	2	7	-4.55
At the same time	14	10	+0.02
On the other hand	83	16	+32.56
Admittedly	0	4	-6.77
All the same	2	0	+2.24
Of course*	139	25	+58.14
Still and all	0	0	+0.00
That said	0	0	+0.00
In fact	85	35	+9.66
Even so	1	1	-0.04
Total	805	492	+10.10

f=raw frequency of connectors in corpus

+ /- indicates overuse and underuse in TICLE relative to LOCNESS

As it is stated above, there are 30 different types of Concessive adverbials, 9 of 30 adverbials have been used in neither TICLE nor LOCNESS; these are *anyways*,

notwithstanding, only, in any event, at any rate, at all events, in spite of it all, still and all, that said. Among the rest 21 Antithetic adverbials, 13 of them are overused with LL ratio value ranging from +58.14 to +0.02. The adverbial with highest LL ratio is *of course*, frequency of it is 139 in TICLE while 25 in LOCNESS. Turkish EFL learners' least overuse in Concessive adverbials has been *at the same time* with +0.02 LL ratio value, in TICLE it has been used 14 times while it has been used 10 times. The other overused Antithetic adverbials are *anyhow, anyway, besides, nevertheless, nonetheless, in any case, for all that, in spite of that, at the same time, on the other hand, all the same, in fact.* Among these adverbials some of them has not been found in LOCNESS at all, for example *anyhow* has been used 2 times, *nevertheless* has been used 1 time, *in any case* has been used 7 times, *in spite of that* has been used 20 times in TICLE, these adverbials have not been used in LOCNESS at all. In addition to overuse cases, there also underuse situations 8 of 30 Antithetic adverbials have been underused with LL ratio values ranging from -0.04 to -17.56, the adverbials which has been underused in TICLE compared to LOCNESS are *else, however, still, though, yet, after all, admittedly and even so.* Among this adverbial *yet* has the highest LL ratio of underuse, -17.56, in LOCNESS, *yet* has been used in TICLE 23 times while it has been used 48 times in LOCNESS. The lowest LL ratio of underuse belongs to *even so*, -0.04, in both TICLE and LOCNESS it has been used 1 one time, however, the size of TICLE is larger than LOCNESS. As a result, it has been calculated as underuse by LL calculation. While it has been found that some of the Antithetic adverbials have been used only in TICLE, some others has been used only in LOCNESS. *Else* has been used 1 time and *admittedly* has been used 4 times in LOCNESS, *yet*, they have not been used in TICLE at all.

After giving the frequencies of individual adverbials under contrastive adverbials' sub-categories, their LL ratio values between TICLE and LOCNESS have been given; the most frequently used 10 adverbials in both corpora have been illustrated. In Table 14 top ten contrastive adverbials have been listed in addition to their type token ratios in overall contrastive adverbials and their frequencies in 10.000:

Table 14
Most Frequently Used 10 Contrastive Adverbials in TICLE

Contrastive Adverbials	f	T/t %	n per 10.000
However	178	16.68	7.95
Still	140	13.12	6.25
Of course	139	13.02	6.20
Instead	108	10.12	4.82
Again	95	8.90	4.24
In fact	85	7.96	3.79
On the other hand*	83	7.77	3.70
Besides	70	6.56	3.12
Yet	23	2.15	1.02
In other words	21	1.96	0.93
Total	942	88.28	42.07

f= raw frequency of connector in corpus

% T/t= Type/token ratio, percentage of the adverbial in overall contrastive adverbials in corpus

In table 14 Turkish EFL learners' top ten contrastive adverbials are illustrated, total frequency of top ten adverbials is 942 which substitutes 88.28% of all overall contrastive adverbials in TICLE. The most frequently used adverbial has been however whose frequency is 178. However has been found to be used 7.95 times per 10.000 words. Top ten contrastive adverbials in TICLE have been used 42.07 times per 10.000 words. On the other hand, the most frequently used ten adverbials in LOCNESS have also been investigated and they have been listed in Table 15:

Table 15
Most Frequently Used 10 Contrastive Adverbials in LOCNESS

Contrastive Adverbials	f	T/t %	n per 10.000
However	175	27.91	10.39
Still	126	20.09	7.48
Instead	62	9.88	3.68
Again	54	8.61	3.20
Yet	48	7.65	2.85
In fact	35	5.58	2.07
Of course	25	3.98	1.48
Though	18	2.87	1.06
On the other hand*	16	2.55	0.95
Besides	14	2.23	0.83
Total	573	91.38	34.03

f= raw frequency of connector in corpus

% T/t= Type/token ratio, percentage of the adverbial in overall contrastive adverbials in corpus

In Table 15 top ten contrastive adverbials which have been used by native speakers of English in LOCNESS have been listed, the results have shown that frequency of top ten adverbials is 573 out of 636 which has shown that they substitute 91.38% of overall contrastive adverbials in LOCNESS. The frequency of top ten adverbials has shown that they have been used 34.03 times per 10.000 words in LOCNESS.

It has been seen that in LOCNESS top ten contrastive adverbials have substituted more place with 91.38% of all the contrastive adverbials than TICLE in which they have substituted 88.28% of all the contrastive adverbials, this result is in line with the number of adverbial types used in LOCNESS. In LOCNESS 23 types of contrastive adverbials have been used while in TICLE 30 types have been used. It has shown that as in LOCNESS there are less number of adverbial types, top ten contrastive adverbials substitutes a larger place. This result indicates that native speakers of English have relied on less number of adverbials compared to Turkish EFL students in their argumentative essays. Nevertheless, it should also be noted that there are cases that Turkish EFL learners may misuse some adverbials as it has also been clarified. When it is compared with TICLE, it can be understood that Turkish EFL learners and native speakers of English have shared nine adverbials in top ten lists: *however, still, of course, instead, again, in fact, yet, besides, on the other hand*. In TICLE the only adverbial which has not been included in top ten adverbials of LOCNESS has been *in other words* while the only different adverbial in top ten list of adverbial in LOCNESS has been *though*.

After listing top ten contrastive adverbials in TICLE and LOCNESS and comparing them, overused adverbials in TICLE have been listed as it can be seen in Table 16:

Table 16
LL Ratio of Overused Contrastive Adverbials in TICLE

Overused Contrastive Adverbials	TICLE n	LOCNESS n	LL Ratio *(p<0.05)
Of course	139	25	+58.14
On the other hand(con.)	83	16	+32.56
Besides	70	14	+26.49
In spite of that	20	0	+22.43
In fact	85	35	+9.66
In other words	21	4	+8.33
In any case	7	0	+7.85
In contrast	13	2	+6.18
On the contrary	11	2	+4.56
Nevertheless	12	3	+3.52
On one hand... on the other hand	3	0	+3.36
Instead	108	62	+2.93
Again	95	54	+2.76
Anyhow	2	0	+2.24
All the same	2	0	+2.24
Better (reformulatory)	1	0	+1.12
For all that	1	0	+1.12
Nonetheless	1	0	+1.12
Anyway	17	9	+0.75
On the other hand (rep.)	7	4	+0.20
At the same time	14	10	+0.02

f=raw frequency of connectors in corpus

+ indicates overuse in TICLE relative to LOCNESS

In Table 16 overused contrastive adverbials in TICLE, their frequencies in TICLE and LOCNESS and LL ratio values have been listed. 21 out of 50 types of adverbials have been overused in TICLE; overuse LL ratio value has ranged from +58.14 to +0.02. *Of course* has been found to be the most overused adverbial in TICLE, frequency of it is 139 in TICLE and 25 in LOCNESS that result has given a +58.14 LL ratio value. *On the other hand* (in concessive sub-category) has followed *of course*, frequency of it is 83 in TICLE and 16 in LOCNESS and the result has given a +32.56 LL ratio value.

Overused adverbials in TICLE have been listed in Table 16, in Table 17 underused adverbials have illustrated:

Table 17
LL Ratio of Underused Contrastive Adverbials in TICLE

Underused Contrastive Adverbials	TICLE f	LOCNESS f	LL Ratio *(p<0.05)
Yet	23	48	-17.56
Rather (Replacive)	1	8	-8.38
Though	8	18	-7.32
Rather	1	7	-6.93
Admittedly	0	4	-6.77
However	178	175	-6.32
After all	2	7	-4.55
Still	140	126	-2.17
Else	0	1	-1.69
Even so	1	1	-0.04
Conversely	1	1	-0.04

f=raw frequency of connectors in corpus

- indicates underuse in TICLE relative to LOCNESS

As it is clearly illustrated in Table 17; out of 53 contrastive adverbials, in TICLE 11 types of adverbials have been underused when the frequencies are compared to LOCNESS, LL ratio values has ranged from -17.56 to -0.04. The highest frequency difference has been in the use of *yet*, it has been used 23 times in TICLE while it has been used 48 times in LOCNESS. That result has shown that *yet* is underused in TICLE with -17.56 LL ratio value.

4.5. Frequency of Contrastive Adverbials According to Location Preferences in TICLE and LOCNESS

In previous tables frequencies of contrastive adverbials in TICLE and LOCNESS and their LL ratio values haven been given, overused and underused adverbials in TICLE have also been identified. In this part, locations of adverbials have been investigated to find whether they are used in initial, medial or final position in both corpora. In table 17 overall frequencies of contrastive adverbials' sub-categories in initial, medial and final positions in TICLE and LOCNESS have been given, LL ratio values have also been highlighted in Table 18:

Table 18

LL Ratios of Contrastive Adverbial Categories' Locations in TICLE and LOCNESS

Categories	Initial			Medial			Final		
	O1	O2	LL	O1	O2	LL	O1	O2	LL
Reformulatory	17	8	+1.25	4	3	+0.00	2	0	+2.24
Replacive	37	23	+0.52	24	26	-1.66	42	17	+5.00
Antithetic	71	30	+7.49	18	18	-0.73	47	19	+5.62
Concessive	612	266	+59.25	169	204	-20.82	22	22	-0.89
Total	737	327	+66.80	215	251	-22.49	113	58	+5.79
% in overall adverbials	70.7	51.4		20.9	39.4		11	9.11	

O1. TICLE**O2.** LOCNESS

In Table 18, frequencies of adverbials in contrastive adverbials' sub-categories and their locations in two corpora have been shown; their LL ratios have also been given. In total Turkish EFL learners has used 70.7% of all the contrastive adverbials in initial position while native speakers has used 51.4% of all the contrastive adverbials in initial position. There is an overuse with +66.80 LL ratio values, in TICLE 737 adverbials have been used in initial position, on the other hand, in LOCNESS 327 adverbials have been used in initial position. In initial position, all the sub-categories of contrastive adverbials have been overused. In both corpora initial position has the largest part of adverbial use, still, it is larger in TICLE than in LOCNESS. In medial position Turkish EFL learners used 20.9% of all the contrastive adverbials; yet, native speakers of English used 39.4% of all the adverbials. The frequency of adverbials in medial position in TICLE is 215 while it is 251 in LOCNESS, this result has indicated an underuse with -22.49 LL ratio value in TICLE when compared to LOCNESS. In medial position, all the adverbials have been underused. Lastly, in final position Turkish EFL learners have used 113 contrastive adverbials, on the contrary, in LOCNESS 58 adverbials have been used and this result has given an overuse with +5.79 LL ratio value. For the final position, apart from the concessive adverbials whose LL ratio is -0.89, all the adverbials are overused in TICLE compared to LOCNESS. In Table 17, locations of overall contrastive adverbials and its sub-categories have been illustrated in both TICLE and LOCNESS; they have also been compared with LL calculation. As it has been stated before contrastive adverbials have 4 sub-categories: reformulatory,

replative, antithetic and concessive. In Table 19 Reformulatory adverbials' locations in both corpora and their LL ratio values have been shown:

Table 19

LL Ratios of Reformulatory Adverbials' Locations in TICLE and LOCNESS

Reformulatory	Initial			Medial			Final		
	O1	O2	LL	O1	O2	LL	O1	O2	LL
Better	1	0	+1.12	0	0	0.00	0	0	0.00
Rather	0	4	-6.77	1	3	-1.70	0	0	0.00
More Accurately	0	0	0.00	0	0	0.00	0	0	0.00
More Precisely	0	0	0.00	0	0	0.00	0	0	0.00
Alternatively	0	0	0.00	0	0	0.00	0	0	0.00
In other words	16	4	+4.69	3	0	+3.36	2	0	+2.24
Total	17	8	+1.25	4	3	+0.00	2	0	+2.24
% in overall adverbials	73.9	72.7		17.3	37,5		8.6	0	

O1. TICLE

O2. LOCNESS

In Table 19, it can be seen that there are 6 types of Reformulatory adverbials, in TICLE 73.9% of them have been used in initial position while in LOCNESS 72.7 of them have been used in initial position. Frequencies of adverbials in initial position in TICLE are 17, in LOCNESS it is 8. The results have shown that the percentage of initial use is close to each other in TICLE and LOCNESS or Reformulatory adverbials. However, in medial position Turkish EFL students have used 17.3% of Reformulatory adverbials, frequency is 4, in contrast, in LOCNESS 37.5% of them have been used in medial position, frequency is 3. This result is in line with overall use of contrastive adverbials' locations in TICLE and LOCNESS. In final position Turkish EFL learners have used 8.6% of Reformulatory adverbials, yet, native speakers of English have not used any Reformulatory adverbials in final position.

In Table 19 Reformulatory adverbials' locations in TICLE and LOCNESS have been given, in Table 20 second sub-category of contrastive adverbials, Replative adverbials' locations in TICLE and LOCNESS and their comparison in both corpora have been listed:

Table 20

LL Ratios of Replative Adverbials' Locations in TICLE and LOCNESS

Replative	Initial			Medial			Final		
	O1	O2	LL	O1	O2	LL	O1	O2	LL
Again*	30	17	+0.89	23	20	-0.23	42	17	+5.00
Alternatively	0	0	0.00	0	0	0.00	0	0	0.00
Rather	0	2	-3.38	1	6	-5.53	0	0	0.00
Better	0	0	0.00	0	0	0.00	0	0	0.00
Worse	0	0	0.00	0	0	0.00	0	0	0.00
On the Other Hand	7	4	+0.20	0	0	0.00	0	0	0.00
Total	37	21	+1.08	24	26	-1.66	42	17	+5.00
% in overall adverbials	35.9	31.8		23.3	39.3		40.7	25.75	

O1. TICLE**O2.** LOCNESS

In Table 20 overall percentage of adverbials in initial position in TICLE is 35.9 and in LOCNESS it is 31.8%. 37 Replative adverbials have been used in TICLE while 27 adverbials have been used in LOCNESS in initial position. In medial position in TICLE 23.3% of Replative adverbials have been used while 39.3% Replative adverbials have been used in LOCNESS in medial position. That has shown that biggest part of Replative adverbials in LOCNESS has been used in medial position while Replative adverbials in final position have the largest part in TICLE with 40.7%. In LOCNESS 25.74% of Replative adverbials have been used, the frequency is 17 in it while frequency is 42 in TICLE. In both corpora, only *again* has been used in final position, as the frequency of *again* is higher in TICLE final position ratio of it higher in TICLE, too.

In Table 21 Antithetic adverbials' locations in both corpora, their frequencies in initial, medial and final positions have been given, in addition, LL ratio values of Antithetic adverbials in terms of their locations in TICLE and LOCNESS have also been shown:

Table 21
LL Ratios of Antithetic Adverbials' Locations in TICLE and LOCNESS

Antithetic	Initial			Medial			Final		
	O1	O2	LL	O1	O2	LL	O1	O2	LL
Contrariwise	0	0	0.00	0	0	0.00	0	0	0.00
Conversely	1	1	-0.04	0	0	0.00	0	0	0.00
Instead	44	25	+1.28	17	18	-1.02	47	19	+5.62
Oppositely	0	0	0.00	0	0	0.00	0	0	0.00
Then*	0	0	0.00	0	0	0.00	0	0	0.00
On the contrary	10	2	+3.78	1	0	+1.12	0	0	0.00
In contrast	13	2	+6.18	0	0	0.00	0	0	0.00
By contrast	0	0	0.00	0	0	0.00	0	0	0.00
By way of contrast	0	0	0.00	0	0	0.00	0	0	0.00
By way of comparison	0	0	0.00	0	0	0.00	0	0	0.00
On one hand...on the other hand(*)	0	0	0.00	0	0	0.00	0	0	0.00
Total	68	30	+6.28	18	18	-0.73	47	19	+5.62
% in overall adverbials	50	44.77		13.2	26.8		34.5	28.3	

O1. TICLE

O2. LOCNESS

In Table 21 it has been shown that in TICLE the largest part of Antithetic adverbials are in initial position with 68%, final position follows it with 47% and the least adverbials have been used in medial position, again with 13.2%. 68 adverbials have been used in initial, 18 in medial and 47 in final position in TICLE. Similarly, the largest part of adverbials have been used in initial position with 44.77%, second largest part is also final position as it is in TICLE with 28.3%. 30 adverbials have been used in initial position, 19 in final and 18 in medial position, as it can be seen final and medial position's frequencies are very close to each other. When individual Antithetic adverbials have been investigated, *instead* has the highest frequency in both corpora, it has been used generally in final position in TICLE, by contrast, it has been used in initial position in LOCNESS; in medial position the frequencies are very close 17 in TICLE and 18 in LOCNESS. *In contrast* has not been used in LOCNESS, and used in TICLE 13 times; all of them have been used in initial position.

The last sub-category of contrastive adverbials, Concessive adverbials' locations in TICLE and LOCNESS have been given in Table 22, their frequencies in initial,

medial, final positions and LL ratio values between TICLE and LOCNESS have also been given:

Table 22

LL Ratios of Concessive Adverbials' Locations in TICLE and LOCNESS

Concessive	Initial			Medial			Final		
	O1	O2	LL	O1	O2	LL	O1	O2	LL
Anyhow	2	0	+2.24	0	0	+0.00	0	0	+0.00
Anyway	13	0	+14.58	1	0	+1.12	3	9	-5.09
Anyways	0	0	+0.00	0	0	+0.00	0	0	+0.00
Besides	67	13	+26.12	3	1	+0.56	0	0	+0.00
Else*	0	1	-1.69	0	0	+0.00	0	0	+0.00
However	176	133	-0.00	2	39	-52.24	0	3	-5.08
Nevertheless	12	2	+5.36	0	1	-1.69	0	0	+0.00
Nonetheless	1	0	+1.12	0	0	+0.00	0	0	+0.00
Notwithstanding	0	0	+0.00	0	0	+0.00	0	0	+0.00
Only	0	0	+0.00	0	0	+0.00	0	0	+0.00
Still	21	6	+5.10	119	120	-5.13	0	0	+0.00
Though	3	3	-0.12	2	7	-4.55	3	8	-4.01
Yet	21	43	-15.29	2	5	-2.33	0	0	+0.00
In any case	5	0	+5.61	1	0	+1.12	1	0	+1.12
In any event	0	0	+0.00	0	0	+0.00	0	0	+0.00
At any rate	0	0	+0.00	0	0	+0.00	0	0	+0.00
At all events	0	0	+0.00	0	0	+0.00	0	0	+0.00
For all that	1	0	+1.12	0	0	+0.00	0	0	+0.00
In spite of that	13	0	+14.58	3	0	+3.36	4	0	+4.49
In spite of it all	0	0	+0.00	0	0	+0.00	0	0	+0.00
After all	1	7	-6.93	0	0	+0.00	1	0	+1.12
At the same time	10	4	+1.23	3	4	-0.57	1	2	-0.69
On the other hand*	80	10	+43.84	3	6	-2.06	0	0	+0.00
Admittedly	0	4	+0.00	0	0	+0.00	0	0	+0.00
All the same	2	0	+0.00	0	0	+0.00	0	0	+0.00
Of course*	110	16	-3.63	23	9	+2.99	6	0	+6.73
Still and all	0	0	+0.00	0	0	+0.00	0	0	+0.00
That said	0	0	+0.00	0	0	+0.00	0	0	+0.00
In fact	75	23	+16.22	7	12	-3.14	3	0	+3.36
Even so	1	1	-0.04	0	0	+0.00	0	0	+0.00
Total	612	266	+59.25	169	204	-20.82	22	22	-0.89
% in overall adverbials	76	55		20.9	42.2		2.7	4.5	

O1. TICLE

O2. LOCNESS

In Table 22 Concessive adverbials locations in both corpora have been illustrated, overall results show that Turkish EFL learners have preferred using them mostly in initial position with 76% and frequency of 612, as it has been in all the sub-

categories. The second mostly used location for Concessive adverbials is medial position with 20.9% and frequency of 169. The least used position for Concessive adverbials in TICLE has been final position with 2.7% and g-frequency of 22. The results in LOCNESS are familiar with TICLE for overall use, the largest part has been initial position with 55% and frequency of 266; second largest part belongs to medial position with 42.2% and frequency 204 and the least used position for Concessive adverbials has been final position with 4.5% and frequency of 22. Nevertheless, the portion of medial position in LOCNESS is larger than TICLE and the portion of initial position in TICLE is larger than LOCNESS. This result is again in line with previous sub-categories that native speakers of English tend to use contrastive adverbials in medial position in their argumentative essays. On the contrary, Turkish EFL learners tend to use Concessive adverbials in initial position generally. The results has shown that there is an overuse in initial position with +59.25 LL ratio value and underuse in medial and final position with -20.82 and -0.89 LL ratio value respectively. When individual Concessive adverbials have been investigated, *however* has been found to be the most used Concessive adverbial in both corpora, it has been used mostly in initial position in both of them, yet, in TICLE 176 of 178 have been used in initial position and 2 in medial position. By contrast, 133 of 175 have been used in initial position, 39 in medial and 3 in final position have been used in LOCNESS. That has also indicated that even the largest part has been used in initial position in both corpora the portions vary greatly.

4.6. Findings of Frequency and Location Comparison of Pre-essays and Post-essays in the Implementation

In this study the first part has been carried out with two main corpora, TICLE and LOCNESS, in order to find whether there is a similarity or difference between two corpora in terms of frequency and locations of contrastive adverbials. It has been found out that Turkish EFL learners have generally overused these adverbials and preferred using them in initial position in TICLE. Native speakers of English have also used adverbials in initial position mostly, however, they have used an important percentage of the adverbials in medial position. The results have shown that Turkish EFL learners should be taught about use of adverbials in location. In addition, the overuse in adverbials cannot guarantee that they have used them appropriately, in TICLE a number of adverbials have been found which have been used wrongly. The second part of the

study is about the implementation which includes a corpus-based instruction on contrastive adverbials. During that 6-week implementation concordance lines have been taken from native speaker corpus which includes academic writings, BAWE, and these examples have been investigated by the researcher and students together. The location of adverbials has also been chosen carefully, they have been taken from initial, medial and final position if they are used in BAWE. Before that implementation students have been asked to write an argumentative essay, as they have been also asked at the end of the implementation and the results of pre and post-essays have been compared to see if there is an improvement or not, from now on pre-essays corpus will be named Corpus 1 and post-essays corpus will be named Corpus 2.

4.6.1. Overall Frequencies of Contrastive Adverbials in Corpus 1 and Corpus 2

Firstly, frequencies of overall contrastive adverbials in Corpus 1 and Corpus 2 has been analyzed and compared, and then sub-categories have been investigated in terms of frequency in both small corpora. In Figure 9 overall frequencies of contrastive adverbials in Corpus 1 and Corpus 2 have been given:

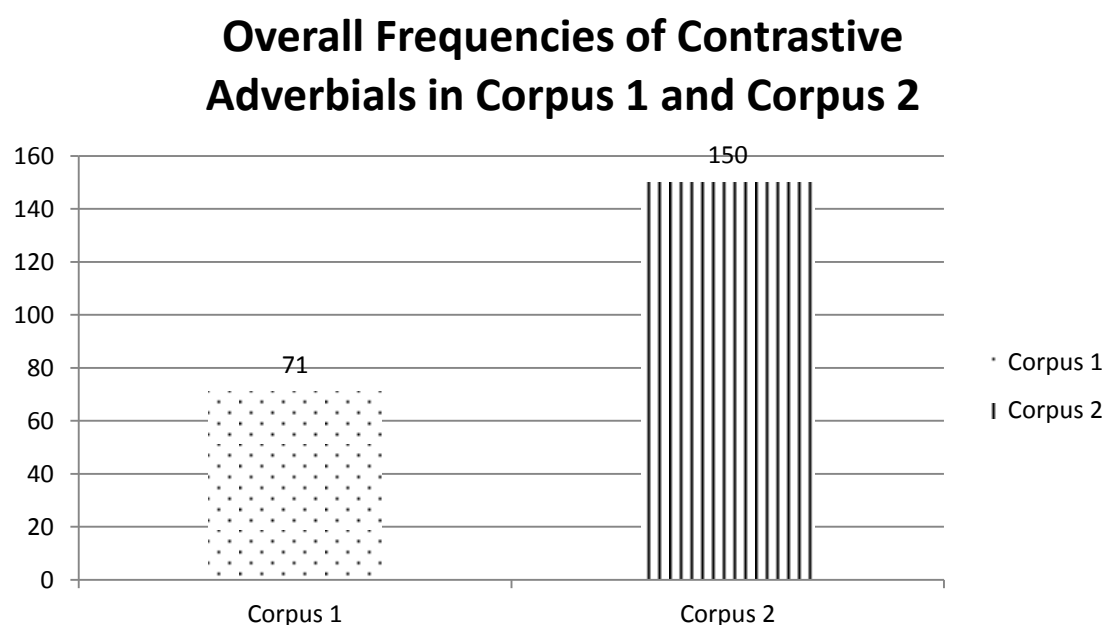


Figure 9. Overall frequencies of contrastive adverbials in Corpus 1 and Corpus 2

In Figure 9 the frequencies of contrastive adverbials in pre and post-instruction essays have been given, the results have shown that in pre-instruction essays Turkish EFL learners have used 71 adverbials while they have used 150 adverbials in post-

instruction argumentative essays. There is an outstanding increase between two corpus in terms of contrastive adverbials use.

In Table 23 frequency of contrastive adverbials in total and corpus sizes of pre and post-essays have been illustrated:

Table 23

Frequencies of Contrastive Adverbials in Pre-essays and Post-essays in Corpus 1 and Corpus 2:

	Corpus 1 (Pre-essays)	Corpus 2 (L1)	Increase (%)
Corpus size in words	8658	10687	23.47%
Contrastive Adverbials (f)	71	150	111.26%
T/t ratio (%)	0,82	1,40	70.73 %
Number of Adverbial Types Used	14	31	121.42%

f= raw frequency of connectors

T/t ratio= Type/token ratio; percentage of number of contrastive adverbials (types) in total of words (tokens) in each corpus

In Table 23, it has been illustrated that total number of words used in pre-essays is 8658 while it is 10.687. in the implementation students have also been taught about how to write argumentative essays and researcher used a genre-based pedagogy for that purpose. From a native corpus, LOCNESS in that case, sample argumentative essays have been investigated step by step from introduction to conclusion. The difference in total number of words in Corpus 1 and Corpus 2 has shown that that implementation have also improved their academic writing as Biber et al. (1998) has stated that the length of the writing is a sign of proficiency. In pre-instruction essays 71 adverbials used which is 0.82% of all the words in Corpus 1 and 14 different types of adverbials have been used. On the other hand, in post-instruction adverbials 150 adverbials have been used which substitutes 1.40% of all the words in Corpus 2 and 31 different types of contrastive adverbials have been used. When the results are compared total number of words have increased 23.43% and the total number of adverbials have increased %111.26 after the implementation, it has shown that implementation have has a positive effect on the use of contrastive adverbials in argumentative essays of participants. Accordingly type/token ratio has also increased from 0.82% to 1.40% which means that in pre-instruction essays contrastive adverbials have substituted 0.82% of all the worlds, after the implementation they have become 1.40%. The number of adverbial types has

also increased with 121.42%. Total number of frequencies has been given in Table 22, frequencies in sub-categories of contrastive adverbials in Corpus 1 and Corpus 2 have been given in Table 24:

Table 24

Frequencies and LL ratios in Sub-categories of Contrastive Adverbials in Corpus 1 and Corpus 2

	Corpus 1	Corpus 2	LL Ratio
	f	f	(p<0.05)
Reformulatory	1	8	+4.82
Replative	6	17	+3.42
Antithetic	12	29	+4.14
Concessive	52	96	+5.65
TOTAL	71	150	+14.69

f: frequency in corpora

Corpus 1: pre-instruction essays

Corpus 2: post-instruction essays

LL ratio: log-likelihood calculation results

In Table 24, the comparison of frequencies in Corpus 1 and Corpus 2 has been illustrated, the results have shown that in all the sub-categories of contrastive adverbials there has been an increase, overall LL ratio value is +14.69, in only one of the sub-categories of contrastive adverbials LL ratio is statistically insignificant which category is Replative adverbials with 3.42 LL ratio value ($p < 0.05$). For LL ratio value, an increase should be at least 3.84 to be statistically significant, as a result the increase in Replative adverbials is not statistically significant, and however, it is close to the significant value. In Reformulatory adverbials there is a statistically significant increase with +4.82 LL ratio value, in Antithetic adverbials there is a statistically significant increase with +4.14 LL ratio value and in Concessive adverbials there is a statistically significant increase with +5.65 LL ratio value. The frequencies of contrastive adverbials in Corpus 1 and Corpus two has also been given separately. In Figure 10 overall frequencies of sub-categories of contrastive adverbials in Corpus 1 and Corpus 2 have been illustrated:

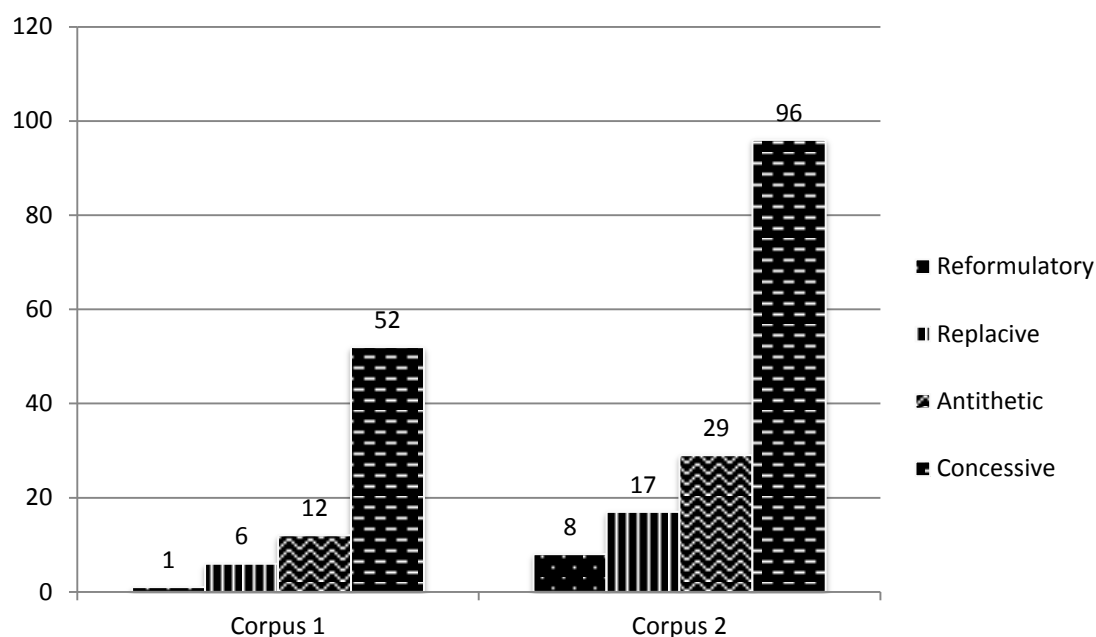


Figure10. Overall frequency of contrastive adverbial sub-categories in Corpus 1 and Corpus 2

In Figure 10, overall frequencies of contrastive adverbial sub-categories can be seen. In all the sub-categories there is an increase. In Corpus 1, only 1 Reformulatory adverbial has been used, however, it has increased to 8 in Corpus 2. Similarly, in Corpus 1, 6 Replacive adverbials have been used while participants' use of Replacive adverbials increased to 17 in Corpus 2. In addition, Antithetic adverbials have been used 12 times in Corpus 1, on the other hand, they have been used 29 times in Corpus 2. Last sub-category of contrastive adverbials is Concessive adverbials, they been used 52 times in Corpus 1 and 96 times in Corpus 2. All the frequencies in Corpus 1 and Corpus 2 has shown that after the corpus-based implementation about use of contrastive adverbials in argumentative essays, there has been an increase in all-the sub-categories of contrastive adverbials in Turkish EFL learners' argumentative essays.

4.6.2. Frequencies of Individual Contrastive Adverbials in Corpus 1 and Corpus 2

In previous part (4.6) overall results about use of contrastive adverbials in Corpus 1 and Corpus 2 have been illustrated, in this part frequencies of individual contrastive adverbials have been shown in sub-categories. In Table 25 frequencies of Reformulatory adverbials in Corpus 1 and Corpus 2 have been given, their LL ratio values have also be given:

Table 25

Frequencies of Reformulatory Contrastive Adverbials in Corpus 1 and Corpus 2

Reformulatory Adverbials	Corpus 1 f	Corpus 2 f	LL Ratio (p<0.05)
Better	0	0	0
Rather	0	1	+1.19
More	0	4	+4.75
Accurately			
More Precisely	0	1	+1.19
Alternatively	0	0	0
In other words	1	2	+0.16
Total	1	8	+4.82

f: frequency in corpora

Corpus 1: pre-instruction essays

Corpus 2: post-instruction essays

LL ratio: log-likelihood calculation results

In Table 25, it can be seen that there is an overall increase in Reformulatory adverbials; LL ratio value is +4.82, which is statistically significant. *More accurately* has also a statistically significant increase with +4.75 LL ratios. *Rather*, *more precisely* and *in other words* have also increase but not statistically significant. *Better* and *alternatively* has never been used in Corpus 1 and Corpus 2, the results has shown that implementation has not had an effect on those adverbials. Nevertheless, overall increase has shown that implementation has resulted in a statistically significant increase in Reformulatory adverbials.

In Table 25 Reformulatory adverbials' frequencies in Corpus 1 and Corpus 2 have been listed and compared with log-likelihood calculation. In Table 26 Replative adverbials have been given with their frequencies in Corpus 1 and Corpus 2:

Table 26

Frequencies of Replative Contrastive Adverbials in Corpus 1 and Corpus 2

Replative Adverbials	Corpus 1 f	Corpus 2 f	LL Ratio (p<0.05)
Again	5	12	+1.68
Alternatively	0	0	0
Rather	0	2	+2.37
Better	0	0	0
Worse	0	0	0
On the Other	1	3	+0.67
Hand			
Total	6	17	+3.42

f: frequency in corpora

LL ratio: log-likelihood calculation results

In Table 26 Replative adverbials sub-category has been given in both corpora, pre-instruction and post-instruction, the overall results has shown that in Corpus 1 Replative adverbials have been used 6 times, while they have been used 17 times in Corpus 2, that results has given +3.42 LL ratio value which is not statistically significant. There means that implementation's effect on Replative adverbials is not enough to make a statistically significant difference. In Replative adverbials there are 6 types of adverbials and 3 of them used neither in Corpus 1 nor in Corpus 2, which indicates that implementation has not worked for those adverbials. The other 3 adverbials are *again*, *rather* and *on the other hand*, all of them have increased however statistically insignificant. *Again* has +1.68 LL ratio value, *Rather* has +2.37 LL ratio value and *on the other hand* has +0.67 LL ratio value. In Table 27 Antithetic adverbials' frequencies in Corpus 1 and Corpus 2 and their comparison with LL calculation has been shown:

Table 27

Frequencies of Antithetic Contrastive Adverbials in Corpus 1 and Corpus 2

Antithetic Adverbials	Corpus 1 f	Corpus 2 f	LL Ratio (p<0.05)
Contrariwise	0	2	+2.37
Conversely	0	0	+0.00
Instead	11	10	-0.49
Oppositely	0	0	+0.00
Then*	0	1	+1.19
On the contrary	1	4	+1.35
In contrast	0	2	+2.37
By contrast	0	3	+3.56
By way of contrast	0	0	+0.00
By way of comparison	0	0	+0.00
On one hand...on the other hand(*)	0	7	+8.31
Total	12	29	+4.14

f: frequency in corpora

Corpus 1: pre-instruction essays

Corpus 2: post-instruction essays

LL ratio: log-likelihood calculation results

In Table 27 Antithetic adverbials' frequencies in Corpus 1 and Corpus 2 have been listed and LL calculations have been made. Overall results of Antithetic adverbials have shown that there is a statistically significant increase with +4.14 LL ratio value, frequency has been 12 in Corpus 1 and 29 in Corpus 2. There are 11 types of Antithetic adverbials, there has been an increase in 6 of them, however, only one of them is

statistically significant that is *on one hand*.....*on the other hand*, it has never been used in Corpus 1 and it has been 7 times in Corpus 2, its LL ratio value is +8.31. *Contrariwise, then, on the contrary, in contrast, and by contrast* have had also increase, however, LL ratio values ($p < 0.05$) have been under 3.84 that means their increase are not statistically significant. In four adverbials there has been no difference between Corpus 1 and Corpus 2, they have been used neither in Corpus 1 nor in Corpus 2, they are *conversely, oppositely, by way of contrast, by way of comparison*. Only one adverbial, *instead*, have and decrease with -0.49 LL ratio value, however, it is not statistically significant. It has been used 11 times before the implementation and 10 times after the implementation. Though there have not been an increase in some of the adverbials and some of them have not been statistically significant, there has been a statistically significant increase with +4.14 LL value. In Table 28 concessive adverbials' frequencies in Corpus 1 and Corpus 2 and their comparison with LL ratio values:

Table 28

Frequencies of Concessive Contrastive Adverbials in Corpus 1 and Corpus 2

Concessive Adverbials	Corpus 1	Corpus 2	LL Ratio ($p < 0.05$)
	f	f	
Anyhow	0	0	+0.00
Anyway	0	3	+3.56
Anyways	0	0	+0.00
Besides	2	4	+0.32
Else	0	0	+0.00
However	9	19	+1.86
Nevertheless	1	3	+0.67
Nonetheless	0	0	+0.00
Notwithstanding	0	0	+0.00
Only	0	0	+0.00
Still	20	14	-2.70
Though	1	3	+0.67
Yet	0	4	+4.75
In any case	0	1	+1.19
In any event	0	0	+0.00
At any rate	0	1	+1.19
At all events	0	0	+0.00
For all that	0	0	+0.00
In spite of that	1	3	+0.67
In spite of it all	0	0	+0.00
After all	1	7	+3.89
At the same time	0	3	+3.56
On the other hand	6	12	+0.97
Admittedly	0	4	+4.75
All the same	0	0	+0.00

Of course*	6	10	+0.35
Still and all	0	0	+0.00
That said	0	0	+0.00
In fact	5	4	-0.42
Even so	0	1	+1.19
Total	52	93	+4.72

f: frequency in corpora

Corpus 1: pre-instruction essays

Corpus 2: post-instruction essays

LL ratio: log-likelihood calculation results

In Table 28, Concessive adverbials' frequencies in two corpora and their comparison have been given. Overall results have shown that there is a statistically significant increase +4.72 LL ratio value. There are 30 different types of Concessive adverbials, 15 of 30 adverbials have had an increase after the implementation, however, only 3 of them has a statistically significant increase. Yet has not been used in Corpus 1 at all, however, it has increased to 4 in Corpus 2 and LL ratio value is +4.75; after all has been used only 1 time in Corpus 1 and it has increased to 7 in Corpus 2 with +3.89 LL ratio value. Lastly, admittedly has had a statistically significant LL value, +4.75, it has never been used in Corpus 1, yet, it has been used 4 times in Corpus 2. 15 Concessive adverbials have had an increase and 3 of them has had statistically significant results. On the other hand, there are 13 adverbials they have been used in neither Corpus 1 nor Corpus 2. They are *anyhow*, *anyways*, *else*, *nonetheless*, *notwithstanding*, *only*, *in any event*, *at all events*, *for all that*, *in spite of it all*, *all the same*, *still and all* and *that said*. Apart from these adverbials, 2 of them have had a decrease in Corpus 2 with statistically insignificant results. *Still* has been used 20 times in Corpus 1 and 14 times in Corpus 2, LL ratio value has been -2.70 indicating a decrease in Corpus 2. In addition, *in fact* has been used 5 times in Corpus 1 and 4 times in Corpus 2 with -0.49 LL ratio value. Even so, both of these results are not statistically significant. In spite of the fact that there has been statistically significant difference in only 3 adverbials, the overall results has shown that in Concessive sub-category of contrastive adverbials there is a statistically significant increase with +4.72 LL value.

4.7. Frequency of Contrastive Adverbials According to Location Preferences in TICLE and LOCNESS

In previous part (4.6.2) frequencies of individual adverbials in Corpus 1 and Corpus have been investigated and examined whether there has been an increase or decrease after the corpus-based implementation. In this part, location preferences in

terms of contrastive adverbials in pre-instruction essays and post-instruction essays have been investigated and adverbials percentages in initial, medial and final position in Corpus 1 and Corpus 2 have been calculated. In Table 29 overall frequencies of contrastive adverbials' sub-categories in initial, medial and final position have been given, their log-likelihood (LL) values have also been given:

Table 29

Contrastive Adverbial Sub-categories' Locations in Corpus 1 and Corpus 2

Categories	Initial			Medial			Final		
	O1	O2	LL Ratio	O1	O2	LL Ratio	O1	O2	LL Ratio
Reformulatory	1	6	+2.99	0	2	+2.37	0	0	+0.00
Replacive	2	8	+2.70	1	4	+1.35	3	5	+0.17
Antithetic	5	24	+9.86	1	2	+0.16	6	3	-1.75
Concessive	30	78	+13.19	22	11	-6.42	0	7	+8.31
Total	38	116	+26.68	24	19	-2.11	9	15	+0.52
% in overall adverbials	53.5	77.3		33.8	12.6		12.6	10	

f: frequency in corpora

Corpus 1: pre-instruction essays

Corpus 2: post-instruction essays

LL ratio: log-likelihood calculation results

In Table 29, it can be seen that in pre-instruction essays (Corpus 1) Turkish EFL learners have used 53.5% of all the contrastive adverbials in initial position; however, it has increased to 77.3% in post-instruction essays (Corpus 2). It has shown that after the implementation Turkish EFL learners tend to use adverbials in initial position more than before. In medial position, participants have used adverbials' 33.8% in Corpus 1, yet, it has decreased to 12.6% in Corpus 2. In Corpus 1 participants have used 12.6% of all the adverbials in final position and it has decreased to 10% in Corpus 2. These results have shown that even the frequencies and types of adverbials have increased after the implementation, their tendency in using adverbials in different position have not increased, instead, they have tended to use them generally in initial position. Nevertheless, when the LL values for location have been investigated, 38 adverbials have been used in Corpus 1 and 116 in Corpus 2 with +26.68 LL ratio value indicating that their use of adverbials in initial position has had a statistically significant increase. In medial position, 24 adverbials in Corpus 1 and 19 adverbials in Corpus 2 have been used and the LL ratio has been found -2.11 indicating a decrease in use of adverbials in final position, however, the result is not statistically significant. Lastly, in final position

9 adverbials in Corpus 1 and 15 adverbials in Corpus 2 have been used with +0.52 LL ratio, there has been an increased, nonetheless, it has been again not statistically significant. In Table 30 the first sub-category of contrastive adverbials, Reformulatory adverbials, have been listed in initial, medial and final position in Corpus 1 and Corpus 2:

Table 30

Reformulatory Adverbials' Locations in Corpus 1 and Corpus 2

Reformulatory	Initial		Medial		Final	
	O1	O2	O1	O2	O1	O2
Better	0	0	0	0	0	0
Rather	0	0	0	1	0	0
More Accurately	0	3	0	1	0	0
More Precisely	0	1	0	0	0	0
Alternatively	0	0	0	0	0	0
In other words	1	2	0	0	0	0
Total	1	6	0	2	0	0
% in overall adverbials	100	75	0	25	0	0

f: frequency in corpora

Corpus 1: pre-instruction essays

Corpus 2: post-instruction essays

LL ratio: log-likelihood calculation results

In Table 29 Reformulatory adverbials in Corpus 1 and Corpus 2 have been given with frequencies in initial, medial and final position. The results have shown that in Corpus 1 100% of all Reformulatory adverbials have been used in initial position. In other words, all the Reformulatory adverbials have been used in initial position, no adverbial have been used in medial or final position in Corpus 1. After the implementation, the results has changed participants have used 75% of adverbials in initial position and 25% of them in medial position, no adverbial has been used in final position in Corpus 2. This result has shown that in Reformulatory adverbials implementation has created a variance in location of adverbials in Corpus 2. In Table 31, Replacive adverbials have been given according to participants' location preferences in Corpus 1 and Corpus 2 to see whether there has been a difference in their preferences or not:

Table 31
Replacive Adverbials' Locations in Corpus 1 and Corpus 2

Replacive	Initial		Medial		Final	
	O1	O2	O1	O2	O1	O2
Again*	1	3	1	4	3	5
Alternatively	0	0	0	0	0	0
Rather	0	2	0	0	0	0
Better	0	0	0	0	0	0
Worse	0	0	0	0	0	0
On the Other Hand	1	3	0	0	0	0
Total	2	8	1	4	3	5
% in overall adverbials	33.3	47	16.6	23.5	50	29.4

f: frequency in corpora

Corpus 1: pre-instruction essays

Corpus 2: post-instruction essays

LL ratio: log-likelihood calculation results

In Table 31 the frequencies in three different locations in Corpus 1 and Corpus 2 have been illustrated, in Corpus 1 33.3% of Replacive adverbials have been used, however, it has increased to 47% in Corpus 2. In medial position, 16.6% of adverbials have been used in Corpus 1 and 23.5% of Replacive adverbials in Corpus 2, this result has shown that after the implementation the use of Replacive adverbials in medial position have increased 6.9%. In final position, Turkish EFL learners have used 50% of the adverbials in Corpus 1, however, it has decreased to 29.4% in Corpus 2. These results have shown that before the implementation, Turkish EFL learners have used Replacive adverbials mostly in final position with 50%, after the implementation they have used it mostly in final position with 47%. At first the distribution of the adverbials in three positions have been not close to each other, yet, after the implementation they been more balanced. In Table 32 Antithetic adverbials' frequencies in location preferences in Corpus 1 and Corpus 2 have been given:

Table 32
Antithetic Adverbials' Locations in Corpus 1 and Corpus 2

Antithetic	Initial		Medial		Final	
	O1	O2	O1	O2	O1	O2
Contrariwise	0	2	0	0	0	0
Conversely	0	0	0	0	0	0
Instead	4	6	1	1	6	3
Oppositely	0	0	0	0	0	0
Then*	0	1	0	0	0	0
On the contrary	1	4	0	0	0	0
In contrast	0	1	0	1	0	0
By contrast	0	3	0	0	0	0
By way of contrast	0	0	0	0	0	0
By way of comparison	0	0	0	0	0	0
On one hand...on the other hand(*)	0	7	0	0	0	0
Total	5	24	1	2	6	3
% in overall adverbials	41.6	82.7	8.3	6.8	50	10.3

f: frequency in corpora

Corpus 1: pre-instruction essays

Corpus 2: post-instruction essays

LL ratio: log-likelihood calculation results

In Table 32, it can be seen that in pre-instruction essays (Corpus 1) 41.6% of Antithetic adverbials have been used in initial position, 8.6% have been used in medial position, and lastly, in final position 50% of Antithetic adverbials have been used. It shows that the largest part of Antithetic adverbials have been used in final position, initial position has followed it. The least large part has belonged to medial position. In post-instruction essays (Corpus 2), on the other hand, in initial position 82.7% of all Antithetic adverbials have been used. In medial position 6.8% of Antithetic adverbials have used, and in final position 10.3% of Antithetic adverbials have been used. The results have indicated that after the instruction location preference in initial position has increased, however, final position preference has decreased in Antithetic adverbials' locations. In Table 33, Concessive adverbials have been investigated and location preferences in Corpus 1 and Corpus 2 have been given with percentages:

Table 33
Concessive Adverbials' Locations in Corpus 1 and Corpus 2

Concessive	Initial		Medial		Final	
	O1	O2	O1	O2	O1	O2
Anyhow	2	0	0	0	0	0
Anyway	0	0	0	0	0	3
Anyways	0	0	0	0	0	0
Besides	2	4	0	0	0	0
Else*	0	0	0	0	0	0
However	9	19	0	0	0	0
Nevertheless	1	3	0	0	0	0
Nonetheless	1	0	0	0	0	0
Notwithstanding	0	0	0	0	0	0
Only	0	0	0	0	0	0
Still	1	5	19	8	0	1
Though	1	3	0	0	0	0
Yet	0	2	0	1	0	1
In any case	0	1	0	0	0	0
In any event	0	0	0	0	0	0
At any rate	0	0	0	0	0	1
At all events	0	0	0	0	0	0
For all that	1	0	0	0	0	0
In spite of that	1	2	0	0	4	1
In spite of it all	0	0	0	0	0	0
After all	1	7	0	0	0	0
At the same time	0	2	0	1	0	0
On the other hand*	6	12	0	0	0	0
Admittedly	0	3	0	1	0	0
All the same	0	0	0	0	0	0
Of course*	4	10	2	0	0	0
Still and all	0	0	0	0	0	0
That said	0	0	0	0	0	0
In fact	4	4	1	0	0	0
Even so	0	1	0	0	0	0
Total	34	78	22	11	4	7
% in overall adverbials	56.6	81.2	36.6	11.4	6.6	7.2

f: frequency in corpora

Corpus 1: pre-instruction essays

Corpus 2: post-instruction essays

LL ratio: log-likelihood calculation results

In Table 33 Concessive adverbials' location is Corpus 1 and Corpus 2 whether in initial, medial and final position. In Corpus 1, 56.6% of Concessive adverbials have been used in initial position. In medial position 36.6% have been used and 6.6% in final position. The results have changed in Corpus 2, the part of initial position has increased

while medial position's percentage have decreased, final position have also increased. The percentage of initial position in Corpus 2 has been 81.2%, it shows that the percentage has increased from 56.6% to 81.2% in initial position. The percentage of medial position in Corpus 2 has been 11.4%, it has decreased from 36.6% to 11.4% in Corpus 2. Lastly, Concessive adverbials' percentage in final position has been 7.2 which has increased from 6.6 to 7.2. These results have shown that Concessive adverbials in both Corpus 1 and Corpus 2 have been used mostly in initial, then in medial and least in final position. However, the percentages have varied between Corpus 1 and Corpus 2. In Corpus 1 the percentages in initial and medial position have been closer. On the other hand, in Corpus 2 initial position's percentage have been much larger than Corpus 1. These have indicated that after the corpus-based implementation the order of mostly used locations has not changed, yet it has resulted in an increase in initial position.

4.8. Findings of Qualitative Data

In previous part quantitative results which have been gathered by comparing TICLE to LOCNESS, and comparing pre-instruction essays (Corpus 1) to post-instruction essays (Corpus 2) in terms of frequencies, LL ratio values and percentages of contrastive adverbials in them. in the following part qualitative data will be given. Two types of qualitative data collection have been done in this study: minute papers for 4 weeks and Stimulated Recall Interview. Firstly minute papers results will be given.

4.8.1. Findings of Minute Papers

The implementation in this study have lasted for six weeks, however, minute papers have been collected between 2nd and 4th weeks as in the first week general information about argumentative essays has been given and an example from LOCNESS has been investigated and then students have written their pre-instruction essays. As a result, they have not completed a minute paper since a corpus-based teaching on adverbials has not been conducted. And the last week, students have brought their post-instruction essays. In Table 34 an overview of the minute paper administration have been given:

Table 34
Overview of Minute Paper Administration

Weeks/domains	Instances of collecting minute papers	Total number of collected minute papers
Week 1- General views	1	21
Week 2- Effect on writing classes	1	28
Week 3- Long-lasting effect or not	1	26
Week 4- Overall evaluation	1	27
Total	4	102

As it has been listed in Table 34, in the first week general views of students on corpus-based instruction writing classes and adverbial teaching have been taken, 21 minute papers have been collected in the first week. In second week participants' views about effect of corpus-based implementation on writing classes have been taken from 28 students. In third week 26 minute papers have been collected to check whether the participants have thought that this implementation's effect will be long-lasting or not. In the last week, participants have been asked to make an overall evaluation about the implementation, 27 minute papers have been conducted, and in conclusion 102 minute papers have been collected in total. The collected minute papers' results have been shown in the following pages.

4.8.1.1. Findings of First Minute Papers

The first minute papers have been collected in the 2nd week of the implementation and participants have been asked to write an answer to only one question at the end of the corpus-based instruction on contrastive adverbials, Reformulatory and Replacive adverbials sub-category. 21 minute papers have been collected in first week. The question which has been asked is:

“What do you think about using examples from a corpus (authentic sentences of native speakers) in writing classes and especially teaching reformulatory and replacive adverbials (rather, in other words, better, etc.)?”

A question which asks general views of the students on corpus-based classroom implementation and specifically what they have learned in that lesson. In Table 35 students answers have been grouped under main points they have highlighted and frequencies have also been given:

Table 35

Results of First Minute Papers

Categories (n*=21)	f**	%
Learning how native's use adverbials	6	
Learning native's world view	1	25
Finding differences between native's and them	1	
Helpful in writing	7	21.87
Being aware of lexical and syntactic structures	3	9.37
Facing their problems with adverbials	1	3.12
Learned adverbials better	7	
Learned new adverbials	2	28.12
Enhancing their speaking skill	2	6.25
Helping adverbials to be more long-lasting	1	3.12
Raising the awareness about use of adverbials	1	3.12
Total	32	100

n*: number of minute papers analyzed

f**: frequency of stating a category in minute papers

As the results in Table 35 show 28.12% of students' views, 9 participants, have indicated that they have learned new adverbials and learned them better with corpus-based implementation. The second largest part of the views have shown that 25% of the views, 8 participants, stated that they have learned how the native speakers' use adverbials, their world view and differences in use of adverbials between them and natives. These have shown that they give importance to be native like and use adverbials appropriately. In addition to those points, 21.87% of the views, 7 students, have found corpus-based implementation helpful for their writings. These have been the main points that the participants have stated for using corpus-examples in writing classes. There have been also some minor categories have added, 9.37% of the views have shown that participants have also gathered information about lexis and structure. 6.25% have added that their speaking skill can also improve with that implementation, it means that they will make positive transfer from writing skill to speaking. One of the views (3.12%) has indicated that they have faced with the problems about use of adverbials. Another view (3.12%) has shown that that implementation will make adverbials more long lasting. And the last category they

(3.12%) have mentioned about has been that their awareness about use of adverbials has increased with the implementation.

4.8.1.2. Findings of Second Minute Papers

In Table 35 the results of first minute papers have been given; in Table 36 second minute papers' results have been illustrated:

Table 36

Results of Second Minute Papers

Categories (n*=21)	f**	%
Learning native speakers' use of adverbials	8	
Seeing real life examples	4	31.81
Finding difference between them and natives	2	
Improving their writing skill	13	29.54
Using adverbials in appropriate locations in sentences	6	13.63
Learning new adverbials	2	4.54
Improving their critical thinking skills	2	4.54
Improving their English	4	9.09
Improving their reading skill	1	4.54
Helping them to understand passages	1	
Not helpful to transform new adverbials to their speaking as they	1	2.72
are used to some adverbials such as and, but and so.		
Total	44	100

n*: number of minute papers analyzed

f**: frequency of stating a category in minute papers

The results in Table 36 are second minute papers', categories highlighted by the participants have been grouped and frequencies of the categories have been given besides the percentages, 28 minute papers have been collected in second instance and the views in the categories have been stated 44 times. As it was the case in the first instance, too, in second minute papers the largest amount of the views have indicated that corpus-based implementation has given them a chance to see native speaker's real adverbials use with real life examples, in addition, they have stated that they have found the differences between themselves and native speakers in terms of adverbial use, 14 participants have written about these categories which have substituted 31.84 of all the categories. The second largest category has been that participants writing skills have improved with the corpus-based implementation, 13 participants have stated that and it

makes up 29.54% of the categories. Furthermore, 6 participants have stated that they have learned using adverbials in appropriate locations after the corpus-based examples in the implementation, these category have made up 13.63% of all categories. In addition, 4 participants have stated that their English has also improved generally as they see the real life examples of different topics and new words have been learned, 9.09%. 2 participants have stated that they have learned new adverbials and another 2 participants have claimed that they have improved their critical thinking skills with the help of corpus-based implementation; each category has substituted 4.54% in general. 2 of the participants have stated that their reading skill has also improved and implementation has helped them to understand passages more easily. One participant has suggested that the things they have learned cannot be transformed to speaking as they are used to use the same adverbials all the time. This has shown that participants think they are used to utilize some adverbials and they are fossilized, as a result they may not use the newly learned adverbials in speaking. In order to prevent that, participants should be encouraged to use new adverbials in their essays.

4.8.1.3. Findings of Third Minute Papers

In Table 37 the results of third week minute papers have been illustrated:

Table 37
Results of Third Minute Papers

Categories (n*=21)	f**	%
First question		
Nothing ineffective	2	3.07
Concordances are good examples	7	18.46
Authentic language	5	
Writing essays effectively	9	13.84
Choosing adverbials effectively	3	4.61
Corpus-based instruction should also be used in earlier classes	1	1.53
Learning about syntax	2	13.84
Using adverbials in different positions	7	
Learning new vocabulary from concordances	5	7.69
Recognizing their faults	1	1.53
Second question		
Adverbials will be long-lasting	14	26.15
Using them in academic writing	3	
Useful exercises	4	6.15
More exercises can be added	1	1.53
Adverbials will not be long-lasting	1	1.53
Total	65	100

In Table 37 third week minute papers' results have been given, in that minute paper there were two parts. In the first part the question "*In what ways using corpus examples may be effective or ineffective in writing classes?*" has been asked to participants and the largest part of the views have shown that concordance lines are good examples, 12 students have written that view which substitutes 18.46% of all categories. The next largest view has shown that implementation has improved participants writing skill, 9 participants have stated that and it means 13.84% of all views. Another 9 participants have claimed that they have learned positioning words in sentences appropriately, they have gained syntax knowledge with the implementation and again this substitutes 13.84%. 5 participants again have stated that they have learned new vocabulary from concordances with 7.69%, 3 of them stated that they are choosing adverbials more effectively now. 2 of the students have said that there was nothing ineffective in the implementation, 1 participant have suggested that corpus-based implementation should be introduced in earlier classes and 1 participant has claimed that they recognize their faults with real life examples.

In the second part, the question "*Do you think what you have learned with corpus-based exercises will be long-lasting?*" has been asked. The results have shown that general view of the students is that 17 students have stated that the adverbials they have learned in that class will be long-lasting and they will use them in their academic writing; this view has substituted 26.15% of the views. Only 1 participant has claimed that the results will not be long-lasting as they are used to utilize some certain adverbials. 4 of the participants have stated that exercises were useful and 1 participant has added that more exercises should be included in the implementation.

4.8.1.4. Findings of Fourth Minute Papers

In Table 38, fourth minute papers' results have been listed, in the fourth minute paper participants have been asked to make a general evaluation of the corpus-based implementation contrastive adverbials:

Table 38
Results of Fourth Minute Papers

Categories (n*=21)	f**	%
Joyful and informative course	6	11.11
Learning new adverbials	8	14.81
Learning new vocabulary	3	5.55
Essays have improved	15	27.77
Using adverbials in different locations	7	12.96
Revision of known adverbials	3	5.55
Using more adverbials in essays	5	9.25
Effective for following classes and terms in university	3	5.55
Using adverbials effectively in writing	4	7.40
Total	54	100

n*: number of minute papers analyzed

f**: frequency of stating a category in minute papers

In Table 38 the results of last minute papers have been given, participants have been asked to make an overall evaluation of corpus-based implementation, the question “*What is your overall evaluation about using corpus in foreign language writing classes?*” has been asked to them. 54 views have been stated by 27 participants and the largest part of the views have shown that essays of the participants have improved with the implementation, 15 participants have stated that and it comprises 27.77% of all the views. Secondly 14.81% of the views have shown that participants have learned new adverbials, 8 participants have stated that. And 7 participants have claimed that they are using adverbials in different locations now with 12.96%. 5 participants have stated that they are using more adverbials in essays after the implementation, it comprises 9.25% of all the views and 4 students have added that they are using adverbials more effectively in their writing. 3 participants have stated that they have learned new vocabulary; another 3 have stated that they have revised already known adverbials and 3 other participants have claimed that they found the adverbials they have learned effective for the following classes and terms. The results of minute papers have been shown in that part and it has been illustrated that participants’ writing skill has improved, they have learned new adverbials and learned using them in different locations appropriately. They have claimed that witnessing native speakers’ language has helped them very much as real examples. Many more contributions of corpus based

implementation have been listed by the participants. In the following part, the results of interview with 6 participants have been given.

4.8.2. Results of Stimulated Recall Interview

The results of pre-essays and post-essays of the participants have been analyzed in terms of contrastive adverbials' frequency after the corpus-based implementation on contrastive adverbials. After the results have been identified 6 students have been chosen according to results, 3 of the participants have been chosen from the participants whose use of contrastive adverbials in argumentative essays have increased most; and the other 3 participants have been chosen from the participants whose use of contrastive adverbials in argumentative essays have decreased or there were no difference between pre and post-essays. In Table 39 those 6 participants' contrastive adverbial frequencies in pre-essays and post-essays have been illustrated:

Table 39

Frequency Differences of Interviewees' Use of Contrastive Adverbials in Pre and Post-essays

	Participants with Increase			Participants with Decrease		
	Part. 22	Part. 30	Part. 5	Part. 20	Part. 23	Part. 18
Pre-Essay	0	6	3	7	4	1
Post-Essay	12	13	9	3	1	0

In Table 39 the participants' who have been interviewed after the pre and post-essays have been compared in terms of contrastive adverbial frequencies in their argumentative essays. 3 participants have been interviewed as they have shown the highest increase of contrastive adverbials. Part. 22 has used no adverbials at all in the pre-essay, however, he has increased the number of contrastive adverbials to 12 in the post essay. Similarly, Part. 30 have used 6 adverbials in pre-essays and 13 adverbials in post-essays. In addition, Part. 5 has used 3 adverbials in pre-essays and increased to 9 adverbials in post-essays. Furthermore, 3 other participants have been interviewed as they have shown the highest decrease. Part. 20 has used 7 adverbials in pre-essays, yet, decreased the number to 3 in post-essays. Besides, Part. 23 has used 4 adverbials at the beginning, nevertheless, decreased to only 1 adverbial at the end. Lastly, Part. 18 has used 1 adverbial at the beginning and has used no contrastive adverbial in post-essay at

all. There were four questions in the interview; the results will be given one by one according to the questions:

Question 1: *What might be the effect of a corpus-based implementation on writing classes?*

Firstly the results of participants with highest increase will be highlighted. Part. 22 has shown the highest adverbial use increase from 0 to 12, and has answered that they have learned both new vocabulary and new adverbials, not only their essays have improved but their general knowledge has also developed with the corpus-based implementation as the concordances are taken from real life samples and popular topics. Part. 30 who has shown 7 adverbials increase has stated that they have had options now, as they used the same adverbials all the time previously and it made their essays boring. On the contrary, now they can choose from a large number of adverbials. And Part. 30 has also added that they have learned new vocabulary from the concordances, too. Part. 5, the last participant with increase who has been interviewed has claimed that they have learned by examining the real examples by seeing how they are used and it made the adverbials more memorable and permanent in their mind, they have gained more experience.

The results of participants who have shown a decrease in the use of contrastive adverbials have also shown that they have found some contributions of corpus-based implementation. Part. 20 have suggested that they can make more effective sentences now and it makes their essays cooler than before. In addition, Part. 23 have stated that they have seen real life examples in the class and written their own sentences by looking the original ones. This procedure has contributed their essay writing, they could transfer this knowledge to other courses, too. Lastly, Part. 18 have said that they have learned different adverbials which can be used for the same meaning, besides; they have also learned using adverbials in different locations appropriately. As it is clear that all the 6 interviewees have found the corpus-based implementation helpful for their writing classes in a way even some of them have shown decrease in their use of adverbials in post-essays.

Question 2. *What can be the reasons of that increase/decrease in the use of contrastive adverbials in your argumentative essays after the corpus-based implementation?*

In the question 2 participants with increase have been asked about the reasons of that increase and results have shown that many reasons have been identified by the participants. Part. 22 have stated that the main reason was the corpus-based course and

the concordance lines, the homework given and lastly the exercises based on corpus-lines. Part. 30 have added some different points to that question, stated that choosing a topic of interest has had a positive effect on them; in addition, the examples in the course have reinforced what they have learned. Part. 30 have suggested that he has not consciously used the adverbials, just got used to using them in the essays and had the idea that they can be transferred to essays they will write from now on. Another point added by Part. 30 was that the adverbial “so” has been used frequently before that corpus-based implementation, nevertheless, it has decreased considerably after they have learned new adverbials within the course. Part. 5 have similarly stated that the exercises, notes given by the researcher have helped them to use adverbials more frequently in their essays.

The participants who have shown a decrease of adverbials in their essays have been asked about the reasons of decrease. Part. 20 has stated that the implementation has helped them tremendously, and the use of contrastive adverbials has increased, however, it might be a coincidence to have lesser contrastive adverbials than before. It is claimed by the Part. 20 that this result does not show the real improvement, as he/she has stated that while writing the essays he/she has tried to use adverbials in most suitable places to connect the sentences. Part. 23 have claimed the reason of decrease may be that they have generally used the adverbials they are used to, as a result, it is a difficult habit to destroy and they have continued to use the ones they are used to instead of using the ones they have newly learned. Similarly, Part. 18 have also given the same reason with Part. 23 stating that the habit of using the same adverbials all the time is hard to get rid of, consequently, they are using them in their essays instead of the ones they have just learned. It has also been added by Part 18 that he/she has tried to use simple sentences in his/her essays because he/she is afraid of making mistakes if long sentences are written.

The results have shown that the participants with increase have listed the reasons of increase the implementation itself, real life examples, exercises from corpus, examining the corpus-examples, and the homework given. The reasons of decrease have been listed by the participants who has used adverbials lesser in the post-essays are the habit of using the same adverbials all the time and the difficulty of eradicate that habit. In addition, being afraid of making mistakes is also another reason of decrease in terms of contrastive adverbial use in argumentative essays.

Question 3. *What might make the corpus-based implementation more effective as a course?*

With that question, participants' views about the deficiencies of the implementation have been tried to be identified. Firstly, participants with increase have been interviewed. Part. 22 have stated that as students they have not shown enough responsibility and they were not active in the class. In addition, it has been stated that as it is their first year at university they feel too much pressure on them. Another point highlighted by Part. 22 is that the researcher should be more strict on the students to make them more disciplined in classes. Part. 30 has also agreed with Part. 22 that the class should be more active in the class, apart from that the implementation was very effective. Lastly, Part. 5 has stated that there was nothing ineffective in the implementation, seeing the written examples, exercises and homework were effective.

The participants with decrease in adverbial use have also contributed to that question. Part. 20 has stated parallel points with Part. 22, as there was not a fear of grade and the implementation was just part of a course, the participants have not showed their full performance in the class. Part. 20 has also stated that to use the projection the class was dark mostly and it affected the atmosphere negative, apart from that there was no problem about the content of the course. Part. 23 have added another suggestion that more examples and homework would be more effective in terms of learning adverbials and finally Part. 18 has also agreed with Part. 22 and 20 stating that participants have not seen the implementation and not cared too much as the real instructor was not in the classroom, there was not too much effect on their grades. As a result they have felt reluctant sometimes.

To conclude, to make the course more effective participants have suggested that the researcher must be stricter on students and convince them about the positive outcomes of the course; in addition there should be more effect of implementation on their grades to make them more motivated. Apart from these points, they have found the implementation effective.

Question 4. *How could the content of corpus-based implementation be more efficient to teach contrastive adverbials?*

With that question participants' views about the content of the implementation have been investigated to find the deficiencies and effective sides. Again the participants who have shown increase have been interviewed first. Part. 22 has stated that they have found some of the adverbials difficult as they are not familiar with them

and sentences were also a bit difficult. A suggestion also has been done by Part. 20 that multiple choice questions could also be used in exercises as they are used to answer that kind of questions. Part. 30 has stated there is not much to add, just it would be better to give texts as a whole instead of concordances. It has been found that reading a text as a whole is easier; however concordance from different topics is a harder challenge for them. However, Part. 5 has stated that as both concordances and essays of native speakers as a whole have been given there was not a problem, everything was effective in the implementation.

The views of participants who has had a decrease have also illustrated important points about the corpus-based implementations' deficiencies. Part. 20 has stated that the content of the implementation was a bit boring as there were a lot of vocabulary items that they did not know and it confused them. If there were more simple concordance it would be more understandable and joyful for them. However, Part. 23 has disagreed with Part. 20 that he/she has stated there was no deficiency of the implementation, everything was good. By contrast, Part. 18 has agreed with Part. 20 that the concordances were all from scientific data and article results, as a result, they have faced with problems generally about the content of the lines, more simple sentences would be more helpful for them

To sum up, about the content of the corpus-based implementation some deficiencies have been identified by the participants interviewed and they have also made some suggestions such as the content should be more simple as the concordance lines were difficult for students, in addition, giving adverbials in whole texts was another suggestion as it has been found to be more easy for them to learn in whole texts rather than separate concordance lines.

4.10. Chapter Summary

In this chapter, the quantitative analysis of TICLE and LOCNESS has been deeply illustrated in terms of frequency and location differences of contrastive adverbials across two corpora, it has been found that Turkish EFL learners generally overused adverbials compared to native speakers and Turkish students have tended to use them in initial position mostly. However, in LOCNESS the distribution of adverbials in initial, medial and final position is closer. After analysis results of TICLE and LOCNESS have been given, results of two corpora compiled by the researcher with participants pre and post-essays have been given, again contrastive adverbials'

frequencies and location preferences have been identified in two corpora and the compared with log-likelihood calculation to check whether there is an improvement after corpus-based implementation or not. The results have shown that implementation has had a tremendous effect on frequency of contrastive adverbials with a considerable increase, however, in terms of location preferences in the pre-essays students have used adverbials in three positions and frequencies were close, yet, after the implementation they have generally used adverbials in initial position instead of using them in different positions. After the quantitative data results have been given, the results of qualitative data have been shown. Firstly minute papers' analysis have been introduced and results have shown that participants have found corpus-based implementation very helpful for their writing classes as they have learned many new adverbials by witnessing real language used by native speakers. Lastly, results of interviews have been written participants have stated that they have found the implementation effective; however, they have added that the content was too difficult for them sometimes and if the course was totally conducted by the researcher it would be more effective for students.

CHAPTER V

DISCUSSION

5.1. Introduction

In this chapter the results of the present study have been discussed whether it has similar results with previously conducted studies or not. The results have been found to be parallel with previous results in terms of overuse in overall categories, overuse and underuse in some individual adverbials. In terms of location, the results were parallel with Can's (2011) study that Turkish EFL learners have tended to use adverbials in initial position. And participants have given positive feedback about corpus-based implementation in writing classes as it is similar in Yoon and Hirvela (2004).

5.2. Discussion

Research Question 1: Is there a statistically significant difference between Turkish EFL learners and native speakers of English in the use of contrastive adverbials in terms of their over/underuse as represented in TICLE and LOCNESS?

In this study use of contrastive adverbials in Turkish EFL students and native speakers of English has been investigated by comparing TICLE and LOCNESS. The results have shown that Turkish EFL learners have overused in overall contrastive adverbials, this result is parallel with results of Can (2012) and Babanoğlu (2012). Can (2012) has found that Turkish EFL learners have used less number of adverbials more frequently, this study have a similar result however, in terms of contrastive adverbials Turkish EFL learners have used more types of adverbials and overused them when they are compared to native speakers of English. Another study conducted by Altenberg and Tapper (1998) in Sweden has also given similar results that Swedish EFL learners also overuse adverbials in their academic writing, **still** and **of course** have been found to be overused in Swedish EFL learners written as it is also valid for Turkish EFL learners. As both in Can (2012) and Babanoğlu (2012) individual adverbials sometimes overused, underused or not used at all, in the present study some of the individual adverbials have been overused and some have been underused, some have not been used at all. **On the other hand** was one of the most overused adverbials and it has been also found to be

overused in Chinese EFL learners' academic writing (Boulton et. al., 2002). In the study of Narita et. al. (2004), it is stated that Japanese EFL learners have also overused adverbials in their academic writing, **of course** is one of the overused adverbials in their study as it is also overused in the present study. **Yet** and **though** are found to be underused in that study, again, the present study supports that Turkish EFL learners also underuse **yet** and **though** in their academic writing. The study conducted by Granger and Tyson (1996) with French EFL learners also has indicated similar results, French students overused overall connectors, however, individual connectors have sometimes overused or underused. In terms of contrastive adverbials **on the contrary** and **of course** have been overused by French students, Turkish students also have overused these adverbials in their argumentative essays. In Granger and Tyson's study it has been found that **yet** and **however** have been underused, again it is the same in TICLE. Similar results have been found in Milton's (2001) study which has been conducted on Chinese students, the results show that Chinese students also underuse **yet** and **however** in their academic writing when compared to native speakers of English. However, there are some differences between those studies and this study, Narita et. al. (2004) has found that **in contrast** has been under used by Japanese learners; on the contrary, it has been overused by Turkish learners. In addition, **instead** has been found to be underused in Narita et. al. (2004) and Granger and Tyson (1996), on the contrary, in this study Turkish learners have been found to overuse **instead**. Ha (2014) has conducted again a study on connector use of Korean EFL learners and compared them to native speakers of English, the overall results, yet, contradict with previous research. It has been found that there is not much difference in terms of connectors' frequency between Korean learners and native speakers of English. Nevertheless, there is overuse or underuse of individual adverbials in Ha's (2014) study, too. It has been found that adverbials in additive category generally found to be overused such as **moreover**, **furthermore**, **besides**. On the contrary, some adverbials in contrastive category have been found to be underused such as **yet**, **instead** and **then**. The underuse of these adverbials is again in line with previous studies and this present study except for **instead**. In the same study the reason of underusing **yet** and **instead** is claimed to be less familiar with these adverbials in Korean EFL learners, instead of those adverbials, they freely use **however** on behalf of them. The case is also the same for Turkish EFL learners as they are not familiar with some contrastive adverbials like **yet**, they generally tend to use **however** to make a contrast between sentences. Lithuanian learners of English have also been

investigated about their adverbial use (Bikelienė, 2009) that there is overuse of overall connectors in Lithuanian learners' essays compared to native speakers'. However, contrastive adverbials have been underused by Lithuanian learners as contrastive adverbials are most frequently used adverbials in native speakers' argumentative essays. In LICLE (Lithuanian sub-corpus of ICLE) although there is an overall overuse of adverbials, similar to previous studies, there is some underuse or overuse of individual adverbials, too. For example, **on the contrary** is also overused in LICLE like in TICLe when they are compared to LOCNESS. Again, in LICLE **yet**, **instead** and **however** are underused. There is also another similar result that in LICLE more different types of adverbials have been used compared to LOCNESS, however, in contrastive adverbial category they have used less number of adverbial types. On the contrary, in TICLe Turkish EFL learners have used more types of adverbials when they are compared to native speakers of English.

Research Question 2. Is there a statistically significant difference in the use of contrastive adverbials in terms of their position between Turkish EFL learners and native speakers of English in TICLe and LOCNESS?

In this study, firstly, frequency differences of contrastive adverbials in TICLe and LOCNESS have been illustrated and discussed. After the analysis of frequency difference, two corpora have also been analyzed to find whether there is a position difference of contrastive adverbials between Turkish EFL learners and native speakers of English or not. The results are in line with the previous study conducted in Turkish as Can (2011) has found in his study on conjunctive adverbial use of Turkish EFL learners that they have generally preferred to use adverbials in initial position, then in medial and least in final position. Present study is also in line with Can's (2011) study, as it has been found that Turkish EFL learners use contrastive adverbials mostly in initial position, then in medial and least in final position. In fact, the order of distribution is the same in native speaker corpus, LOCNESS, too. They also prefer initial position most, medial position second and final position least. However, the percentage of adverbials in three positions is different since in LOCNESS the percentages of initial and medial positions are closer, yet, in TICLe there is a considerable difference. Biber et. al. (1999) has stated that in academic prose of present English 50% of adverbials are favored to be used in initial position, nearly 40% of them are used in medial position and the rest are used in final position. As it is clearly understood medial position has also a large distribution in academic writing of English native speakers. Turkish learners, however,

generally overused adverbials in initial position and neglected medial position. Nevertheless, results of studies conducted on learners of English as a foreign language have shown that as L2 learners generally they prefer using adverbials in initial position. Ha (2014) has also stated that Korean EFL learners are strongly in favor of using adverbials in initial position, though British native speakers use them as much in medial position. **However** has been found to be used in initial position 108 times out of total 111 by Narita et. al. (2004), a similar result has also been found in this study that **however** is used in initial position 176 times out of 178. Bikeliene (2009) again has found similar results in the study conducted on Lithuanian EFL learners that they have also preferred sentence-initial position while using adverbials in their academic writing. Bikeliene (2009) has suggested that the reasons of this situation may be transfer from L1, non-native teacher instruction, nature of in teaching material as adverbials generally given as a list in textbooks instead of showing different use of them in real language. Narita et. al. (2004) have also claimed some reasons for L2 learners sentence-initial position preference for adverbials as in their study conducted on Japanese EFL learners, it has been also found that Japanese learners also generally prefer using adverbials in initial position. Narita et. al. (2004) have claimed in their study that the reason for sentence-initial position preference of L2 learners may be that they need to ensure that they connect two sentences with these cohesive devices, Rutherford (1987) defines this situation as “direct grammatical realization”, in other words, learners may relieve when they explicitly connect preceding and subsequent propositions. Narita et. al. (2004) has also claimed that another reason for using adverbials in sentence-initial position is that learners may not be aware of the difference between conjunctions “let alone flexibility of connector positioning”. If they mistake connectors with conjunctions, they unavoidably use adverbials in sentence-initial position mostly. As it is seen using adverbials in sentence-initial position is a common situation among L2 learners when they are compared to native speakers of English, Field and Yip (1992) also states that L2 learners generally prefer sentence-initial position while using adverbials, whereas, native speakers use adverbials to the same extent in medial position. This study is also in line with previous L2 studies that Turkish EFL students have preferred using adverbials in sentence-initial position in their academic writing, medial position was in second order; however, the extent of medial position was not close to initial position.

Research Question 3. Does a corpus-based instruction lead to any improvement on contrastive adverbial use in terms of frequency and positioning in Turkish EFL learners' argumentative essays?

Teaching adverbials is one of the key elements as they are the tools to connect propositions effectively; as a result they are vital for language users' communication process (Catalan and Alba, 2014). Catalan and Alba (2014) claim that though the linking adverbials are of great importance for language teaching, they are generally neglected in course books, materials especially in the ones for beginners and intermediate level language learners and this may be the reason of difficulty the students have while using adverbials. These reasons unveil an important issue in terms of language teaching that linking adverbials should be taught to language learners in a way different from traditional ones. As it has been stated, there are some differences between EFL learners and native speakers of English in terms of adverbials' use such as frequency, choice of adverbials and positioning them in the sentence (Narita et. al., 2014; Granger and Tyson, 1996; Altenberg and Tapper, 1998; Ha, 2014 and Bikeliene, 2009). One of the reasons of these problems in learner interlanguage is that learners are not given authentic examples from real life sentences created by native speakers (Flowerdew, 2001), in that case corpus is a good servant to teach language items directly from real life examples. Narita et. al. (2004) have stated that learners of English encounter some problems about and claimed that using concordance from corpus may be a good solution to exposure students with a good deal of input, however, they have claimed that empirical studies should be conducted to see whether that kind of instruction would be effective or not. In this study, contrastive adverbials have been taught with a corpus-based implementation with concordance lines from BAWE and exercises again prepared with concordance lines taken from BAWE to give participants academic writing examples. The results have shown that corpus-based implementation has positively affected students use of contrastive adverbials in terms of frequency, the number has increased considerably. In addition, the number of contrastive adverbials has also increased after the implementation. The results support previous studies conducted on corpus-based language teaching. Boulton (2009) has found that learners of English have problems with adverbial use and conducted a corpus-based instruction on adverbials and results have revealed that students have performed better in corpus-based teaching than traditional methods of teaching. In the study of Cheng and Steffensen (1996) similar results have been found, students have got better scores in

their in-class essays with a 16-week corpus-based implementation on metadiscourse features. In that study, after the implementation, experimental group used adverbials more frequently and more conventionally than the control group. In present study there was not a control group, nevertheless, participants have performed better in their post-essays in terms of frequency that there was a remarkable increase. However, about positioning an improvement could not be observed that students have mostly preferred sentence-initial position both in pre-essays and post-essays. In pre-essays, Turkish EFL learners have preferred using adverbials in initial position mostly, secondly in medial position and least in final position, in their post-essays the order of position preference has also been the same. Nevertheless, the extent of medial position in pre-essays is closer to initial position, yet, there has been an important divergence between initial and medial position that nearly all of the adverbials have been used in initial position. This result has shown that the corpus-based implementation has not changed use of adverbials in terms of position preferences of Turkish learners, the reason may be that learners generally have tried to use different and more adverbials, yet, not in different positions. If more emphasis has been given on position flexibility the results may have been different. However, the implementation has both increased the number of adverbials and the number of connector types in participants argumentative essays when pre and post essays compared. Another study which has parallel results with previous research is Shaw and Liu's (1998) study; they have found that after a corpus-based EAP instruction on metadiscourse features, students have performed much better in their academic writing. The results are also in line with Yoon (2008) that he also found corpus-based implementation have resulted in both quantitative improvements and qualitative improvements as students have indicated that they have become more independent and self-confident in writing. All of these results have shown that explicit instruction on adverbials may have a positive effect on students' academic writing; the present study is also an important evidence for that.

Research Question 4. Does a corpus-based instruction lead to any improvement on contrastive adverbial use in Turkish EFL learners' argumentative essays?

In this study, it has been discussed that a corpus-based implementation of teaching contrastive adverbials may have a positive effect on Turkish EFL learners' academic writings. The results of the study have demonstrated that after the implementation participants' use of contrastive adverbials have improved significantly. It has proved that a corpus-based implementation can also be used in language

classrooms as an alternative to traditional writing classes. In addition to improvement of contrastive adverbials in argumentative essays of participants, their views about such sort of instruction have also been obtained via minute papers and stimulated recall interview. As this is the first time they have received such instruction which is corpus-based. In the field, there are many quantitative studies which are conducted with corpus-based tools; nevertheless, there is not much qualitative study which also asks students' views about using corpus-based tools in foreign language classes. In this study participants have generally stated that corpus-based implementation was very effective in their writing classes, their writing has improved, and they have claimed that seeing real life sentences of native speakers has been very helpful about use of adverbials in their essays. The results support previous studies as Yoon (2008) has found that the awareness of the students have raised after the implementation and they have become more willing to write, in the present study students have also noted that they have become aware of the lexical and syntactic structure of English language, they have learned different options for adverbial choice and location choice according to context. Yoon (2011), in another study, has listed the positive reactions of students as corpora provide authentic language, contexts of words and sentence structures, and autonomy in L2 learning, similarly, in this study, participants have also stated that being exposed to authentic language, seeing words in contexts and where they are used in the sentence have helped them to write more effective essays. Yoon and Hirvela (2004) have also found a similar result that students have found corpus-based instruction on writing has been very useful for them. The reactions of the students have mostly positive; on the contrary, there are some points students criticize negatively that they have found some of the concordances very difficult for them as the content were highly academic, they have also added that more implementation would be better to improve more. Chambers and O'Sullivan (2004) have also found similar results that students sometimes have difficulties with concordances and students have asked for more implementation and teacher assistance. As it can be inferred from the findings, participants in corpus-based implementation studies displayed positive feedback about the class even though they may have some problems, too. Apart from the results of previous studies, the participants in present study have added some points that if the course was held completely by the researcher it would have been more effective about the students' willingness and participation as the researchers has only taken the writing part of

Advanced Reading and Writing course, reading part was held by the instructor of the course.

5.3. Chapter Summary

In this chapter, results for each research question have been discussed by referring studies conducted previously in the same field, similar results have been highlighted and differences have also been identified compared to previous results.

CHAPTER VI

CONCLUSION

6.1. Introduction

The present study has investigated Turkish EFL learners' use of contrastive adverbials in their academic writing in terms of frequency and location preferences. In addition, a corpus-based classroom implementation has also been conducted to prime the learners' use of contrastive adverbials. In this chapter, concluding remarks of the study are illustrated.

6.2. Conclusion

The aim of this study is to investigate use of contrastive adverbials in Turkish EFL learners and native speakers of English argumentative essays in TICLE and LOCNESS in terms of frequency and position preferences. In addition, a corpus-based implementation on contrastive adverbials have been conducted with freshman students in ELT department who takes Advanced Reading and Writing course in their first year, the aim is to find whether this implementation has improved their use of contrastive adverbials in argumentative essays or not. Furthermore, qualitative data also has been collected to learn students' views about the instruction.

The comparison of TICLE and LOCNESS has revealed that Turkish EFL learners have displayed overuse in overall contrastive adverbials when they are compared to native speakers of English, again, in four sub-categories of contrastive adverbials Turkish learners have shown an overuse. However, there are some exceptions when individual adverbials are investigated, some of them are underused or not used at all by Turkish EFL learners. Position preferences of contrastive adverbials have also been investigated and results show that in TICLE sentence-initial is the most preferred position by the participants, medial position is the second and final is the least preferred one. Actually, the order of preferences by native speakers is also the same that they mostly use sentence-initial, secondly medial position and least final position. Nevertheless, the frequency of the use of adverbials in medial position is very close to

one in initial position in LOCNESS while it is not the same in TICLE that there is a significant difference between initial and medial position.

Another purpose of the study is to improve participants' correct use of contrastive adverbials in their argumentative essays in terms of frequency and location through the corpus-based instruction. The results have revealed that the implementation have deeply improved students' writing skills and contrastive adverbial use. They have used more adverbials in their essays and more types of adverbials, too. They have also stated that they have gained awareness about lexical and syntactic knowledge, their speaking and reading skills have also improved. Another important point is that the essays have also lengthened after the implementation; all of these results have shown that the implementation has had a positive effect on students in that respect. However, position preferences of students have not improved significantly when they are compared to native speakers. In both pre-essays and post-essays they have preferred mostly sentence-initial position, secondly medial position and least final position. Yet, the extent of the adverbials has improved in post-essays that participants have preferred much more adverbials in initial position. The number of adverbials in medial position has decreased, and it has created a contradiction between participants and native speakers as native speakers use nearly as many adverbials in medial position as in initial position.

Lastly, participants' views about use of adverbials in writing classes and its contribution to improvement of contrastive adverbial use have also been investigated. The results have indicated that participants have found the implementation very efficacious especially because introducing authentic language has made them more motivated. They have seen correct use of contrastive adverbials in context and in different positions in academic writing of native speakers. They have also found concordance lines very helpful for them as they can examine adverbials closely; besides, exercises prepared by using concordance lines have also been positively evaluated by the participants. Still, there are some points students have highlighted that some concordance lines were substantially difficult for them as they were all from academic texts, they have asked for more examples and exercises to improve themselves more in terms of adverbial use. Another point is that if the researcher has given the course as a whole with reading part, they would be more willing and give more importance to the course as the reading part of the course has been given by the instructor of the course, only writing part has been held by the researcher.

6.3. Implications for English Language Teaching

This study has revealed that explicit teaching of adverbials with concordance lines from corpus can be an efficacious alternative to make EFL learners more proficient in their academic writing. With a corpus-based implementation students could be provided with authentic language directly and they can individually examine the use of adverbials in context. Students can also learn position preferences of native speakers with concordance lines, too. With corpus research, the most used adverbials by native speakers can be identified and taught to the students before other adverbials as they are more likely to encounter with those adverbials.

6.4. Suggestions for Further Research

In this study Turkish EFL learners' and native speakers' of English use of contrastive adverbials in their argumentative essays in terms of frequency and location differences by analyzing TICLE and LOCNESS. In addition, a corpus-based implementation has also been conducted on freshman students to improve their use of adverbials in their academic writing in terms of frequency and position preference. In this research study, adverbials have been compared between two corpora in terms of overuse and underuse, in further research learners' errors can be investigated to find the problems Turkish EFL learners have in their use of adverbials in academic writing. The results of this study have shown that corpus-based courses are beneficial for students' writing skill.

6.5. Chapter Summary

In this chapter a general conclusion of the study has been given, implications for English language teaching field have been highlighted and some topics for further research have been suggested.

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APPENDICES

APPENDIX A

LIST OF CONTRASTIVE ADVERBIALS

(Based on Quirk et. al., 1985)

CONTRASTIVE ADVERBIALS			
Reformulatory	Replacive	Antithetic	Concessive
Better	Again	Contrariwise	Anyhow
Rather	Alternatively	Conversely	Anyway
More accurately	Rather	Instead	Anyways
More precisely	Better	Oppositely	Besides
Alternatively	Worse	Then	Else
In other words	On the other hand	On the contrary	However
		In contrast	Nevertheless
		By contrast	Nonetheless
		By way of contrast	Notwithstanding
		In comparison	Only
		By way of comparison	Still
		On one hand...on the other hand	Though
			Yet
			In any case
			In any event
			At any rate
			At all events
			For all that
			In spite of that
			In spite of it all
			After all
			At the same time
			On the other hand
			Admittedly
			All the same
			Of course
			Still and all
			That said
			In fact
			Even so

APPENDIX B

LESSONS PLANS OF CORPUS-BASED IMPLEMENTATION

SIX-WEEK LESSON PLAN FOR THE CORPUS-BASED IMPLEMENTATION ON CONTRASTIVE ADVERBIALS

WEEK 1

Objectives

- Students can be aware of what a corpus is,
- Students can learn how concordances will be used in the lesson,
- Students can tell what an argumentative is,
- Students can identify the parts of argumentative essays written by native speakers.

➤ **Researcher**

- Will greet and introduce herself again (they will know the researcher as she attends the lesson to make the students familiarize with her.)
- Will show the students an example of argumentative essay and ask what is the purpose of this essay (to make them think about why that kind of essay is written).
- Will introduce with a powerpoint slide what an argumentative essay is and what are the important points of writing an argumentative essay, in the slide there are a few exercises to strength the students' understanding.
- Will explain them that authentic examples (from native speakers) will be used during the lesson.
- Will show two other authentic examples of argumentative essays, the first one will be examined with the students and the researcher, the students will be expected to examine the essay to find the thesis statement, topic sentences and opposition to counter argument.
- Will ask the students to write an argumentative essay choosing one of the topics given in the ICLE as in both LOCNESS and TICLE the same topics are included.

WEEK 2 (REFORMULATORY-REPLACIVE)

Objectives:

- Students can see the importance of adverbials in writing.
- Students can investigate how native speakers use reformulatory adverbials sub-category of contrastive adverbials.
- Students can use reformulatory and replacive adverbials in appropriate positions in sentences.
- Students can use appropriate reformulatory and replacive adverbials in their essays.
- Students can investigate how native speakers use replacive adverbials sub-category of contrastive adverbials.
- Students can use newly learned adverbials use appropriately in their sentences.
- Students can write introduction paragraphs of an argumentative essay.

➤ **Researcher**

- Will show the students an essay from which the adverbials are moved and asks them what is anormal? What is missing?
- Then will show them the original text.
- Researcher and the students will talk about the importance of adverbials.
- Will explain what a corpus is, how it can be used and how it will be used in the implementation by showing some examples to the students.
- Will give some examples from concordances to show the importance of adverbials.
- Will tell that “contrastive adverbials” will be the focus for four week, and states the categories they will be introduced.
- Will introduce the first and second category as they are few in number (reformulatory and replacive).
- Will give meanings from a corpus-based dictionary (on sheets), Collins Cobuild.
- Will give example concordances from three different locations (front, mid, end) if there is any. (on sheet)
- Will ask students to examine the adverbials, how the native speakers use, tell their functions.

- Will ask students to write their own examples with their group.
- Will give some paragraphs from native speakers essays in which those adverbials are used and again ask them to examine the usage of the adverbials.
- Will give three introduction paragraphs taken from native speaker corpus to make them learn how an introduction is written for argumentative essays.
- Will give exercise sheets (concordances are taken from corpora)
 - a. Exercise A) exclude the adverbials from concordances and ask them the complete with given adverbials.
 - b. Exercise B) tell the students that the adverbials in concordances are used wrongly, ask them to correct the errors.
 - c. Exercise C) ask them to write sentences by using the covered adverbials on over-head projector sheet and examine their sentences together.
- Homework will be given, it will include exercises similar to studied in the classroom and an introduction paragraph on suggested topics.
- At the end, students will be ask to fill minute papers.

WEEK 3 (ANTITHETIC)

Objectives:

- Students can investigate how native speakers use antithetic sub-category of contrastive adverbials
- Students can use antithetic adverbials in appropriate positions in sentences.
- Students can choose appropriate antithetic adverbials in their essays.
- Students can write body paragraphs including a counterargument for their argumentative essays.

➤ Researcher

- First, will make the students remember what has been done the previous week and homework is passed over.
- Will start examining new category (antithetic).
- Will give the meaning of the adverbials which will be examined in that lesson.
- Will example concordances and ask them what their functions might be. (support their answers).
- Will give sample concordances and sentences, emphasize the possible locations.

- Will show paragraphs to emphasize their usage and importance in the context.
- Will give the exercise sheets.
- Will give them body paragraph examples from native speaker essays taken from LOCNESS to make them see how native speakers write body paragraphs.
- Will examine body paragraphs together with students to check the moves in paragraphs.
- Homework will be given again –similar exercises used in the classroom-, the homework will also require a work that they will write an body paragraph (in that there should be a counter view that is opposite to yours and you try to offer a counterargument to be more credible and convince the reader.).
- At the end, students will be asked to fill the minute papers.

WEEK 4 (CONCESSIVE) (the same procedure with the third week)

Objectives:

- Students can investigate how native speakers use concessive sub-category of contrastive adverbials
- Students can use concessive adverbials in appropriate positions in sentences.
- Students can choose appropriate concessive adverbials in their essays.
- Students can write conclusion paragraphs including a counterargument for their argumentative essays.

➤ Researcher

- First, will make the students remember what has been done the previous week and homework is passed over.
- Will start examining new category (concessive).
- Will give the meaning of the adverbials which will be examined in that lesson.
- Will example concordances and ask them what their functions might be. (support their answers).
- Will give sample concordances and sentences, emphasize the possible locations.
- Will show paragraphs to emphasize their usage and importance in the context.
- Will give the exercise sheets.
- Will give them conclusion paragraph examples from native speaker essays taken from LOCNESS to make them see how native speakers write body paragraphs.
- Will examine conclusion paragraphs together with students to check the moves in paragraphs.

- Homework will be given again –similar exercises used in the classroom-, the homework will also require a work that they will write an argumentative essay again on one of the suggested topics.
- At the end, students will be asked to fill the minute papers.

WEEK 5

Objectives:

- Students can remember the adverbials which they have learned in previous lessons.
- Students can use adverbials in appropriate positions in sentences.
- Students can choose appropriate adverbials in their essays.
- Students can write argumentative essays.

➤ **Researcher**

- Will make the students remember all the adverbials by giving sample concordances
- Will do an exercises including all the adverbials.
- Will ask students to fill in the minute papers (which include questions asking their overall evaluations about corpus-based activities in writing class).

WEEK 6

Objective:

- Students can write an argumentative essay appropriately with using contrastive adverbials they have learned.
- The topics given in the ICLE project will be given the students and they will be asked to write an argumentative essay about one of the topics they choose.

APPENDIX C

WORKSHEETS WHICH HAVE BEEN USED IN THE CLASSROOM

WEEK 1

A Sample Argumentative Essay

ABOLISHING DEATH PENALTY

In our nation today, there is an overwhelming number of unsolved ethical issues. One such is the question of whether or not the death penalty is needed, or if it will solve any of our criminal problems. In fact, capital punishment is so highly debated. Governments are trying to pass many bills either opposing the death penalty, or supporting it. Numerous groups are also trying to sway governments into their own direction. For example, many religious organizations like Presbyterians for Abolition of the Death Penalty, and The National Inter-religious Task Force are doing what they can to inform the public that we need to abolish the death penalty. Whereas many politicians, especially Liberal Democrats, feel that the death penalty is an integral part of the future well-being of America. The sad part of this issue is that the only reason we are debating over the ethics of capital punishment is because of the increases crime we face in our world. Over the past years, the crime rate has continued to increase, especially the rate of murder and other serious crimes. Thus, when serious criminal cases occur, and the state that they occur in does not have the death penalty, a debate occurs over its necessity. (For example, the Jeffrey Dahmer case). Well, I believe that no matter what the circumstances, there is no need for a death penalty because it will not stop our criminal problems, it is immoral, and may even hinder the development of our society.

First of all, the main reason for the death penalty is to punish murderers or serious criminals in a way that will set an example for others, and probably cause people to think twice before committing a serious crime. Basically, some people feel that a strong death penalty throughout our entire country can stop a large amount of murders. Well it has been proven through several studies that the death penalty has not reduced the rate of homicides by any significant number at all. In 1983 a scientist named Forst find that the death penalty did not change the homicide rate, he also thought that it may cause more homicides. I feel that Forst's argument is very logical because if a murderer is really scared of receiving the death penalty, then he may do anything possible to keep from being caught, which may include the murder of anyone who could get him caught. Another scientist, Solomon, also agrees with Forst's conclusion, but uses different reasoning. In 1975 he stated that some criminals may just want to die, and then murder so they can end up on death row. He attacks the death penalty morally too, by revealing that the death penalty shows to everybody that it is okay to take someone's life to cope with the pain that they may have caused. In the long run, capital punishment really does not reduce the crime rate, and may even contribute to more murders than it stops.

Just like Solomon, many others see the death penalty as immoral, and therefore feel that it is unneeded. Although, some still believe that "an eye for an eye, tooth for a tooth" is how our justice system should work. If somebody makes a horrible mistake of murdering someone else, then is it moral for the government to turn right around and

murder them. No, to me no murder is right, not even the death penalty. The writer Jim Gittings agrees with me in his statement <*>. Also, if the death penalty is really supposed to bring about justice to the victims of the murder and to society, it really does not accomplish that. To the victims the murdering of the murderer cannot make up for the loss of a loved one and will not fully satisfy them. And to society what does a serious murder case do besides bring up a moral debate about the death sentence and give people something to talk about. We have a judicial system so that we do not have to "do to others as they've done to us", because murder, in any form is immoral.

Another reason in which society does not need a death penalty is because a death penalty really is not "full-proof" and consequently is not the correct choice for a punishment. First of all, many criminals sentenced to death can get out because of how much money they have. It has been proven that many criminals have been able to successfully appeal the death sentence because of the expensive, good lawyer that they had. Now, the only reason that they had these lawyers was because of the money they were able to pay them. Criminals that do not have sufficient funds for a good lawyer are appointed one by the government, and these lawyers usually are not as good because they cost far less. Then, when criminals do get sentenced to death, they end up waiting in a jammed up system. Finally, those who do get sentenced to death may not even deserve it. A great amount of evidence should be needed to put someone on death row, but the states really do not require enough. Since they do not require enough evidence, there have been too many cases in which someone has been falsely accused and put to death for it. In fact many people who do support the death penalty, those on the side of capital punishment acknowledge its flaws. These problems with the sentencing of the death penalty hinder the judicial system as well as society, and can be best solved by the repeal of capital punishment.

Since there is so much crime, especially murder, in our world today, something needs to be done about it. Education may be the best answer to our problem, but some people feel that the death penalty can stop increased crime. In actuality, the death penalty will not solve our problem, and may cause more problems. In fact some who support the death penalty may only support it so they can gain political support by showing that they will "take no prisoners" and be "tough on law and order". Well let's be tough on law and order by cracking down on criminals, but not doing it by committing another crime, and murdering someone because they made a huge mistake.

ESSAY TOPICS

- Crime does not pay.
- The prison system is outdated. No civilised society should punish its criminals : it should rehabilitate them.
- Most university degrees are theoretical and do not prepare students for the real world. They are therefore of very little value.
- A man/woman's financial reward should be commensurate with their contribution to the society they live in.
- The role of censorship in Western society.
- Marx once said that religion was the opium of the masses. If he was alive at the end of the 20th century, he would replace religion with television.

- All armies should consist entirely of professional soldiers : there is no value in a system of military service.
- The Gulf War has shown us that it is still a great thing to fight for one's country.
- Feminists have done more harm to the cause of women than good.
- In his novel Animal Farm, George Orwell wrote "All men are equal : but some are more equal than others". How true is this today?
- In the words of the old song "Money is the root of all evil".
- Europe: loss of sovereignty or birth of a nation?
- In the 19th century, Victor Hugo said : "How sad it is to think that nature is calling out but humanity refuses to pay heed. "Do you think it is still true nowadays ?
- Some people say that in our modern world, dominated by science technology and industrialisation, there is no longer a place for dreaming and imagination. What is your opinion?

WEEK 2

CONTRASTIVE ADVERBIALS

A. REFORMULATORY

1. BETTER

Definition:

Better is the comparative of good.
Better is the comparative of well.

EXAMPLE SENTENCES

- This would involve changing the geometry of the pipe work or, **better** , changing the pump speed to increase.

2. RATHER

Definition:

You use **rather** when you are correcting something that you have just said, especially when you are describing a particular situation after saying what it is not. ⇒ *He explained what the Crux is, or **rather**, what it was.*

EXAMPLE SENTENCES

- Catholic theologians were quick to assert that the working of sacramentals worked, not through physical efficacy; **rather**, it was spiritual efficacy, based on the prayers of the church.
- Classical music sounds throughout the store; not the type of sensitive piano music, but **rather**, dynamic orchestra music.
- This system of reasoning is not concerned with the actual meanings of symbols themselves. **Rather**, it only involves the relations amongst symbols (Sloman, 1996).

3. MORE ACCURATELY

Definition of *accurate*:

Accurate information, measurements, and statistics are correct to a very detailed level.

EXAMPLE SENTENCES

- According to Conner (1995), pedagogy literally means the art and science of educating children and often is used as a synonym for teaching. **More accurately**, pedagogy represents teacher-focused education.
- Both Nietzsche and Schopenhauer use the word 'mitleid', and in Schopenhauer it is accepted that what he means is a direct translation to 'compassion', or **more accurately** 'suffering with'.

4. MORE PRECISELY

Definition of *precisely*:

Precisely means accurately and exactly. ⇒ *Nobody knows precisely how many people are still living in the camp.*

EXAMPLE SENTENCES

- Therefore, we only acquire ideas and act upon ideas in our minds. **More precisely**, we first perceive an idea, through sensations, and then reflect upon them.
- In this sense, we could suggest that the net indicates person's fate, or **more precisely**, the reckless circle of revenge.
- These processes depend on the perceived performance (fitness) of the individual structures as defined by an environment. **More precisely**, evolutionary algorithms maintain a population of structures that evolve according to rules of selection and other operators, such as recombination and mutation.

5. ALTERNATIVELY

Definition:

You use **alternatively** to introduce a suggestion or to mention something different to what has just been stated. ⇒ *Allow about eight hours for the drive from Calais. Alternatively, you can fly to Brive.*

EXAMPLE SENTENCES

- In Marxists terms, sport is capitalist, specialised, quantified, defined by a distinction between work and leisure, and is consequently seen as bourgeois (Eitzen, cited in Crossett in Messner and Sabo, 1990; 47). **Alternatively**, the opposite has been argued.
- Moreover, it makes the communication more living and interactive, as users can use web camera to see each other or use icons to show their emotions. This is impossible before Internet. **Alternatively**, they can keep in touch with others by sending e-mail or instant message.
- To what extent do you think the West Indies is a sublimated or, **alternatively**, a disruptive space within Romantic writing?

6. IN OTHER WORDS

Definition:

A phrase introducing a restatement of what has just been said.

Putting it differently, usually more simply or explicitly. **The weather was terrible, the plane took off several hours after the scheduled time, and then fog prevented their landing-
in other words, they never got to the wedding at all . [Mid-1800s]*

EXAMPLE SENTENCES

- However, the doctor does not operate on a patient without an understanding of the various possible solutions, or **in other words**, laws of medicine.
- When the unemployment benefits are high, their coverage are high and due to long periods of times, which decreases the opportunity cost of not having a job. **In other words**, there is a lower possibility of an unemployed to fill vacancies in a market.
- Grave goods can range from simple everyday items to the bodies of slaves and concubines. The goods themselves can be representative of the deceased's profession, **in other words**, a warrior may be buried with his swords and other relevant items.

1. REPLACIVE

2. AGAIN

Definiton:

You can use **again** when you want to point out that there is a similarity between the subject that you are talking about now and a previous subject. ⇒ **Again** the pregnancy was very similar to my previous two.

EXAMPLE SENTENCES

- Previous experience has **again** helped me to come to this conclusion.
- It is important that they understand that imprisonment by itself is not an adequate way to punish psychopaths in order to stop them committing the same crimes **again** .
- The mean current salary for males is £ 16576.71, and the mean current salary for females is £ 10412.77. **Again** the same differences are found within the analysis of the sex and race variable, where those categorised as females from a minority background have the lowest mean current salary whilst white males have the highest mean current salary.

3. **ALTERNATIVELY**

EXAMPLE SENTENCES

- The Engle-Granger Model found no cointegration between the nominal exchange rate and inflation in the two countries. **Alternatively** , the Johansen tests established that there exist two cointegrating vectors.
- Extensive research would need to be completed into previous literature in order to find an area which has not been researched before, or **alternatively** some research which could be extended.

4. **RATHER**

Definition: You use **rather** when you are correcting something that you have just said, especially when you are describing a particular situation after saying what it is not.

EXAMPLE SENTENCES

- From circumstance and experience, Marx and Engels were not so much concerned with democracy, but **rather** with the greater concept of freedom and creating a freer society.
- As Bernard Capp argues; women did not directly challenge the system, **rather** they worked within it, finding compromises to suit their economic, and personal realities.
- As the title of the question suggests, what is being commemorated is not the historical event (Nazi holocaust), but **rather** , ideological interpretations of it.

5. **BETTER** (Replative)

EXAMPLE SENTENCE

- Therefore, shaking the sample an equal time in each hand would overcome this. **Better** still would be to use a machine to do this and thus eliminating any differences which may be caused by different shaking methods from different people.

6. **WORSE**

Definition:

Worse is the comparative of bad.

Worse is the comparative of badly.

EXAMPLE SENTENCES

- Off the shelf packages may not meet the exact requirements and actually take more time in customising or **worse** provide false data.
- The ability of the members could also affect behaviour since a member of low ability may feel excluded from the group or **worse** still, they may feel as though they cannot complete the task and hence do not complete it.
- If bed rails don't work and **worse**, actually cause harm then alternatives must be considered. Both measures to reduce the risk of falls and alternatives to the use of bed rails must be considered.

7. **ON THE OTHER HAND**

Definition: a phrase introducing an alternative view.

EXAMPLE SENTENCES

- The power of formula engine was the highest as the formula car needed to achieve a highest possible acceleration. **On the other hand**, the motorcycle power was the lowest as the weight of the vehicle was small; hence only low force and power were needed in order to drive the vehicle.
- The Guardian, along with most other broadsheet newspapers, is well known for its portrayal of political and current affairs stories and consequently, their representation of the Charles Kennedy situation is likely to be far more informative and precise. The Mirror, **on the other hand**, along with many tabloid newspapers of its kind, is more connected with lightweight news stories, especially sport and entertainment.

EXERCISES

PART A

PLEASE FILL IN THE GAPS WITH THE GIVEN CONTRASTIVE ADVERBIALS (There is one extra in the box)

in other words, alternatively, rather, more precisely, worse, again

1. He contemplates the possibility that it was not the Enlightenment that implied revolution, but, the converse, that it was the latter that constructed the former.
2. However, not all companies employ strong human resources management teams but still have a high turnover rate, ..., some employ this form of management and see no benefit.
3. The institution was the Faculty of Letters of the University of Paris, or the dominant historians of that faculty.
4. 'Cultural competence', ..., the ability to portray oneself as possessing agency and competence in a wide variety of cultural settings, he argues, has become a crucial component of identity in modern society.
5. Products that deliver positive reinforcement are more likely to be repurchased. Repeated purchase is less likely when product use does not reinforce the consumer or even punishes the consumer (Engel et al., 1995).

PART B

BELOW THERE ARE CONTRASTIVE ADVERBIAL USAGE ERRORS IN SENTENCES, PLEASE CORRECT THEM

1. According to Torrington et. Al. (2002) the job description is the most conventional approach within the recruitment process and is clearly one of the competency-based recruitment and selection methods, where 'competencies are identified only on the job performance' (Mitrani et. Al. ed. 1993, pg.69), rather than on personal qualifications. The interview, **better**, could be considered as a rather subjective selection tool.
2. However, it is equally plausible that rejected children resort to delinquency and criminality in defence to rejection or in an effort to gain some sort of social recognition. **On the other hand** , such behaviour may result from the lack of opportunities to learn pro-social behaviour.
3. A similar study in Britain **alternatively** found that watching a greater amount of television directly corresponded to requesting more presents, this time children requested more branded names such as 'Barbie' as opposed to 'doll'.
4. Mobiliary art covers art that is portable in nature, **more accurately**, engravings or sculpture on stone, clay, bone or even antler that can be carried easily by an individual.
5. However, power (or **in other words** those who wield it) is yet to actively create preferences that conform to a desired outcome, it only reacts to pre-formed preferences of other actors.
6. This would involve changing the geometry of the pipe work or, **again** , changing the pump speed to increase.

PART C

THERE ARE SENTENCES WITH MISSING CONTRASTIVE ADVERBIALS, PLEASE FILL THEM.

1. Therefore, critical realism should not be conceptualised as an 'infallible' ontology, but as one perspective among others that constitute the transitive domain.
2. Dalby's Geisha name, as mentioned in the introduction, was Ichigiku, sticking to the tradition that anyone trained as a Geisha of a certain school (in this case, the dai-ichi teahouse) adopt a name that begins with ichi. Like the school's founder, Ichiko right the way to Dalby's 'elder sister' Ichiume. I mentioned Ichiume as Dalby's, or Ichigiku's, 'elder sister'. This is not meant to be taken too literally, though. Geisha and maiko (apprentice Geisha) are bound in a ceremony as so-called sisters, as the elder is to watch over her younger sister and show her the way of life; age is of no concern, where experience is.
3. For the Aristotelians, the active intellect was a separate immaterial, immortal faculty necessary for the formation of concepts. Locke's theory of understanding of concepts are brought about by the continuum of past experiences perceived by the senses, ..., for Locke, all our ideas of knowledge are brought about through sensory perception.
4. Amongst modern hunter-gatherer groups like the San or Bushmen of Southern Africa (Namibia, Botswana, and South Africa) shamanism and rock art are closely intertwined., both the San and Upper Palaeolithic artists are hunter-gatherers so it could be argued as with the hunting magic theories that they would follow the same patterns and possibly ritual practices as well. (Clottes 2000,)
5. Consequently, employees may perceive their leaders as 'less predictable and/or dependable' (Podsakoff et al., 1990: 136), thus show less trust in and respect for them. Even, pseudo-transformational leaders may play tricks on their followers by using the technique of intellectual stimulation.
6. Therefore, there is very little documentation on the excavation and study of sites such as Emporion, this makes the study of the modern treatment of this sight a difficult task. Cosa, ..., provides us with well documented insights into study of various different monuments within the town.

PART D

Please write four sentences with different contrastive adverbials, work in groups.

INTRODUCTION SAMPLES FROM NATIVE SPEAKER CORPUS

(Please try to identify what kind of strategies used: definition, questions, quotations, statistics, examples, research results, history, etc?)

1. The highest sentence that can be enforced by the American Judicial system is that of death. Capital punishment has been carried out of criminals for quite some time, but never without a strong opposition. Many people view capital punishment as a heinous act that is morally incorrect. The fact still remains that in our current society, the majority of Americans support capital punishment. For every American that sees capital punishment as a senseless and unnecessary act of violence, there are several who believe that this sentence is the ultimate act of justice.

2. A nuclear bomb has the explosive power of three hundred tons of TNT. It has strength to completely level small cities, and ravage large ones. When dealing with nuclear power and its use as a source of electricity, the general public becomes instantly closed minded on the issue. They see visions of mushroom clouds and high levels of radiation, do to the one sided way Americans have been brought up. Thus, a large group of opponents to nuclear power are formed, they fear this new entity, seeing it as a dangerous and powerful threat to their lifestyles. However, the proponents see this new form of power as a great way for the United States to become independent from the Middle East's plentiful oil deposits which was a main issue in the Persian Gulf War. The arguments are strong in both favors. Through careful analyzation of both arguments in the fight for nuclear power, clearly the opponents center their argument toward the values and beliefs of the common An American, while the proponents use facts and figures to refute the opponent's claims, and ease the minds of the people.

3. School integration has been a hot topic across the United States since 1954 when the Supreme Court decided that, <*> and racial segregation in schools was declared unconstitutional. After this decision was made, the number of black students attending schools with white students increased slowly but surely. As of 1970 fortyfour percent of all black students in the southern region were enrolled in majoritywhite buildings compared to twentyeight percent in the northern and western states. The ethical dispute over school integration has based itself on questions over value and consequence to make an attempt at determining if integration will improve or harm the education of children as well as race relationships.

4. Aids is the most common disease of our world today. It's true that it can be transmitted in a variety of ways, but none of these involve casual contact. In fact, nearly all instances in which AIDS can be transmitted involved a rather intimate relationship, whether that be between two sexual partners, or a mother and child. The instances of people acquiring

AIDS through blood transfusions has been so greatly reduced, that it has nearly been eliminated. Despite the very specific instances in which a person can contract AIDS, many people are being discriminated against in the job market, in trying to receive health care, and in applying for, or maintaining insurance coverage because they have AIDS. We as a society need to start viewing these people as victims of a deadly, and fatal disease, rather than as criminals, or outcasts of society. It is morally and legally wrong for people with HIV, or AIDS to be discriminated against by employers and insurance companies simply on the basis that they are afflicted with the disease. One can conclude from the evidence that will be shown here that this kind of discrimination is happening, and that it is in fact wrong, both legally and morally. The opposition offers a weak argument that the rights of employers and insurance companies should be paramount to the rights of people who are afflicted with AIDS, when it comes to deciding who and who not to hire, or who and who not to insure. One will also clearly be able to conclude that this is in fact a fallacy that defies moral and legal standards.

5. In the 1960s Dr Martin Luther King led the civil rights movement. In the 1970s women across America burned their bras as a statement in the women's liberation movement. Two decades later there is a new battle the right for homosexuals to enlist or remain in the military. There are numerous debates surrounding this issue leaving people to wonder, what is the right thing to do? The obvious answer may be to ignore sexual orientation and label it as irrelevant as James M. Wall does in, "A matter of civil rights", an article appearing in the Christian Century, allow homosexuals in the military. However, as one reads the article by E.L. Pattullo entitled, "Why Not Gays in the Military?" which appears in the National Review, it will be ultimately decided that there should be a ban gays serving in the military. Pattullo's use of sound reasoning and his pointing out of the realistic consequences of gays in the military will make on change their mind. James M. Wall's articles does not give realistic reasons as to why homosexuals should be allowed to serve, nor does he look at the possible consequences in the distant future

6. How far would you go to be the best athlete in the world? Some people would go too far. Steroids and the use of other performance enhancing drugs are becoming a major problem in today's society. Steroids are chemical cousins of the hormone testosterone. They promote muscle growth and increase aggression, spurring athletes to more strenuous workouts. The International Olympic Committee has already banned nearly 100 substances. There are two sides to this issue. On one side are chemists armed with state-of-the-art equipment for detecting the use of such substances. On the other are many athletes determined to use any means available to enhance their performance and get away with it. Drug testing of all athletes is ethical and should be mandatory at any given time to ensure fair competition, protect athletes' health and safety from the long term effects of steroid usage and prevent drug usage among student and professional athletes who are regarded as role models.

WEEK 3

ANTHITETIC ADVERBIALS (directly contrasted)

1. CONTRARIWISE

Definition:

1. from a contrasting point of view; on the other hand
2. in the reverse way or direction
3. in a contrary manner

EXAMPLE SENTENCE

- British labor and social policies were premised on a normative vision of the family in which men were presumed to be the principle family breadwinners, and dependence was considered the normal destiny of wives. **Contrariwise**, in France the family rather than the individual was identified as the bearer of social entitlements.

2. CONVERSELY

Definition: You say conversely to indicate that the situation you are about to describe is the opposite of the one you have just described. (sentence modifier) in a contrary or opposite way; on the other hand

EXAMPLE SENTENCES

1. In real life, nobody was all bad, nor, **conversely**, all good.
2. Although alcohol is a good source of energy and beneficial to heart if take in small amount, high intake will **conversely** bring many adverse effects.
3. A country facing an increase in sales needs to increase production to meet increasing demand. To do so it may need to buy additional machines or build additional plants. **Conversely**, a country facing low sales has no need to spend on investment.

3. INSTEAD

Definition: as a replacement, substitute, or alternative

EXAMPLE SENTENCES

1. The 'matching hypothesis' though suggests that we do not seek the most physically attractive person. **Instead**, we search for someone who is similar to ourselves in physical attractiveness.
2. Aristotle saw that Plato's confusion lay in the treatment of a quality as a substance. Aristotle **instead** developed categories, in which the substance is the primary reality and the qualities are an abstraction of the substance.

3. It might even be that the overprotective attitude is transferred from the eldest child to the youngest child. As the eldest child becomes capable of looking out for him/herself, fathers become strict with the youngest child **instead** .

4. OPPOSITELY

EXAMPLE SENTENCES

1. Travellers perform travel action and purchase tourism product with an expectation for experiencing the so-called authentic products, for example, British Fish & Chips, Naples Pizza, Greek cheese or Parisian Café. **Oppositely** , tourism marketers, particularly for tourism destination marketers, retail their products combined with the image of the destinations to meet customers' needs of consuming places (Schroeder, 2002).

5. ON THE CONTRARY

Definition: quite the reverse; not at all, on the other hand, in contrast, conversely.

EXAMPLE SENTENCES

1. Achievement tests evaluate learners' progress throughout a course (' Sullivan, 2005: 2) and are based on the material covered in it. **On the contrary** , proficiency tests are not related to a specific course but assess students' general language ability.
2. Also, as regards physical passivity, when Nicholas attacks Doctor Turner after hearing his accusations of murder, Miranda simply looks on and remains immobile. The secretary in Phantom Lady, **on the contrary** , is an active character.
3. Consequently, when a learner feels unmotivated and experiences uncertainty and anxiety, the affective filter will be up and will stand as a barrier to the available input. **On the contrary** , when the learner is motivated, self-confident and relaxed, the input processing will be facilitated.

6. IN CONTRAST

Definition: used to show that someone or something is completely different from someone or something else.

EXAMPLE SENTENCES

1. The intervention group received a booklet and a home visit which included advice from health professionals. **In contrast**, the control group continued to receive their standard health visitor's visits, no additional booklets or advice was given.
2. A time-inconsistent policy may make the public happy in the short run but will ultimately fail to produce the long-run policy goal. A time-consistent policy, **in contrast** , nails the long-run policy goal but does not make people happy in the short run.

7. BY CONTRAST

Definition: used to show that someone or something is completely different from someone or something else.

EXAMPLE SENTENCES

1. Furthermore it can only be used to generate quantitative data useful for theory testing research. The qualitative article, **by contrast**, used a focus group to generate qualitative data in order to build theory.
2. Germany has a single national employers' peak association (NEPA), called Bundesvereinigung der deutschen Arbeitgeberverbände (BDA). **By contrast**, France and Sweden have multiple NEPAs - 4 in France and 5 in Sweden.

8. ON ONE HAND..... ON THE OTHER HAND

Definition: used when you are comparing two different ideas or opinions.

EXAMPLE SENTENCES

1. The different experiences that black men experience are surely contradictory. **On one hand**, black men are among the most impoverished and economically disadvantaged groups in American society, and **on the other hand** they are the most feared.
2. **On one hand**, some globalists indicated that '...in terms of global economy, nation states have become little more than bit actors' (Ohmae, 2000:207); **on the other hand**, people supposed that nation states have played and will continue to play a key role in the global economic integration process (Weiss, 1997).

CONCESSIVE ADVERBIALS (state of affairs that might have been expected to rule out what is described in the main clause but in fact does not.)

1. ANYHOW

Definition: at any rate, in any case, in any manner.

EXAMPLE SENTENCES

1. The 30% discount would bring about an even lower total cost; £ 7,675 and the quantity produced and bought in are 250 each (refer Table 5). **Anyhow**, the reliability of the supplier must also be considered.
2. I would expect the average gradient of figure 4 to be greater **anyhow**, because I am now considering the wave and wind driven components.

2. ANYWAY

Definition: in any case; at any rate; nevertheless; anyhow.

EXAMPLE SENTENCES

1. Whaling is also a long lived tradition for some countries and it is believed that health and community spirit will be lost because of the ban. Anti-whalers disagree because many old traditions have been lost **anyway**.
2. Older voters are less likely to be shaken by short-term variables such as the level of interest of an election and so will vote **anyway** , regardless of the campaign.

3. ANYWAYS

Definition: in any case; at any rate; nevertheless; anyhow.

EXAMPLE SENTENCES

1. While the "war on terror" was **anyways** being perceived as "anti-Muslim" by many in the region, the war on Iraq confirmed it (Abuza 2003; p.231).

4. BESIDES

Definition: anyway; moreover.

EXAMPLE SENTENCES

1. The major attractions in Oxford are the University colleges, Botanic Garden, Ashmolean Museum, Bodleian Library, Christ Church Cathedral and The Oxford Story (Oxford City Council, n.d.). **Besides** , Oxford is close to other visitor cities, such as Woodstock and Cotswolds.
2. The special commands are clear and help information is readily available as there is a help section as well as a site map. **Besides** , there is an internal search engine that can retrieve information efficiently though the effective aspect can be improved on.

5. ELSE

EXAMPLE SENTENCES

1. The murder allows him to re-establish his rightful masculine dominance as he sees himself as a moral avenger of justice; she must die, **else** she'll betray more men.
2. If there are no more operators then this will be the answer printed out, **else** it will be used with operators later on in the equation.

EXERCISES

PART A

PLEASE FILL IN THE GAPS WITH THE GIVEN CONTRASTIVE ADVERBIALS

(There is one extra in the box)

Besides, on one hand..... on the other hand, on the contrary, anyway, else

1. *It is obvious that children's reading and writing has to be learned and it takes years of hard work., they are able to acquire speech and language at a remarkable speed without needing any teaching.*
2. *....., this reciprocal friendship inspired Joyce, who described his friend as one of the Ulysses' character;....., thanks to Joyce, Svevo's novels were successfully published in France before than in Italy.*
3. *On the BCG Matrix, I would place the Car market on the Star Grid because people would need some means of transporting themselves.*
4. *Indeed, it is Malcolm's fault for failing to check Colin's qualifications., it should have been obvious to him that Colin may not have the required skill for the latter is only an apprentice carpenter.*
5. *Aristophanes used his work to tell Athenians that they needed to work together for their common good, or face defeat.*

PART B

BELOW THERE ARE CONTRASTIVE ADVERBIAL USAGE ERRORS IN SENTENCES, PLEASE CORRECT THEM

1. It is also estimated that winters will become wetter and summer drier in the UK. By 2080s winter precipitation will increase by 20%. **anyhow**, summer in central and South UK will be drier, with 18% less rainfall than now.
2. By attending the lecture, I doubt I would have spent enough time reading the text, appreciating. But maybe I should **else** commit myself to spending more time preparing in advance and then attending the lecture. Then I would have gained even more.
3. If the energy is favourable then the change is accepted, **by contrast** the atom is placed back.
4. Here, however, not only did Medea managed to flee to Athens without being punished in **instead**, but also at the end of the play she even appears above the stage in a magical chariot as if she became a kind of semi-divine figure.

HOMEWORK

PART A

THERE ARE SENTENCES WITH MISSING CONTRASTIVE ADVERBIALS, PLEASE FILL THEM.

1. Hong Kong was rapidly grown due to its ideal location as an important regional logistic centre, passenger hub and gateway between eastern and western countries, which led to a large increase in cargo/passenger volume within the aviation market. , the population in Hong Kong was largely boosted up in the 70's and the land supply was consequently becoming a critical issue.
2. , the suppliers are more confident on the protection of copyright of their sound trucks encrypted by Apple technology, called "FairPlay" (Wikipedia, 2006);....., Apple enjoys favour trading teams as for volume purchases and large bargaining power. This creates a win-win situation.
3. Arendt's labor, as we have discussed, relates to the metabolism with nature, to the biological needs of human beings., Marx's labor is inherited from Hegel's version, especially in the *Phanomenologie des Geistes*.
4. Nietzsche disagreed with the idea of giving up the will to life. , Nietzsche believed in the affirmation of life and the 'Eternal Recurrence.'
5. Large inertial forces seem to tend toward a turbulent flow being present in comparison to a high viscosity which tends to create a rather more laminar flow.

PART B

PLEASE FILL IN THE GAPS WITH THE GIVEN CONTRASTIVE ADVERBIALS

(There is one extra in the box)

on the contrary , conversely, contrariwise, anyway, conversely

6. English adults will perceive a sudden change from one consonant to the other (Gopnik et al, 2003): we turn a graded input into distinct categories..... , Japanese adults, who do not distinguish between these phonemes in their language, will perceive no sudden change (Gopnik et al, 2003).
7. Mighty little force is needed to control a man whose mind has been hoodwinked;, no amount of force can control a free man, a man whose mind is free.
8. Realist's claim that there is an external objective world, and that we are able to know this world, and the objects that inhabit it 'in themselves'. Idealism considers that the objects and world we experience to be mind dependant.

9. Further support for Van Parijs's idea of jobs as taxable assets is that people will not want to give up work because "[p]aid work offers opportunities for social contacts, satisfying activities, social recognition, and social power which pay without work does not supply."

10. Many people believe that price is the only reason that drives customers to buy products and services online; indeed research indicates the opposite.

PLEASE EXAMINE THE PARAGRAPHS AND FIND IDENTIFYING FEATURES IN THEM, ALSO EXAMINE ADVERBIALS

EXAMPLE 1

THESIS

In business there is more involved than just making a profit and getting ahead; it involves relationships throughout the business environment and there must be a sense of respect and trust involved or else the business will fail.

BODY

Business is an economic institution, but like our economy as a whole it has a moral foundation. Lying, fraud, deception, and theft sometimes lead to greater profit and this is morally wrong and unethical according to the book Business Ethics and Common Sense. The book lists the correct guidelines for business transaction as following: <*>. In business, some argue, profit takes first place and that is all that matters; it doesn't matter about relationships as long as they get their money and everyone is happy. This is what irritates business because many people in business are just out for themselves and do not care about relationships as long as they get their money. They don't care if they lie or cheat the consumer because they are just greedy and out for self-satisfaction and profit. They should follow the guidelines so they do not cheat the consumer and instead build long lasting relationships.

When talking about the tradition of business we talk about small shops, hardware stores, restaurants, and door to door salespeople. Today this has all changed and most of these ideas are obsolete because of the big business procedures. There is nothing wrong with big business as long as they are treating the community fairly and honestly. For example, Sam Walton, founder of Wal-mart, treated his employees and customers with respect, thus building friendships and becoming successful. Time stated his philosophy: <*> This theory is the correct way of doing business and it worked great because the relationships were more important and essential than profit to their business system.

EXAMPLE 2

THESIS

Abortion cannot be justified as a moral act either on the part of the woman or the doctor because in essence it is the senseless killing of an innocent human life.

BODY

In order to prove that abortion is morally wrong, pro-life activists have first had to prove that it does indeed involve the killing of a human life. While the aspect of religion can play a key role in this proof, a biological approach serves as much more tangible evidence. Seeing as most doctors who perform abortions will not do so until at least the sixth week of pregnancy, many pro-lifers put a great deal of emphasis on determining exactly what attributes the unborn child has up until this stage of development. As stated by Daniel Calahan in his book on the morality of abortion, the unborn child is equipped with the following by the sixth week after conception: <*>. What this in essence means is that this unborn body is growing, breathing, and functioning inside the body of another. In other words it not only is beginning to take human form, but is also taking on all aspects of human life. Biological proofs such as these have been enough, indeed, to help Louisiana pass its anti-abortion law declaring, <*>, and to convince many others that the fetus is alive and abortion, therefore, murder.

Once it has been established that this being is indeed human and living, the woman carrying it. This must be done in order to refute any argument that pro-choice activists have stating that this unborn human life is part of its mother's body and, therefore, be subject to whatever decision the woman decides to make in regard to her own body. In this proof biological aspects are once again consulted. According to Germain Grisez an associate professor at Georgetown University, <*>. Also supporting the fact that the unborn child is in fact separate from the woman in which it resides as opposed to being the property of that woman are the comments of Daniel Callahan in his book *Abortion: Law, Choice, and Morality*. In this book he states, "*. As if this evidence were not enough to support the claim that the woman and child are separate entities from the moment of conception, there is more. Dr A.W.Liley, known as the father of fetology by right-to-lifers asserts, <*>. This evidence from reputable people in society compounded with an array of other support serves to prove that a woman has no right to deny her child of life because it is not her body she is affecting, but that of a separate human person.

EXAMPLE 3

THESIS

Therefore, it is clear that capital punishment should be abolished based on the stronger opposing argument, consisting of statistics that show the ineffectiveness of the death penalty on the crime rate, the moral and ethical questions it produces, and constitutional errors that occur in a number of capital punishment cases.

BODY

There are a number of statistics that demonstrate the ineffectiveness of the death penalty. First of all, states or countries that had the death penalty and recently abolished it have experienced a drop in their crime rates. A study conducted by Dane Archer, Rosemary Gartner, and Marc Beittel showed that the murder rates of fourteen nations, <*>. Perhaps the most obvious statistic for the ineffectiveness of the death penalty lies in the noticeably higher crime rate in states that employ it. Many people believe that it actually places a lower value on human life. This is known as the brutalization effect. In this case, criminals seem to model their behavior after the state. They believe, <*>. Further evidence of this is demonstrated by a 1935 study conducted by Robert Dann. After examining five highly publicized executions and the number of murders in the sixty days before and after each one, he noted that an average of 4.4 more homicides occurred in the period following the executions. The Dann study also suggests that, <*>. This would support the theory that suggests that it does not act as a deterrent, but rather a catalyst, for violent crime.

The most well-known dispute over the death penalty exists on the ethical side of the issue. Before dealing with the ethical argument against the use of capital punishment, the ethical argument supporting it must be examined. The most popular response in favor of the death penalty is that fair is fair. Many people believe that the crime of taking a life should be punished with the taking of a life. People also believe that it is the best way to protect innocent people from murderers. While these are valid arguments, they do not stand up to the ethical argument against the death penalty.

WEEK 4

CONCESSIVE ADVERBIALS

1. HOWEVER

Definition: still; nevertheless, on the other hand; yet

EXAMPLE SENTENCES

1. Feuerbach does not question the values concerning God, and argues that humans should take these values back into their own lives. Nietzsche, **however**, is more critical and wants to challenge these values and the implications of atheism.
2. In the twenty five years following the Second World War the government was fully committed to full employment, **however**, in the 1970s unemployment began to rise drastically (Vickerstaff, 2003).
3. Ivo Daalder, "legitimacy is not a luxury for the powerful and a necessity of the weak - it is what is necessary to translate power into success". Bachrach and Baratz do not share such views, **however**.

2. NEVERTHELESS

Definition: in spite of that; however; yet

EXAMPLE SENTENCES

1. With over fourteen million people reliant on welfare in the United States, some change is definitely needed. Conservatives hope to abolish the system completely while liberals insist that welfare reform is the answer. **Nevertheless**, a crucial question must first be answered: Why does welfare exist?

3. STILL

Definition: even then; nevertheless.

EXAMPLE SENTENCES

1. With all the risks, why do athletes **still** use steroids? The article "In Track and Field Time for Naked Truth" explains why.
2. While opponents believe that Kevorkian is trying to play God by deciding when and if to end someone's life. **Still**, others believe that the acceptance of these practices might cause a breakdown of the faith i doctors that people now hold.

4. THOUGH

Definition: nevertheless; however .

EXAMPLE SENTENCES

1. Tests are constantly being performed to find the next medication that will control the ailment. Some skeptics, **though**, will not believe the true results these new drugs are showing.
2. Judge Robert H. Schnacke overruled the ban and allowed for reporters to be in the witness execution room. He did not allow them to bring in video cameras, **though** .
3. They are not strong enough and if captured could be raped. They feel that it is not fair that men are the only ones. Other women, **though**, are glad that the rule in the United States stands as it does.

5. YET

Definition: nevertheless, still, however,

EXAMPLE SENTENCES

1. The first is that evolution and creation should definitely be taught, but the most effective method would be both theories presented in a non-dogmatic, **yet** forceful and aggressive, manner to make students aware of how important the issue is.
2. Justice Sandra Day O'Connor ordered that each judge submit a brief stating how they came to the conclusion. **Yet** , this does not change the decision.

6. IN SPITE OF

Definition: in defiance of; regardless of; nevertheless.

EXAMPLE SENTENCES

1. Four cars travelling, **in spite of** conditions, at the legal speed limit with a police escort.
2. Individuals can attempt to prevent credit card fraud by guarding their cards diligently, but **if in spite of this** the card's details are stolen, then the ability to detect, as soon as possible, that fraud is imperative.

7. AFTER ALL

Definition: in spite of expectations, efforts, etc.

EXAMPLE SENTENCES

1. Of all China's leaders, Hua Guofeng faced the biggest challenge in responding to the legacy of Mao. He had, **after all** , been a beneficiary of the Cultural Revolution - he owed his very position to radicalism.
2. They will probably view US exercise of power in third world states like Iraq and Afghanistan as legitimate defensive actions. **After all** , Henry Kissinger wrote "a nation's survival is its first and ultimate responsibility. It cannot be compromised or put to risk".

8. IN ANY CASE / IN ANY EVENT/ AT ANY RATE/ AT ALL EVENTS

Definition: no matter what; anyhow.

EXAMPLE SENTENCES

1. **In any case** , though it might save the Aral Sea, it would not solve the major regional disputes concerning the Amu Darya and Syr Darya rivers.
2. The shift in focus from increasing agricultural productivity to incorporating environmental and social concerns has led **in any case** to an improved orientation towards sustainability.

3. This inconsistency is reflected in the previous study, though, as previously mentioned, it is suspected that the values obtained in this study are unreliable **in any event**.
4. This is hard to answer **at any rate** but they are making the most of the good times by paying off long term debts and producing good earnings on invested money.

9. AT THE SAME TIME

Definition: nevertheless; however.

EXAMPLE SENTENCES

1. Writing became for Svevo a way of escaping reality, especially the one that other people had sewn on you. **At the same time**, it was impossible to write down notes, comments and letters, where he could fix the world around him.
2. The number of retirees goes up significantly, **at the same time** the working population falls due to an upturn in the birth rate (Whyte 2004)

10. ON THE OTHER HAND

EXAMPLE SENTENCES

1. The stereotyped male image would have a man as being strong, courageous, self-reliant, and the backbone of the family. **On the other hand**, a woman would be feminine. Meaning gentle, emotional, sensitive, loving, and her future plans revolving around her husband and children.
2. Organized crime, **on the other hand**, pays off quite handsomely. There are key points to this in that a person has to get in contact with the right people, which takes time.

ERRORS BY TURKISH LEARNERS

1. When I search for my homeworks I do not get tired; because while doing so, **on the other hand** I chat with people both from my country and other countries.
2. So, all of these things decrease the value of university degrees. **On the other hand**, some teachers don't make their responsibilities properly.

11. ADMITTEDLY

Definition: undeniably, it must be said, to be fair or honest.

EXAMPLE SENTENCES

1. However, it is **admittedly** difficult to determine the direction of the relationship between avoidance coping and alcohol consumption, particularly within a student population.

2. **Admittedly** , there are some limitations to using case study research, as outlined in Cohen et al (2000) and Nunan (1992), many of which are concerned with difficulties in averaging data.

12. OF COURSE

Definition: as expected; naturally.

EXAMPLE SENTENCES

1. At the first visit the co-ordinator from Home-start outlined the situation as she saw it and **of course** mentioned the pregnancy.
2. It always launches new advanced products to the market. **Of course** , it also pays much attention to improve their product and service quality.

13. IN FACT

Definition: in reality or actuality.

EXAMPLE SENTENCES:

1. Scharpf argues that this 'collective identity' is **in fact** not possible.
2. Coleridge was influenced by many Gothic works. **In fact** , many writers were influenced by the Gothic.

14. EVEN SO

Defintion: in spite of any assertion to the contrary: nevertheless

EXAMPLE SENTENCES

1. The few videos available can only be seen by members, reducing site enjoyment. **Even so** , adequate use of grids, minimizes 'rectangles', and minimal scrolling makes for better browsing.
2. He is not wearing a tie and the shirt is open at the collar but **even so** he appears fairly well dressed.

EXERCISES

PART A

PLEASE FILL IN THE GAPS WITH THE GIVEN CONTRASTIVE ADVERBIALS

(There is one extra in the box)

even so, admittedly, in spite of this fact, still, in any case, of course

1. This definition is clumsy, but at least makes the subtleties and difficulties of any description of health transparent.
2. India had not accessed this facility, and , experience of other countries has not been very satisfactory on this.
3. These kids may have wanted to stay with their adoptive parents had they been given a choice. , they may have wanted to change homes and could have spared the long and tedious court battles.
4. This number was too small to conduct reliable statistical inference. , the analysis was carried out.
5. Errors vary in an unpredictable way and thus very hard to correct. , it is possible to minimise their effect.

PART B

BELOW THERE ARE CONTRASTIVE ADVERBIAL USAGE ERRORS IN SENTENCES, PLEASE CORRECT THEM

1. The challenge of IHL is to respect Human Rights and, **after all** , deal with the rules of war.
2. This also alludes to the fact that "Islam" is inherently in conflict with the "West" which is an oversight on our part to envision prospects for cooperation and compromise in the modern context. **Yet** , the United States' invasion of Iraq in 2003 was not based on what happened centuries ago between Christendom and the Ottoman Empire, rather it was based on current geopolitical issues and security fears.
3. We are ourselves a part of nature, we attempt to live outside of it.
4. Prayer in public schools may continue to gain more popularity in the United States. Popularity, **at the same time** , does not constitute righteousness.
5. In real life it is often the case that one of the lay members may have a connection to a trade union or a particular company. **However** this is valid for the chairperson as well.
6. The Chinese invented gunpowder, but it was used predominantly in rockets and bombs. Overall their weaponry consisted of more antiquated equipment such as

bows and arrows. Europe, **of course** , brought gunpowder back to the west and developed cannons.

HOMEWORK

PART A

PLEASE FILL IN THE GAPS WITH THE GIVEN CONTRASTIVE ADVERBIALS

(There is one extra in the box)

In spite of this, Though, Nevertheless, In fact, At the same time, At any rate

1. It was also believed that welfare recipients lacked motivation to enter the work force and needed to be pushed into it , none of the past or present reforms of welfare policy have succeeded in lowering the number of welfare recipients in the United States.
2. Finally, to conclude, these texts initially seem contrasting and opposed to each other - for instance they belong to different genres, and one celebrates life, the other reflects on death. But , a stylistic analysis illustrates that many of the techniques they use are similar.
3. While they offer online internet reservation facilities for tour operators nevertheless it should be considered to offer these facilities to individuals
4. Throughout the course of the investigation, we have found that magical techniques had,..... , a certain ethical usage and even known illegal uses of such magic.
5. The argument of the selfishness of suicide is weak with hardly any evidence of its claim..... , if the readers analyze their own experiences with those that attempt suicide, they can view this argument as a good one.

PART B

THERE ARE SENTENCES WITH MISSING CONTRASTIVE ADVERBIALS, PLEASE FILL THEM.

11. Two solutions to this problem would be to either suppress the immune system of the patient or induce tolerance. , these solutions are only short-term .
12. They both narrate a frustrated, yet strong-willed central character who is..... this determination, overcome by the powers of the press and left completely resigned and destroyed.
13. The damage obviously caused due to high salt concentrations in irrigation water contacting the foliage. recycled water must be carefully managed in order to avoid foliage damage of crops.

14. While procedures like food fortification have helped to reduce problems relating to nutrient deficiencies across the globe, it is questionable whether they achieved this in isolation.

15. Water, comparatively, has less corrosive strength as it contains less reactive flowing group., it could cause slow corrosion which has to be aware of.

16. This statistic is good because it can ease the anxieties felt by other adoptive families....., it has a reverse effect as well.

CONCLUSION PARAGRAPHS

EXAMPLE 1

THESIS In business there is more involved than just making a profit and getting ahead; it involves relationships throughout the business environment and there must be a sense of respect and trust involved or else the business will fail.

CONCLUSION

<*>. This explains why something has to change in the business world today because business has to be looked at positively and not negatively. This is why people are stressing to build relationships and look in terms of the future; instead of just profit and self- satisfaction. This all helps to explain why there is more emphasis on who you know and who your partners are rather than how much money you have. Money cannot buy you friends, health of happiness, but good relationships can get you places in life just like Sam Walton, B.F. Goodrich Company, and the other successful men in our society.

EXAMPLE 2

THESIS Abortion cannot be justified as a moral act either on the part of the woman or the doctor because in essence it is the senseless killing of an innocent human life.

CONCLUSION

<*>. The above assertion from Daniel Callahan describes to the letter the abortion debate in American society. The disagreement has been clear for decades, and the two sides are speaking out louder and stronger every year. Each side has its own set of values and beliefs and the fact that those values conflict causes each side to rethink what they believe and hold onto those beliefs as tight as possible. For this reason a solution does not seem to be close at hand. The question will clearly remain: do a woman's rights have precedence over those of the unborn child? Is that the moral decision? These questions will probably never be answered to the satisfaction of all involved ,however, you can't legislate morality.

EXAMPLE 3

THESIS Therefore, it is clear that capital punishment should be abolished based on the stronger opposing argument, consisting of statistics that show the ineffectiveness of the death penalty on the crime rate, the moral and ethical questions it produces, and constitutional errors that occur in a number of capital punishment cases.

CONCLUSION

After examining arguments both for and against the use of capital punishment, it is clear that it should be abolished. The evidence opposing the death penalty far outweighs the evidence supporting its use. Its ineffectiveness as a deterrent for crime, the constitutional errors that occur in many capital punishment cases, and the immorality of capital punishment are the main reasons for stopping its use.

WEEK 5

EXERCISES

PART A

PLEASE FILL IN THE GAPS WITH THE GIVEN CONTRASTIVE ADVERBIALS

(There is one extra in the box)

Besides, in spite of, conversely, even so, at any rate, still

1. Errors vary in an unpredictable way and thus very hard to correct., it is possible to minimise their effect.
2. The higher up the social scale you go, speakers are more likely to use Standard English , the lower you move down the social scale, there is a greater chance that the speakers will use a regional or non-standard dialect.
3. This is hard to answer but they are making the most of the good times by paying off long term debts and producing good earnings on invested money.
4. This number was too small to conduct reliable statistical inference. this fact, the analysis was carried out.
5. These foods, such as ready meals, tinned and frozen goods, are extremely popular for a number of reasons the simple low cost of them.

PART B

EXAMINE THE CONCORDANCE LINES AND PLACE THE SUITABLE ADVERBIAL

On the other hand, in any case, however, even so

1. general decline of LB settlement. The facts, ... , are not so obvious. </p><p> In each bigger
been quite unstable initially. There was, ... , much more direct sunlight during C than
of a community grounded in 'sisterhood'. Haywood suggests that 'such an approach

2. power correctly, and has no right to it Theseus' only comment is that any man
The user friendliness argues for Signifo , as emphasized in the Heineken case study
those from African-American families, were immediately excluded from the dominant

3. actually happened in evolution. Grades , are far more harder define. Basically
strong hardness and lowest melting behavior, ... , Galaxy and Cadbury's are quite similar
society. Osama bin Laden's enterprises , are supported by sophisticated satellite

PART C

BELOW THERE ARE CONTRASTIVE ADVERBIAL USAGE ERRORS IN SENTENCES, PLEASE CORRECT THEM

1. This inconsistency is reflected in the previous study, though, as previously mentioned, it is suspected that the values obtained in this study are unreliable **more accurately** .
2. Obstacles would be presented in the form of other mortals rather than the mythical creatures of Greek epic and must remain loyal to their country and cause. Greek heroes, **in any event**, would be semi-divine, and fulfilling quests for personal glory and reputation.
3. It resulted in the redefining of women, into inherently dangerous, **instead** fragile human beings, who were therefore dependent upon men, and the male medical profession, as well as having a negative effect on women patients, as many did not wish to see male doctors.
4. The issues surrounding child soldiers are complex and it is beyond the scope of this report to consider each of the above issues comprehensively. **Yet** , this report focuses primarily on the fifth issue, namely the protection and regulation of children once they actually become child soldiers (despite any prohibition on their recruitment).

5. Barfield describes it as 'simplistic and utopian', or perhaps **by contrast**, 'naïve'.

PART D

THERE ARE SENTENCES WITH MISSING CONTRASTIVE ADVERBIALS, PLEASE FILL THEM.

1. Dietary excesses are contribute to obesity, heart disease, bowel disease, etc. , dietary deficiencies are contribute to starvation, marasmus, kwashiorkor, etc.
2. It has also been documented that female lions have travelled great distances to establish a new pride, ..., very little is known about this.
3. Women are most directly empowered during ethnic conflicts when they participate as an active combatant however the extent of their empowerment is questionable., women participate in a political framework or context created by men.
4. The Good Soldier does bear a resemblance to the detective story. There is mystery, intrigue and we are constantly questioning the information we are given.
5. The index finally returned to its pre-war level, 1.4 in 1990. There was a drop in 1995 and the index became 1.3 in 2000. This maybe.....because of the collection of eggs in more polluted area and I suggest that should be only a fluctuation.

APPENDIX D

MINUTE PAPER SAMPLES

WEEK 1

WEEK 1

(21)

1 Name: _____

What do you think about using examples from a corpus (authentic sentences of native speakers) in writing classes and especially teaching reformulatory and replacive adverbials (rather, in other words, better, etc.)?

Actually, when we read a book, article or essays in websites we see a lot of this examples, rather, in other words, better etc. But I didn't know ^{before} how to use and most of them I couldn't use in essays. Since my classmate Simsek told, I learned about it many things. The course was so informative and enjoyable I liked this course. It is so useful for the writing the other essays.

WEEK 2

WEEK 2

(28)

What is your opinion about using examples from corpus? What kind of effect does it have in writing classes?

We can see using of vocabulary due to corpus so it makes us familiar with English language. It improves our writings by helping us thinking ~~again~~ like a native speaker.

WEEK 3

WEEK 3

1. In what ways using corpus examples may be effective or ineffective in writing classes?

We learn about the vocabulary use of native writers in the essays. I learned where the word are used in the sentence.

2. Do you think what you learned with corpus-based exercises will be long-lasting?

Yes, I think. In this way, I'll improve my English and writing skills.

WEEK 4

WEEK 4

What is your overall evaluation about using corpus in foreign language writing classes?

It was really funny and informative for us.

Corpus will help us, more accurately, in our next classes, terms.

THANKS AGAIN.

APPENDIX E

INTERVIEW QUESTIONS

Question 1: What might be the effect of a corpus-based implementation on writing classes?

Question 2. What can be the reasons of that increase/decrease in the use of contrastive adverbials in your argumentative essays after the corpus-based implementation?

Question 3. What might make the corpus-based implementation more effective as a course?

Question 4. How could the content of corpus-based implementation be more efficient to teach contrastive adverbials?

CURRICULUM VITAE

A. PERSONAL INFORMATION

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B. EDUCATIONAL BACKGROUND

Date	Degree	University	Field
2013-2015	Master of Arts	Cukurova University	English Language Teaching
2008-2012	Bachelor of Arts	Cukurova University	English Language Teaching

C. JOB EXPERIENCE

Date	Title	Institution
2014-	Research Assistant	ELT Department, Cukurova University
2013-2014	English Teacher	Ömer Haluk Özüçak Primary School, Seyhan, Adana
2012-	English Teacher	Abdurrahim Karakoç Secondary School, Seyhan, Adana

D. ACADEMIC WORK

PAPERS PRESENTED

1. Tm, G. and Őimőek, T. (2015). "The Analysis of Reading Passages in Turkish for Foreign Learners Textbooks in terms of Skimming and Scanning Strategies, I. International Congress of Teaching Turkish as a Foreign Language, Sakarya University Turkse Unie van Belgie and Yunus Emre Institute, Gent, Belgium, 24-26 April 2015 .
2. Őimőek, T. (2015). "The Role of Anxiety in Foreign Language Classes: A focus on Gender". 1. Cukurova International ELT Teachers (CUELT) Conference: An Insider Voice into Practice, Cukurova University, Adana, 21-22 May, 2015.
3. Tm, G. ve Őimőek, T. (2015). "A study on Writing skill in Teaching Turkish as a Foreign Language", 1st International Symposium on Language Education and Teaching, Hacı Bektaő Veli University, Nevőehir, Turkey, 28-30 May 2015.