

İngilizce Zarf Yapılarının Yabancı Öğrenenler İçin Zorluğu

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ÖZ

Bu çalışmanın amacı İngilizce zarf yapılarının(cümlecik) yabancı veya ikinci dil öğrenenler için ne tür zorluk ya da yük olduğunu aydınlatmaktır. Bu bağlamda, bu yapıların sözdizimsel yapısı araştırıldı. Bu, yapılarını vurgulayarak ve gramer birimi olarak zarf cümleciklerinin sözdizimsel özellikleri araştırılarak yapıldı. İngilizce konuşan dünyada mevcut olan en önemli kitaplar incelendi.

Bu bütüncü (corpus) analiz, yan cümle olarak sürekli değişen bazı zarf yapıların öğrenenler için cümle işleminde bir sorun olduğunu gösterdi. Yapısındaki değişimlerin yabancı öğrenenler için bir yük olduğu kanıtlandı. Bundan başka, çalışma zarf yapılarının İngiliz dilinin tipolojik sözdizimine ters düştüğünü vurguluyor; yani İngilizcenin kurallı söz dizimi bu işlemler tarafından ihlal ediliyor. Yine sınıflandırmaları, kısaltılmaları ve devrik olmaları yabancı öğrenenler için büyük sıkıntıdırlar.

Anahtar Kelimeler: Dil Edinimi, İkinci Dil Öğrenimi, Yabancı Dil Öğretimi

The Difficulty of English Adverbial Constructions for the Foreign Learners

ABSTRACT

The purpose of this paper is to bring to the light what difficulties or burden the English Adverbial Clauses have for foreign language learners (FLLs) or second language learners (SLLs) In this context, the syntactic structure of such grammatical category has been examined. This has been done by examining the syntactic properties of adverbial clauses as grammatical unity by emphasising their structures. The most important books that are available in the English speaking world have been inquired.

This corpus analysis has depicted that steadily changing of some adverbial clauses as subordinates is a problem for the learners in sentence processing. The varieties of the construction have proved to be a burden for the foreign learners. Moreover, the study underlines that the adverbial constructions contradict with the typological word order (SVO) of English language i.e. the canonical word order of English is violated through these operations. Again the classifications, the reduction and the inversion of them are great challenges for the foreign learners.

Keywords: Foreign Language Teaching, Language Acquisition, Second Language Learning,

1. INTRODUCTION

Adverbial Clauses which belong to the subordinate clauses seem to cause great understanding problems in English as a result of their natural complexity and a great variety of types, together with their structure that alters constantly. Important studies about Adverbial Clauses have been carried out in order

to contribute to the understanding of them. The scholars examined them not only syntactically but also semantically with the aim to be helpful for the second language acquisition (SLA), for the school syllabus as well (and for the foreign language teaching).

The objective of this work was to find out what kind of syntactic properties Adverbial Clause in English have and what difficulties they cause when learning the English language. The other target of this article is to draw an overview about the adverbial clauses; to discover the difficulties of them by making syntactic analysis which is the subject of this work. Here such a division will follow: the definition, the classification and the reduction of the adverbial clauses. Then the result and discussion parts will follow.

It will be clarified that classifications, inversion, omission in the structure of Adverbial Clauses in English are the main points that bring the problems for both the first language and foreign language learners in sentence processing. The implication of my study is that the formal characteristic of this category is not easy neither for the first nor for the second language learners. (Notice that acquisition vs. learning is used by linguists when learning occurs during the childhood)

2. DEFINITION OF ADVERBIAL CLAUSE

It is sometimes logical to use “construction” instead of “clause”, owing to the fact that the reduction of subordinators/adverbial elements destroys the structure of the adverbial clause which does not have a finite verb anymore. Even though the true terminus, I think, is “construction”, not “clause”, hitherto it will be used interchangeably.

On the other hand it is important to know the terminology in this subject. Otherwise it can sometimes be problem to understand the written discourse related to this topic. For instance, the root/the matrix/the independent /superordinate /non-embeded clauses are used for main clause; embedded /dependent clauses are used for the subordinate. The matrix clause and subordinate clause will be my choice.

In the literature we know that *because, since, although...*etc are sometimes called subordinators. The adverbial clauses act as modifiers in the main clause. They specify circumstances such as manner, time, frequency, place, degree, reason, cause and condition. In other words, they support the matrix clause.

Sometimes two kinds of adverbial clauses appear among the linguists. They are adjuncts which are completely integrated into the clause and disjuncts which are to a great extend peripheral. Disjuncts are mostly used in written context; in this case, they are separated from the matrix clause by a comma. For each type the examples follow (Carter & McCarthy, 2006, p.561):

- 1) Your evening class tonight has had to be cancelled because the lecturer’s ill. (adjunct gives the reason)
- 2) Somebody could have left it in the corridor, because it does happen. (disjunct expressing a justification/explanation for what the speaker has just said)

First the definition of clause will be given then the elements that we come across in the clauses will be explained. It is possible to find miscellaneous definitions about the clause in English in the dictionaries and encyclopaedias. One definition I found in the Cambridge International Dictionary of English (1995, p. 239) is: “A clause is a group of words, consisting of a subject and a finite form of a verb (= the form that shows the tense and subject of the verb), which might or might not be a sentence”. In this definition it is not certain that when there is a group of words consisting of a SUBJ (subject) and a finite form of a verb, it is a sentence. Collins English Dictionary (2003, p. 318) defines “Clause as a group of words consisting

of a subject and a predicate including a finite verb that does not necessarily constitute a sentence”. This definition is similar to the first one (apart from “predicate”). It seems that two compulsory constituents for building a clause exist i.e. a subject and a finite verb. The meaning in a clause is not complete till a matrix clause is added to that.

A phrase and a clause should not be confused. One can see a phrase only with a finite verb without the subject or no finite verb. But as seen in the definition above a clause must contain one predicate and one subject. This can happen implicitly and explicitly. In order to make it clear what the difference between a clause and a phrase is, the following example should be given.

1) She was walking with a friend who went to my school.

The example shows that “who went to my school” is a clause whereas “with a friend” is prepositional phrase. The former is clause because a subject and a predicate are seen in it. The latter is a phrase because it doesn’t encompass a subject and a predicate.

A matrix clause can contain one or more than one clause. The example below depicts a subordinate clause and a matrix clause. The subordinate clause is functionally different from the matrix clause and it can not stand alone. If it stands alone, the meaning in it remains uncompleted. (Hartmann & Stork, 1972)

2) I’ll get you some stamps, if I go to town.

The way the matrix (main) clause and the subordinate clause conjoin is depicted in the figure below:

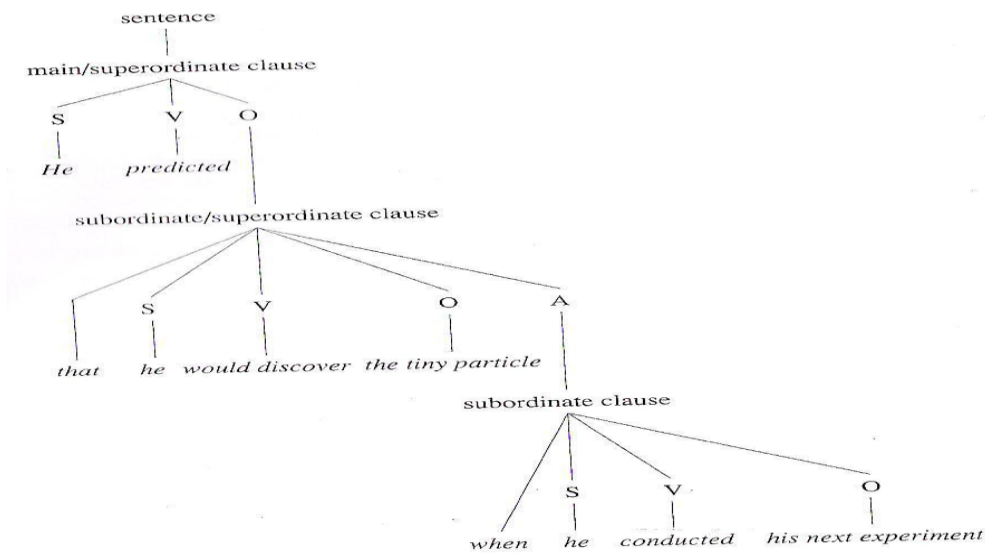


Diagram 1 Main Clause and Subordinate Clause (Greenbaum & Quirk, 1990, p.283)

The diagram shows how the clauses can be subordinated to other clauses in the sentence. Here there is a sentence which is a complex/compound one. It contains one matrix clause. The matrix clause is superordinate to the subordinate “that-clause” (which is a direct object) which continues to nominal phrase “the tiny particle”. The “that-clause” is in turn superordinate to the subordinate “when-clause”(which is an adverbial) that extends from “when” to the end of the sentence. The diagram shows a good example for the superordination and subordination.

The clauses can be constructed if clause elements are brought together. There are five clause elements. Each has a particular function and it yields a specific meaning (Slim, 2004, p. 244)

Subject (S=e.g. John, Morning, it, etcetera)

Object (O=e.g. a book, the tree, etcetera)

Adverbial (A=e.g. very hard, currently, until next week, etcetera)

Verb (V=e.g. has written, speaks, have gone, etcetera)

Complement (C=with a medal (obj.comp), a nice person (subj. Comp), etcetera)

Some or all of these elements can be used in a clause, in addition, the meaning of the verb must be complete; so the verb element is mostly followed by an object or complement. In a clause the subject-verb comes before the object or complement elements and it is also possible to see some adverbial elements.

3. THE ADVERBIAL ELEMENTS

The adverbial element, which functions as an adverb, is usually made of an adverb phrase or prepositional phrase. We can see an adverbial element everywhere in a clause.

In the following there are examples about the adverbial phrase functioning as adverbial:

3) Anna works very hard.

4) Currently, my boss is away in London.

5) At present, he is having a shower.

In the followings there are examples about the prepositional phrase acting as adverbials:

6) My friend will not call me until tomorrow.

7) My wife is not against my research.

8) They arrived home late because of the bad weather.

It should be kept in mind that the examples in (3), (4) and (5) are grammatically complete without adverbs i.e. “very hard”, “currently” and “at present”. Therefore we can say that the adverbial elements are sometimes optional. Slim (2004, p. 255) says: “*An adverbial element may not contain an adverb, but it still functions like an adverb*”. He gives the following example:

9) Adam is in London to visit his sister. (“to visit his sister” is non-finite verb phrase).

This example gives the answer for the adverbial questions such as *where is Adam?* (Adam is in London) and *Why is Adam in London?* (to visit his sister). The sentence in (9) does not have any adverb because of the fact that it gives the answer for the adverbial question “why”, thus it is better to use the name “adverbial element”. Next the classification of adverbial constructions will be given.

4. THE CLASSIFICATION OF ADVERBIAL CLAUSES

It is seen that no agreement among the scholars in terms of how the subordinate clauses are classified. I have read very detailed information about the subordinate clauses in the grammar book by Carter & McCarthy (2006) who approached to the subject from the linguistic perspective. It is very hard to find a standard of classification and terminology regarding adverbial clauses. The same is valid for the most popular English grammar books such as Collins Cobuild English Grammar (1990), Longman Grammar of Spoken and Written English (2004) or “the Cambridge Grammar of the English” (2006). I have regarded the grammar book by Greenbaum & Quirk (1990) very beneficial in writing this work.

It is usually seen that subordinate clauses are classified with respect to their functionality. There are three categories divided in this way: 1) Noun or Nominal Clauses 2) Adverbial Clauses 3) Relative Clauses. Different grammars subcategorize subordinate clauses in different ways (e.g. concessive, causal, etcetera). Some writers add “comparative clauses”, e.g. Greenbaum & Quirk (1990, p. 304), to these three categories. Nevertheless, I am going to handle subordinate clauses in three categories because there is no agreement among the grammarians whether the comparative clause is the subject of research. An example for each is given below so that an overview can be given in order to understand the difference between these types; in such procedure the division of the subordinate clauses will be shown.

Main Clause (the first part) Subordinate Clause (second part or the bold side)

1-Noun Clause → He says **that he may come to the concert** (the subordinate clause here functions as nominal)

2-Adjective Clause → I know the man **who wrote the story** (the subordinate clause here modifies the noun)

3-Adverbial Clause →The baby woke up **when the dog barked** (the subordinate clause here modifies the verb)

Having written the short information in relation to the classification of subordinate clauses, in the following the adverbial construction and its types will be handled.

5.0. ADVERBIAL CLAUSES

It can be said that an adverbial construction in a complex sentence acts in the same way as an adverb in a simple sentence. I have written before that an adverbial construction modifies the verb. It gives to the matrix clause additional information about time, manner, cause, concession, place, condition, purpose, result/effect, duration, contingency, reservation, comparison ...etc (Seher, p. 259). An adverbial clause can be used in the first position, in the middle of the sentence, at the end of the sentence. When it is used in the first position, i.e. at the beginning of the sentence, a comma is inserted between the adverbial clause and the main clause. The example below illustrates this:

10) When we were in that town, we often played games.

Here the adverbial clause “when we were in that town” modifies the main clause “we often played games”. Indeed it gives the information about the time. When an adverbial clause is utilised at the end of the sentence, i.e. in the end position, a comma is not utilised.

11) We often played games when we were in that town.

And finally, when an adverbial clause is used in the middle position, i.e. in the middle of the sentence (main clause), a comma is put both in front and in back of it. Let me give an example:

12) My brother, because he hates swimming, never goes to the seaside.

Here, “because he hates swimming” is an adverbial clause and it has been used in the middle of the main clause. Namely; the sentence “my brother never goes to the seaside” has the function of main clause.

It should be written here that “Although”, “if”, “unless”, “when”, “whenever”, “while”, “as” subordinators may be followed by ellipsis of subject a copular verb “be” (Carter & Mc Carthy, 2006, p. 559). The usages like these are generally associated with more formal styles. For example:

- 13) **Being** part of a group means that you can support each other whenever necessary.
(Understood.....you can support each other whenever supporting each other is necessary)

I have already given the information about the classification of adverbial clauses. Adverbial clauses are needed to express different situations. Below, I want to give place to each of these situations together with an example.

5.1.ADVERBIAL CLAUSE OF TIME

The words introduced an adverbial clause are also the same as those occasionally named subordinators. Adverbial clauses are regularly marked by a subordinator. Adverbial clause of time relates to a period or an event. The words which are used with this purpose are: “When”, “whenever”, “while”, “since”, “after”, “before”, “until”, “as”, “by the time (that)”, “now that”, “once”, “as soon as”, “as long as”. The examples below demonstrate these:

- 14) When I got to this office, he had already left.
15) By the time you come home, we will have had our dinner.
16) Once you stop talking, I will finish my speech (Matrix clause event occurs later).
17) He asked me for a loan whenever he saw me.
18) He'd need to do his exams before he went (Matrix clause event occurs earlier)

Note that the time relationship between the subordinate and matrix clause is important i.e. the time in the subordinate clause and matrix clause relate to each other. The time in the matrix clause is in a large part bound to the time in the subordinate clause. Thus it may be previous (subordinator: until), simultaneous (subordinator: while) or subsequent (subordinator: after). The examples for these:

- 19) Wait **until** you're called.
20) **While** he was still in the stable, there was a loud knock at the front door.
21) Tell me **after** I've eaten my dinner.

Some expressions such as “the first time”, “the next time” or “the third time” indicate that something takes place during one occurrence of an event. One example for this case is as follows:

- 22) **Next time** I come here, I'm going to be better.

The words which introduce the adverbial clause of time have been written above. Apart from these words there are also the following usages that have the operation of adverbial clauses of time:

No sooner ... than:

- 23) He had **no sooner** drunk the coffee **than** he began to feel drowsy. Or “no sooner” can be taken in the first position as illustrated below. In this case the auxiliary verb comes after. But “than” stays in the same position in both word-orders. It is used in front of the second clause.

No sooner had he drunk the coffee **than** he began to feel drowsy.

Hardly ... when:

- 24) The film had **hardly** begun **when** the lights went out.
25) **Hardly** had the film begun **when** the lights went out.

Hardly.....before:

- 26) He had **hardly** got his eyes open **before** she told him that they were leaving.

As we see from the examples above, this type of adverbial clause of time consists of two words similar to “no sooner ... when”. Similarly, if the first word is put in front of the subordinate clause, the auxiliary verb comes after. But if “when” is in its position in the other words it stays in front of the main clause.

Immediately: (to feel drowsy):

27) Immediately he earns any money he spends it (or he no sooner earns any money than he spends it) as we understand from this example, “immediately” introduces an adverbial clause with respect to time.

Let me talk about their reduction too, before passing to the next part. Reduction (-ed): Adverbial clause, which is finite clause, can become verbless or reduced one. For example:

28) While we were in Istanbul, we visited all the major museums. (While in Istanbul we visited all the major museums)

Reduction with passive construction:

29) When it is cooled, the vapor condenses and forms droplets (When cooled the vapor condenses and forms droplets).

Reduction (-ing):

30) Adults sometimes do not realize their strength when they deal with children. (Adults sometimes do not realize their strength when dealing with children.)

Next the adverbial clause of place will be handled.

5.2. ADVERBIAL CLAUSE OF PLACE

Adverbial clauses of place are related to the location or position of something. The words that introduce an adverbial clause are: “Where” (it is a specific), “whenever” (it is nonspecific), “as far as”, “as near as”. They usually come after the matrix clause. Let’s look at the following examples:

Where:

31) **Where** our house is now was a farmland (Location: The adverbial clause act as subject)

32) She has always lived **where** she was born (Location: The adverbial clause is used as a place)

Wherever:

33) She meets interesting people wherever she goes (Direction).

As far as:

34) She walked **as far as** she could (Direction).

As near as:

35) You can go **as near as** you like to this lion (Direction).

Next the adverbial clause of manner will be given.

5.3. ADVERBIAL CLAUSE OF MANNER

Adverbial clauses of manner can be used both to express something about the way something is done and to relate to behavior/attitude of somebody. The following constituents are used in order to construct an adverbial clause of manner: “As if”/“as though”, “as”/“like”, “just as”, “much as”

As if:

36) How can you enjoy yourself **as if** nothing had happened.

As though:

37) He speaks **as if/as though** he is an American.

As:

38) We come and go **as** we wish.

Like:

39) Nobody loves you **like** I do (American usage of “like” instead of “as”).

Just as:

40) It swims above the sea floor **just as** its ancestors did.

Much as:

41) They are endeavoring to disguise this fact **much as** Jasper Johns did in the late 1950s.

In informal English “as if/as though” receives “was” in the place of “were”. Look at the related example below (Sinclair, 1990, p. 361):

42) She looks **as if** she were crying, but she made no sound.

43) I felt **as if** I were the center of the universe.

44) You talk **as though** he were already condemned.

Except for the usages above the expressions such as “the way”, “in a way” and “in the way” indicate the manner something is done, or somebody does something. The following sentences exemplify such cases:

45) I was never allowed to do things **the way** I wanted to do them.

46) He was looking at her **in a way** she did not recognize.

47) We have to make it work **in the way** that we want to do.

In the following the adverbial clause of reason will be given.

5.4. ADVERBIAL CLAUSE OF REASON

Adverbial clauses of reason are used with the purpose of giving a reason for something or action. Introducing an adverbial clause of reason occurs with the help of the words: “because”, “since”, “as”, “now that”, “seeing that”, “so/as long as”, “in as much as”, “on account of the fact that”, “owing to the fact that”, “in view of the fact that”, “because of the fact that”, “due to the fact that”, “notwithstanding”...etc. In some grammars there is also “for” in this usage. But it is said that “for” is never used at the beginning of the sentence. For example:

48) They decided to stop playing and eat, **for** they were hungry.

The examples showing the other subordinators are illustrated below:

Inasmuch as:

49) **Inasmuch as** they have apologized, I consider the matter closed.

Seeing that:

50) **Seeing that** they have come, you might as well stay.

Because:

51) Anne gave me this present **because** she is a kind person.

Owing to the fact that:

52) **Owing to the fact that** we had not prepared for the debate, we had a difficult time.

Since:

53) He could not go to the school **since** he was ill.

Notice that reduction can be made in this category as well. Reduction (-ing):

54) The prime minister has held his second press conference **since** he took office (The prime minister has held his second press conference **since** taking office).

In the following the adverbial clause of exception or concession will be handled.

5.5. ADVERBIAL CLAUSE OF EXCEPTION/CONCESSION

Adverbial clauses of exception/concession are utilized with the aim of expressing exceptions such as contrast, possibility...etc. It begins with these words: “even if”, “although”, “though”, “even though”, “In spite of the fact that”, “despite”, “in spite of” whereas”, “while”, “regardless”, “except that”, “whereas”, “whilst”, “no matter +wh-questions”, “however+adjective/adverb”.....ect. The examples for these are given below:

Although:

55) I used to play table tennis almost every day although I did not have much time for it.

Whereas/whilst:

56) I ignore them, whereas my husband is always worried about what they think of us.

In spite of the fact that:

57) In spite of the fact that they are poor, they are very happy.

No matter +wh-questions:

58) No matter how hard you try, you can't speak English.

However+adjective/adverb:

59) However hard he worked, he couldn't earn enough money.

Except that:

60) Nobody said a thing **except that** one or two asked me if I was better.

Despite:

61) Sensible, interested mothers still play a big part in their children's lives **despite** working and having full-time nanny (despite precedes the noun; “in spite of” is used in the same way).

Rodney Huddleston says (Huddleston & Pullman, 2005, p. 731):” The truth of the subordinate clause might lead one to expect that the superordinate clause (main clause) would be false. He gives the following example:

62) Sonia doesn't speak French, although she grew up in Paris.

So in this sentence, he states that in fact the truth of subordinate clause does not detract from the truth of the superordinate clause.

Next, the reduction used with this type of adverbial clauses will follow.

Reduction (-ed):

63) Though he was popular with teenagers, the singer was criticized by adults for his suggestive movements.

Reduction with passive construction:

64) Though it was written for children, the book is popular among adults as well. (Though written for children the book is popular among adults as well)

Reduction (-ing):

65) Though he was dying of cancer, he painted every day (Though dying of cancer he painted every day)

Next the adverbial clause of condition will be given.

5.6. ADVERBIAL CLAUSE OF CONDITION

Adverbial clauses of condition are used to state a condition and its outcome. These items introduce an adverbial clause of condition: “if”, “unless”, “even if”, “only if”, “whether or not”, “provided/proving that”, “in case (that)”, “in the event(that)”....ect. The examples are given below:

Unless:

66) Unless the strike has been called off, there will be no trains tomorrow.

If:

67) You can catch your train, if you leave immediately.

Provided (that):

68) Provided (that) no one has any further questions, we will now discuss the second problem.

In case (that):

69) I will be home all night in case you need me.

Even if:

70) I am going out even if it rains.

It is sometimes seen in punctuation that “if-clause” is dropped. This happens when the subordinate clause i.e. adverbial clause has the first verbs such as “should”, “were”, “had” and they are put at the beginning of clause. Instead of saying “if any visitors should come, I will say you are not here” somebody might say “Should any visitors come, I will say you are not here” (Sinclair, 1990, p. 349): The examples regarding this case are below: (in my view this brings problems to foreign language learners because the most part of the sentence is changed)

71) **Should** ministers decide to instigate an inquiry, we would welcome it.

72) **Were** they to cease advertising, prices would be significantly reduced.

73) **Had** I known that there was never to be another opportunity, I would have filmed the occasion.

In the examples (71), (72) and (73) above, as you see, the inversion is made. Inversion arises when the normal positive sentence of English canonical word order turned into the question word order. This makes problems, and as it has been said before it is in contradiction with the canonical English word order (SVO).

In the following I am going to talk about the adverbial clause of purpose.

5.7. ADVERBIAL CLAUSE OF PURPOSE

Adverbial clauses of purpose are used to indicate a purpose. They operate with these items: “so that + can/could/will/would” (more informally), “in order that” (more formally), “in order to” (more formal), “so as to”, “so”. It should be noted here that these items which are used to construct an adverbial clause of purpose have the same meaning. However the first one is often used. To illustrate this, following examples are given below (Greenbaum & Quirk, 1990, p. 323):

So that + can/could/will/would:

74) Please come so that we can travel together in my car.

In order that:

75) Builders worked day and night in order that the school might be finished in time.

So:

76) The school closes earlier **so (that)** the children can get home before dark.

Along with all words that introduce adverbial clauses of purpose as seen above, there is also “to” which is used very commonly and which is called infinitive.

77) Students should take notes **to** make revision earlier.

Let me talk about the reduction of such type now.

Reduction (-to infinitive):

78) I studied hard so that I could get a passing grade in the exam (I studied hard to get a passing grade in the exam).

Next the adverbial clause of result will be given.

5.8. ADVERBIAL CLAUSE OF RESULT

Adverbial clauses of result indicate an outcome. Result clauses usually begin with “so that” as in the example below:

79) They arranged things **so that** they never met.

80) Explain it **so that** we understand it.

The other special kind of structures that give the meaning of adverbial clauses (qualifiers) are explained below, after that the related examples are written for the illustration.

Such (a) + adjective + noun + that:

81) It was **such** an interesting book **that** I read it several times. (In spoken English “that” can be omitted)

So + adjective or adverb + that:

82) She can swim **so** well **that** she can easily win this contest.

With the result + that:

83) They had gambled away all their money, **with the result that** they didn’t even have the fare to get home.

Note: When statements are about measure, “many”, “few”, “much” and “little” are used with “so.....that”. And with “such....that” “a lot of” is used. The sentences below exemplify this:

So.....that:

84) She made **so** many mistakes **that** she failed the exam.

85) We found **so** much talk about that it was late at night when we remembered the time.

Such.....that:

86) She had **such** a lot of questions **that** I didn’t have enough time to answer them.

- 87) The extent of the disaster was **such that** the local authorities were quite unable to cope with. (it is as adjective used with the meaning “so great”; note here, “that-clause follows it)

When the verb in the main clause is “be” or when an auxiliary is used, the normal order of words is often changed for greater emphasis. “So” is put at the beginning of the sentence, followed by the adjective, adverb, or noun group. “Be” or “auxiliary” is placed in front of the subject (Sinclair, 1990, p. 356). The examples are below: (this brings problem for the foreign language learners, because the most part of the sentence is changed)

The following examples show this case:

- 88) **So** successful have they been **that** they are moving to Bond Street.
 89) **So** rapid is the rate of progress **that** advance seems to be following advance on almost a monthly basis.

The adverbial clause of contingency will be handled in the next part.

5.9. ADVERBIAL CLAUSE OF CONTINGENCY

Adverbial clause of contingency shows that something in the future can take place. The speakers can estimate that something can occur and they can take precaution, even though they are not sure. Namely, there is expectancy. These words are used to build an adverbial clause of contingency: “in case (that)”, “for fear that”, “lest” (in written English). This is illustrated in the following examples:

In case (that):

- 90) I took a couple of notebooks **in case** I should have time to do some writing.
 91) You should insure your house **in case** there is a fire.

As seen from the example above, “in case” is usually used with “should” for the sentences which are constructed in the past time.

For fear that:

- 92) The king always took a dozen of bodyguards **for fear that** he should be attacked.

Lest:

- 93) I fear **lest** she should decide to leave me.
 94) I obeyed her **lest** she should be angry.
 95) I am telling you this **lest** you should make a mistake (i.e. I am telling you this so that you shouldn't make a mistake.)

The adverbial clause of reservation is the subject of the next part.

5.10. ADVERBIAL CLAUSE OF RESERVATION

In this kind of adverbial clause there is an idea that should be a precondition. An adverbial clause is introduced with “except that” and “except for the fact that”. On the other, hand through this precondition/omission, the idea in the main clause is confirmed or accepted. In order words, the thought in the main clause is dependent to an extent to what is told in the subordinate clause. The following examples illustrate this case:

Except that:

- 96) It is a good plan **except that** we will have to spend too much money.

Except for the fact that:

97) **Except for the fact that** the actors are amateurs, this film is quite good.

In the following the last type of the adverbial clauses will be given.

5.11. ADVERBIAL CLAUSE OF COMPARISON

In this kind of adverbial clause two cases or things are compared. In other words, in the constructions of adverbial clauses an idea in the main clause is compared with an idea in the subordinate clause. Let me give the following examples.

As/(not)so + adjective/adverb + as:

98) Life is **as** pleasant **as** you make it.

Nevertheless, words that are repeated in both clauses may be gapped in the subordinate clause. It is shown in the examples below:

99) Jane is **as** healthy **as** her sister (is) or Jane is **healthier than** her sister (is).

(More) + adjective/adverb + than:

100) You are far **more** tolerant **than** I am.

Much + adjective/adverb + -er + than:

101) She is **much** older **than** she looks.

There can be another form which involves a kind of comparison. It expresses proportionality or equivalence of tendency or degree between two situations. It is introduced either by “as” or by the fronted correlative “the.....”the” after a comparison form. For example:

As:

102) **As** he grew dishearten, (so) the overhanging deteriorated. (here correlative “so” is formal (Greenbaum & Quirk, 1990, p. 325)

“the.....the”:

103) **The** more she thought about it **the** less she liked it.

After the classification of adverbial clauses the acquisition of them will be concerned giving the relevant literature. It should be noticed that the terminus acquisition versus learning is used by scholars when regarding the learning process in the way that the learning occurs in the childhood not at the age afterwards.

5. THE ACQUISITION OF ADVERBIAL CONSTRUCTIONS

The adverbial constructions which belong to the complex clauses emerge from the process of clause integration. The children learn the use of complex sentences; in such sentences two or more clauses are integrated in organized constructions. A major part of literature on the acquisition of complex sentences have been concerned with children’ comprehension of multiple clause structures in experiments.

On the one hand experimental studies done by Clark (1971) and Johnson (1975) showed that even 6, 7 and 8 year old children do not fully understand certain semantic types of adverbial clauses, on the other hand the observational studies proved that children as young as 3 years old utilize a wide variety of adverbial and co-ordinate clauses (Diesel (2004, p. 150). The direction of acquisition of such structures by children occurs from the simple combined sentences to the more complex sentences. For example, it was found by researchers that in spontaneous child speech first the coordinators *and*, *because*, *so*, and *but* then adverbial introducers *when*, *if*, *while* *since*, *after* and *before* appear (Clark, 1970; Eisenberg, 1980)

Piaget (1948) indicated that children as old as 7 years old had the tendency to confuse cause and effect in causal clauses, and Clark (1971) found that 3-to 5 year-olds have difficulties comprehending temporal clauses marked by *after and before*.

In sum, it has been stated by the most linguists that the acquisition procedure by FLLs continues during the preschool ages, showing a burden for the speakers of maternal language, and even later. How can his phenomenon which appears to be problem for maternal language not be problem for the FLLs or SLLs? Taking into account the information we discussed until now the problematic points will be discussed in the next part. First these then the discussion will follow.

6. THE INVERSION AND REDUCTION OF ADVERBIAL CLAUSE

To see how inversion changes SVO in English, regard the examples below:

104) Next to the coffee machine stood a pile of cups.

In (104) the word order is VSO which does not conform to the typological word order of English. It is a problem because it is neither taught in the schools nor is available in the grammar books. Likewise the examples in (71), (72) and (73) depict the same problem. Even it is not a strict rule to be applied in all cases; it can sometimes be not necessary or optional as in the following examples:

It is not necessary in the sentence below, which is an adverbial clause of comparison:

105) Just as competition is the controlling mechanism, so a system of markets and prices is a basic organizing force.

It is optional in the adverbial clauses below which are manner then comparison:

106) Some people still live in caves as did their ancestors.(Manner)

107) Positive discipline will achieve this end better than will negative discipline.(Comparison)

The most problematic side of adverbial constructions lies in that they are reduced owing to the fact that the learner cannot easily grasp them i.e. they cause a confusion. The sentence processing in the mind of the learners might probably not proceed without problems (perhaps, it becomes late) To begin with, the following example can be figured out:

108) Dismissed from school, Ahmet plans to join army.

At a glance, it is difficult to know what kind of adverbial clause it is. Is it a reason or a time? After a while, probably the learner try to analyze the matrix clause built in simple present, putting the whole sentence in a unity, he might come to the end and think it is “reason” but not “time”. Such cases, which are not rare in English adverbial constructions, make the paragraphs difficult to understand.

The reduction types are mostly built with participles such as -ed (written), -ing(writing) and -to infinitive(to write)/-to be infinitive(to be written). Although such omissions are seen in almost every type of adverbial clauses, they are in particular used in time, reason and condition ones. How can it be realized which kind of reduction it is? It can be said that it is difficult to know it.

The omission, as seen in the sections, takes place in the types of time, reason, concession, purpose and condition. The sentences in (28), (29) and (30) of time; (54) of reason; (64) and (65) of concession; (71), (72) and (73) of condition; (78) of purpose account for the mentioned situations. It is essential here to note that a special treatment is required for those of reason because they are not only good examples for reduction but also for inversion. If these sentences are examined well it will be clear that the omission of

some elements indicates the difficulty of learning problems for FLLs or SLLs, because some words are dropped and the English word order does not exist, anymore.

7. RESULT AND DISCUSSION

The adverbial clauses are important, because they are helpful in constructing the complex/compound sentences and in understanding the process of FL and SL acquisition. I have examined such grammatical category in the different literatures written by the well known authors so it is a quantitative research in nature. I have tried to find out how this grammar unity is presented in the corpora, how they structurally look like and what possible difficulties they have for FLLs and SLLs. My working hypothesis was that: Are the syntactic features of adverbial clauses the reasons for the learning difficulties?

As seen in the studies, the adverbial clauses emerge in the child language at the preschool age but completion of this process goes on even later. It was proved in the child language that there is a gradual development for the adverbial construction from simple to complex sentences, which might probably be true for the FLLs and SLLs too.

I have found out that they are also not easy for the adults; especially the reduction of adverbial construction makes great difficulties. One of the problems for the learners is that “as if/as though” receives “was” in the place of “were” as has been shown in the examples (42), (43) and (44). Again, one of the difficulties to teach or to learn such constructions lies in that the grammar books handle them very differently.

Likewise the inversion as in the examples: “*should ministers decide to instigate an inquiry, we would welcome*”; “*dismissed from school, Ahmet plans to join army*” is not easy to learn because the canonical word order of English SVO (Subject-Verb-Object) is violated. I think, it is necessary to mention this case because they are not included in all teaching materials e.g. the grammar books. Again, the reduction as in the example: “*while in Istanbul we visited all the major museums*” should be taught carefully. The reason is that some elements i.e. “*we were*” are missing, which can cause confusion for the learners. The point here should also be concluded in the teaching materials and taught carefully at the schools. This work showed that the inversion and reduction of adverbial construction as well as their types are difficult to be learned not only for FLLs or SLLs but also for the individuals of maternal language. In this context, it is worth to note that the scholars such as Clark (1971) and Johnson (1975) investigated this subject and came to the conclusion that the adverbial constructions are not acquired fully by even 6, 7 and 8 year old children. This means that the acquisition of such structures does not take place at early ages. The subject needs to be researched again.

My working hypothesis has been confirmed i.e. the syntactic properties of adverbial clauses are the source of difficulty. I should say that the results I have found here are not conclusive. On the contrary, the attempt has been to enhance the knowledge in this field, to put the difficulty of adverbial constructions in the focus of the investigations and to contribute to the foreign language teaching methodology. In order to make this study more robust, more inquiries should be carried out; both in the area of acquisition and in the area of corpora.

The implication for further research is that the teaching materials of school syllabus for the first and second language learners should contain all of types of adverbial constructions, and they should focus on the problematic points showed in this study e.g. the inversion and reduction of adverbial constructions. With more repetition and drilling, along with the contrastive analysis with their maternal language, the results can be useful from the pedagogical point of view.

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