

## Stance Adverbials As Used By Iraqi EFL Learners

### A Promotion Research

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#### Section One : Introduction

This research is mainly concerned with stance adverbials which refer to the set of adverbials that are used when speakers or writers comment on the content or style of a given clause or part of a clause. These fall into three major categories : epistemic, attitude , and style of speaking .

Most Iraqi EFL learners may lack knowledge about stance adverbials and are (i.e. learners) consequently unable to recognize or employ these stance adverbials in appropriate sentences . Accordingly, the research is devoted to investigate the ability of Iraqi EFL college students in recognizing and using these adverbials. It is hypothesized that : (i) Iraqi EFL College students face difficulties in identifying the stance adverbials when these are employed (by speakers or writers) in sentences , (ii) most Iraqi EFL college students cannot distinguish the kinds of English stance adverbials , and (iii) those students face difficulties in employing these adverbials grammatically in sentences made by themselves .

On the basis of the above three hypotheses , a diagnostic test has been made and applied to a sample of 20 Iraqi EFL college students at the third stage from the English Department, College of Basic Education , University of Babylon . The grammatical and statistical analysis of the responses to the items of the test in addition to the causes of errors will be discussed later.

#### Section Two : Stance Adverbials

##### 2.1 Background

Language use is basically a social activity. Language users rarely speak for themselves. Rather, they intercommunicate with each other to express their ideas, emotions, and feelings. In various cases and situations, speakers (or writers) tend to express their personal judgments or comments on the content of the propositions expressed. In these situations, there emerges the need of using stance adverbials, which represent the core of this research.

According to Biber et. al. (1999: 853), stance adverbials "have the primary function of commenting on the content of a clause or part of a clause". In this sense, they convey speakers' judgments on what they are saying. Also, it is argued that the employment of stance adverbials in various situations is a supportive factor and it coordinates with Falk's (1978: 70) statement that "normal, effective language use requires of users that they coordinate their utterances with basic aspects of the situation and with the expectations of those to whom they are speaking or writing".

##### Stance adverbials may illustrated in :

Elizabeth was definitely at Oxford University. ----- (1)

Regrettably, last night's audience was a meager one , but what they got was impressive . -----  
----- (2)

In sentence (1 and 2) above, the feeling of certainty (which is carried out by the use of "definitely") and the attitude of regret (which is expressed by "regrettably") are overtly stated. In other words, the employment of stance adverbials helps speakers and writers to pass their own comments on the subject of argument in a given situation as this is illustrated in sentences (1 and 2) above. The next section reveals the types of stance adverbials in English.

## 2.2 Semantic Categories of Stance Adverbials

Biber et. al. (1999 : 853) agree that stance adverbials fall into three major semantic categories : epistemic , attitude , and style .

### 2.2.1 Epistemic Stance Adverbials

These represent the most diverse category of stance adverbials and can be sub-classified into six major areas of meaning.

#### 2.2.1.1 Doubt and Certainty

Epistemic stance adverbials that refer to an absolute judgment of certainty include : no doubt , certainly , of course , undoubtedly , decidedly , definitely , incontestably , and incontrovertibly .

Swan (2005: 353) states that "no doubt" means "probably" or "I suppose", but not "certainty", as in :

You are tired, no doubt, I'll make you a cup of tea. ----- ( 3 )

When saying that something is certain , the expressions "there's no doubt that" and "without any doubt" are formally employed . In addition, "certainly" and "definitely" are employed to express certainty:

Cycling is certainly / definitely healthier than driving. ----- ( 4 )

Thus, the employment of "no doubt" occurs when speakers think that something is probable, but do not know for certain themselves:

No doubt the Romans enjoyed telling jokes, just like us. ----- ( 5 ) (ibid : 144)

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Hewings (2005: 156) says that the adverbs "undoubtedly, definitely, and certainly" are used when speakers make a comment on what they are saying and, by means of this employment, they indicate how likely they think something is, as in:

Jackson believes that child development can be slowed down by poor nutrition. This is undoubtedly / definitely / certainly the case. ----- ( 6 )

I don't know how far it is to Edinburgh , but it's certainly a long way . -----( 7 )

Alexander ( 1994 : 179 )

In addition, Quirk et. al. (1985: 620) think that "certainly, undoubtedly, decidedly, definitely, incontestably, and incontrovertibly" are employed when speakers (or writers) comment on the content of what they are speaking (or writing), and they express a degree of truth. In addition, these adverbials may be used to imply a particular conviction. It is also noted that the adverb "certainly", for instance, is a disjunct in :

Certainly, he had very little reason to fear their competition. -----( 8 )

In this sense, it may be noted that the stance adverbial "certainly" is also employed in situations having a three-part structure: (1) when speakers are discussing a fact that point in a certain direction; (2) it is agreed (a concession) that there is a given particular contradictory fact emerges the other way; (3) but the speaker (or) writer neglects this and turns back to the original direction of argument, as in:

(X) is incapable of lasting relationships with women . Certainly, several women loved him, and he was married twice. All the same, the women closest to him were invariably deeply unhappy. ----- ( 9 )

The same fact is applicable with "of course" in this sentence:

Very few people understood Einstein's theory. Of course, everybody had heard of him, and a fair number of people knew the word "relativity". But hardly anybody could tell you what he had actually said. ----- ( 10 )

It is worth mentioning that the stance adverb "decidedly" is employed when speakers talk about a given subject as something beyond any dispute. The adverb "decidedly", in this sense, is as equal as "undoubtedly":

The new house is decidedly better than the old one. ----- (11) Swannel (1992: 269)

Of course , he stayed in small hotels , when he was away from his home , but he did not know very much about living in hotels at first . -----(12) Hill (1995:113)

In addition, the following stance adverbials are also employed to refer to an indication of belief in various levels of probability . These include : Probably, perhaps, maybe, arguably, most / very likely, and I guess / think . Biber et. al. (1999: 854)

The adverb "probably" is used when speakers tend to indicate how likely they consider or think something is. Hewings (2005: 156)

I will phone next week, probably on Wednesday. ----- (13) Worn (1999: 286)

Quirk et. al. (1985: 620) mention that "perhaps", "may be", and "most likely" are used to express a degree of doubt. The use of "perhaps" politely reduces the impact and urgency of a given expression and, in this use, it implies an apologetic tone, as in:

Is Mary at home, perhaps? ----- ( 14 )

Perhaps there is an element of truth in both these pictures , but few of us had the opportunity to find out . ----- (15) Alexander (1967:34)

Worn (1999 : 550) adds that "perhaps" is used when a speaker is not totally sure about something :

Perhaps he isn't coming . ----- ( 16 )

She was , perhaps , one of the most famous writers of the time.----- ( 17 )

The employment of "may be" and "likely" exists in informal situations. It is also noted that "arguably" is used to present a comment on the truth value of what is said , expressing the extent to which , and the conditions under which , the speaker believes that what he is saying is true . Quirk et. al. (1985 : 620)

Worn (1999 : 35) states that "arguably" means "probably" or "X can argue that", as in: "King Lear" is arguably Shakespeare's best play. ----- ( 18 )

"I guess/think" are employed for the sake of softening or correcting a particular viewpoint. It is used to make speakers' opinions or statement sound less dogmatic and suggest that the speakers are just giving a personal opinion, with which others may disagree, as in:

I think/guess you ought to try again. ----- (19) Swan (2005: 143)

### 2.2.1.2 Actuality and Reality

These epistemic stance adverbials are employed to comment on a given proposition as real – life fact and they include: in fact, actually, in actual fact, for a fact, truly , and really:

In fact I'm taller than the doors. ----- ( 20 )

Well, I wasn't looking for it actually . ----- ( 21 )

She's never seen him on the porch. In (actual) fact, there's no chair to sit on . --- ( 22 )

But I, I know for a fact there isn't such a thing. ----- (23) Biber et. al. (1999: 854)

We are truly grateful to you for your help. ----- ( 24 ) Worn (1999: 798)

I 'm really really looking forward to meeting your cousin . I'm dying to say hello to her . ----- ( 25 ) Mc Carthy and O' Dell( 2002:44)

I really don 't see why I should have to explain myself to you . ----- ( 26 )

I 've got bills to pay and the bank is refusing to lend me any more money . I 'm really up a gum tree . ----- ( 27 )

Oxford Idioms Dictionary For Learners of English ( 2001:54 )

### 2.2.1.3 Source of knowledge

In spoken or written language, these adverbials reveal the source of information reported in the associated proposition. Adverbials that refer to the source of knowledge include : evidently , apparently , reportedly , reputedly , according to X, as X notes/says , and finite clauses introduced by "because" .

Evidently , the stock market believes that markers will not rest there .------(28)

Apparently , Rosie has interrupted her in the middle of some chore .------(29)

Egypt's nuclear power industry is still in the design phase , but according to Mr. Kandil , nuclear power was the only clean energy alternative for Egypt .----- (30)

As Wardell notes , once managerial decisions are known they then become the basis on which groups organize their resistance . ------(31)

This machine doesn't work apparently cos Jim who was in there last year said it didn't work when he was there. ------(32)

Hewgibns (2005 : 156) mentions that the use of "according to X" indicates that some adverbs or phrases are employed to identify whose viewpoint speakers are expressing :

The head of National North Bank is to receive , according to newspaper reports , a 50% salary increase .------(33) It is also noted that

certain stance adverbials as "evidently" may correspond to a clause with a verb of speaking, as in:

Evidently, he doesn't object . ----- (34)

It is evident that he doesn't object . ----- (35)

That he doesn't object is evident. ----- (36)

What is important in this respect is the fact that the above correspondence cannot be applied for all other adverbials like "perhaps" . Quirk et. al. (1985 : 623)

### 2.2.1.4 Limitation

Epistemic stance adverbials that indicate limitation of the proposition include : in most cases , mainly , typically , generally , largely , and in general :

In most cases , he would have been quite right .----- (37)

Typically there is a pair of ganglia in each segment of the body . ----- (38)

Biber et. al. (1999 : 855)

Worn (1999 : 455) states that mainly means 'mostly' , as in :

The students here are mainly from Japan . ----- (39)

whereas generally may imply the meanings of " usually" , "by most people" , or "in a general sense without looking at the details" . This is illustrated respectively in :

She generally cycles to work . (usually) ----- (40)

He is generally considered to be a good doctor . (by most people) ----- (41)

Generally speaking , houses in America are bigger than houses in this country . (in a general sense , without looking at the details) . ----- (42)

Furthermore, the epistemic stance adverbial of limitation in general means "in most cases" and largely means "mostly" :

In general , standards of the hygiene are good .----- (43)

His success was largely due to hard work . ----- (44) (ibid)

Hewings (2005:156) adds that the adverb generally is used to express speaker's opinion on what is said .

### 2.2.1.5 View point or Perspective

Epistemic adverbials may also mark the viewpoint or perspective such as : in our view , from our perspective , and in my opinion .

In our view it would be a backward step.----- (45)

From our perspective , movement success is paradoxical -----(46) Biber et. al. (1999: 855)

Swan (2005 : 143) states that these stance adverbials occur when speakers are just giving a personal opinion , as in saying :

In my view/opinion , it would be better to wait until July . ----- (47)

In addition , Hewgins (2005 : 156) thinks that the employment of "In my/our ... etc. opinion/view" is important when speakers identify whose viewpoint they are introducing :

In my view , the Foreign Minister should resign immediately .----- (48)

### 2.2.1.6 Imprecision

These epistemic stance adverbials occur to show that the proposition being conveyed is , to some extent , imprecise . They include: like , sort of , if you can call it that , about , kind of , roughly , and so to speak :

They like didn't know anything about the city . ----- (49)

We sort of were joking about it . ----- (50)

Indeed , the only real drawback , if you can call it that , is that people are continually coming up and congratulating us ....----- (51)

About [15] families attended the first meeting . ----- (52)

You kind of have to nail him to the wall . ----- (53)

This aim , so to speak , requires very hard efforts . -----(54) Biber et. al. (1999: 856)

I took three hours , I suppose . ----- (55) Worn (1999 : 649)

About twenty of us had been fortunate enough to receive invitations to a film – studio to take part in a crowd – scene . ----- (56) Alexander ( 1962 : 46 )

## 2.2 Attitude Stance Adverbials

Attitude stance adverbials represent the second category of stance adverbials . These are employed to tell the speaker's (or writer's) attitude toward a given proposition by means of conveying an evaluation, a value judgment, or assessment of expression. Attitude stance adverbials of this kind include: fortunately, sensibly, most surprisingly of all, as might be expected, inevitably, as you might guess, to my surprise, and astonishingly.

Fortunately, during my first few months here, I kept a journal -----(57) Biber et.al (1999:856)

Fortunately, ancient men made tools of stone, especially flint, because this is easier to shape than other kinds . ----- ( 58 ) Alexander ( 1967 : 5 )

Let us sit down and discuss the matter sensibly . ----- (59) Worn (1998:676)

The girl did not go with them and , most surprisingly of all , she refused all their plans . ----- (60)

As might be expected , most students could not pass this exam .----- (61)

Building new roads inevitably creates huge problems .----- (62) (ibid:39)

As you might guess , it will rain heavily tonight . ----- (63)

To my surprise the boss agreed about all our suggestions . ----- (64)

They arrived , to our/my...etc. surprise , before we did . ----- (65)Quirk et.al ( 1985:622)

Attitude stance adverbials that reveal a sort of evaluation include: conveniently , wisely , sensibly , unfortunately , quite rightly / wrongly , even worse , and disturbingly .

Conveniently , a bus was waiting when I got there . ----- (66)

Wisely , the council decided to make the game .----- (67) Biber et.al (1999:874)

She had conveniently forgotten that she owed me some money .----- (68)

Let us sit down and discuss the matter sensibly .----- (69)

I'd like to help you but unfortunately there's nothing I can do . ----- (70)

As you (quite) rightly said , it's time to decide what we want . ----- (71)

When expressing a judgment of importance, the attitude stance adverbial "even more importantly" is usually employed .

Added to this set of attitude stance adverbials , the adverb "hopefully" may also be used as an attitude stance adverbial .

Swan (2005 : 226) thinks that the meaning of "hopefully" in this occurrence is "it is to be hoped that" or "I/we/...etc. hope" as in ( 72 and 73 ) respectively :

Hopefully , inflation will soon be under control .----- (72)

Hopefully I'm not disturbing you .----- (73)

### 2.3 Style Adverbials

These represent the third category of stance adverbials . The stance adverbials that focus on style comment on the way or manner of conveying a particular message. These include : honestly , (quite) frankly , more simple put , confidentially , figuratively , in a word , in short , putting it bluntly , technically speaking , truthfully , and finite clauses .

The stance adverbs "honestly and frankly" are used to express speaker's opinion of the proposition said, whereas the adverb "technically speaking" implies what viewpoint speakers are talking from or , in Hewings (2005 : 156) words "identify what features of something are being talked about" .

Quirk et. al. (1985 : 628) say that certain style adverbials (which occur as disjuncts) may be used in certain situations as verbless questions :

A : I'm going to resign .----- (64)

B : Seriously/ Honestly ? ['Were you speaking seriously/honestly when you said that ?'] ----- (75)

It is also noted that "honestly , confidentially , bluntly , strictly , and truthfully" are style disjuncts that refer to the modality or manner :

I don't want the money , confidentially . ----- (76)

The realization of style adverbials expressing stance in terms of propositional phrase may be illustrated in :

Putting it bluntly , he has little market value .----- (77)

In short , he is mad but happy . ----- (78) Quirk et. al. (1985 : 615 – 616)

When the comment is being explicitly hedged , it may frequently occur with longer phrase or by clauses that are employed to express stance :

Generally speaking , the rain season has already begun by September .----- (79)

She seemed to enjoy the concert , from what her brother told me . ----- (80)

If I may say so , none of you are competent to make the legal judgment required. ----- (81) (ibid)

Swan (2005 : 145) states that the use of "In short" is common in a formal style for the sake of summing up , as in :

He's lazy , he's ignorant and he's stupid . In short , he's useless . ----- (82)

Quirk et. al. (1985 : 617) note that certain (but not all) style adverbials expressing stance may occur as a series of longer constructions involving the same item or its lexical base . This could be illustrated by "frankly" in :

Frankly , he hasn't a chance . ----- (83)

Speakers may alternatively use:

Proposition phrase : in all frankness.

Infinitive clause: to be frank , etc .

- ing clause: frankly speaking .

- ed clause: put frankly .

finite clause : If I may be frank , etc .

Often the style adverb (disjunct) is quite overt about the verb of speaking and the adverbial may take the form of a finite clause :

If I may say so without offence , your writing is immature. ----- (84)

In the above example , the stance adverbial focuses not only on what is said but also on the way it is being said .

#### 2.4 The Syntax of Stance Adverbials

This section focuses on the syntax of stance adverbials. Following Biber et. al. (1999: 86), it can be noted that stance adverbials may occur as:

##### 2.4.1- Single word adverb

These can be used to convey every kind of stance meaning:

I shall definitely be at the airport to meet you . ----- (85)

Well , I wasn't looking for it actually . ----- (86)

That apparently is why you go there . ----- (87)

They like didn't know anything about the city . ----- (88)

I have inevitably covered a great deal of familiar ground . ----- (89)

Confidentially , I'm not happy with Colonel Cargil . ----- (90)

##### 2.4.2- Prepositional phrases :

Stance adverbials may also occur as prepositional phrases:

According to later reports , Steven Gerard was suspected of triggering bomb . ---- (91)

In short , they are impressive . ----- (92)

The answer , in brief , is the method of empirical inquiry . ----- (93)

##### 2.4.3- Finite clauses :

These may be illustrated in :

This room's not been used in years , I would say . ----- (94)

The new engine is worth a second glance , it seems . ----- (95)

As you might expect , there are several groups for the various different application areas . ----  
----- (96)

Finite clauses may also be used to show the source of information – whether vaguely or specifically :

"It has been disclosed" that ..... ----- (97)

"Albrow has claimed" that ..... ----- (98)

"it seems" and "it appears" are comment clauses which allude some evidence supporting a Proposition :

The new engine is worth a second glance , it seems/appears . ----- (99)

Finite clauses may also be used to show recognition of the audience's knowledge or expectations :

"as might one/you expect" or "as you'd expect"

As you might expect , there are several groups for the various different application areas . ----  
----- (100)

Still , ---- is a better ---- than the old one , as you'd expect .----- (101)

And , for all we know , he may be giving her a message to take .----- (102)

Speaker A : Where is Jane ?

Speaker B : At home , for all I know . ----- (103) Seidl and Mc Mordie (1988: 40)

These have first person pronoun subject and no subordinator to mark a proposition as the speaker's opinion conveying a level of doubt or certainty. These may occur as finite clause stance adverbials, as in:

I'm going to get a new one for the basement I think . ----- (104)

or integrated into the clause structure :

I think that I'm going to get a new one for the a basement . ----- (105)

Finite clauses may show doubt or possibility , particularly with "who knows" :

... And who knows , he might pick up on that , and relax himself . ----- (106)  
 Additionally , finite stance clauses with "because" show evidence for the speaker's claim :  
 He's seriously deficient in what he should be learning because he should know that at least . --  
 ----- (107)

#### 2.4.4 Adverb phrases, noun phrases, and non – finite clauses .

These have more limited functions to convey stance . Adverb phrases occur as a combination of an adverb such as "quite , rather , or most" modifying an adverb of attitude or likelihood , as in : "most likely , quite likely/rightly/honestly , rather surprisingly , even worse" :

They most likely wouldn't be able to give you the help as well . -----(108)

Quite likely he's not even a doctor . ----- (109)

David is , quite rightly , John's favorite friend . ----- (110)

Noun – phrases stance adverbials are mainly expressed by "no doubt" :

The thing no doubt would have happened differently to another man .----- (111)

But many people would no doubt argue that the current style goes too for the other way . -----  
 ----- (112)

The occurrence of non – finite clauses as stance adverbials is used to convey how the speaker is communicating such stance adverbials are illustrated by "to tell you the truth , comparatively speaking , to put it bluntly , Generally speaking , to put it less charitably" .

I don't know to tell you the truth . ----- (113)

Generally speaking , you get what you pay for in a kitchen. ----- (114)

#### 2.4.5 Sentence relatives

When discussing the syntactic realization of stance adverbials , there emerges the use of sentence relatives as an uncommon realization . This may be expressed by "which is quite good" , in:

I've got Tuesday morning off now , which is quite good . ----- (115)

Sentence relatives as "which is encouraging , which is a shame , which is a good thing, which isn't as heartless as it sounds" are used to convey an attitude or value judgement about a proposition . These may also comment on the truth or likelihood of a proposition as "which is an impossibility , which isn't likely , which is obviously untrue" :

No risk for me ; all I have to do is walk in and laser him . Assuming of course , that he's in his apartment , which isn't likely . ----- (116) ibid (861 – 866)

#### 2.5 The Role of Stance adverbials in discourse

Added to their epistemic , attitudinal , and style meanings , it can be noted that stance adverbials may serve various discourse functions . This can be noted as follows:

##### 2.5.1-The Cohesive function :

In the Hallidayan approach to grammatical analysis , Cohesion is a major concept referring to those surface – structure features of an utterance or text which link different parts of sentences or larger units of discourse .

Crystal (1998 : 68)

The above statement can be applied to cover all the stance adverbials presented in this study, since these are used to fulfill the cohesive function .

##### 2.5.2- The interactive function :

According to Crystal (1999 : 199) the term interaction refers to "the study of speech in face – to – face communication". In this sense Biber et. al. (1999 : 874)

mention that the interactive role of stance adverbials is "important to the interactive nature of conversation" : Thus in saying :

But of course / no doubt we'll have a few showers . ----- (117)

The speaker uses "of course" or "no doubt" to indicate or assert shared familiarity with other interlocutors, in his attempt to "comment after a forecast for clear weather". (ibid)

### 2.5.3- Solving disagreement :

Concerning this point, Biber et. al (1999 : 874) agree that the employment of stance adverbials in spoken (or written) discourse may also be used as a factor of softening disagreement among interlocutors , as in :

Interlocutor A names/ states/thinks that Sophie is a weird name .----- (118)

Interlocutor B (responds) saying :

Sophie . Well that's not really a weird name . ----- (119)

In the above sentence , the employment or insertion of "really" is used to mitigate the force of disagreement .

### 2.5.4- Emphasis :

In addition , it can be noted that certain stance adverbials may be used for emphatic purposes . This can be revealed in :

I need the person to go with because definitely you need a person to go with .----(120)

In sentence ( 111 ) above , the reason clause (which is carried out by means of "because" is not basically used to give a reason ; it is simply used to restate the idea presented in the main clause with the stance adverbial "definitely" which is used to convey certainty .

Biber et.al. (1999 :875)

### 2.5.5 Hedging

The term hedge in pragmatics and discourse analysis refers to an application "of a general sense of the word (' to be non – committal or evasive') to a range of items which express a notion of imprecision or qualification" as in sort of , approximately , and roughly . Crystal (1998 :182)

Biber et. al. (1999 : 856) add that epistemic stance adverbials may be used as hedges. Markers of imprecision including : like , sort of , if you can call it that, about, kind of , roughly , and so to speak may be used as hedges , as in these sentences :

I always thought that I reminded him too much of my mom and like depressed him . -----  
----- (121)

### 2.5.6 Politeness

In addition to the above functions of stance adverbials, there emerges the function of stance adverbials as markers of highly polite expressions . In this sense , Biber et. al. (1999 : 85) agree that certain style adverbials expressing stance , often with the subordinator "if" , are used to mark politeness when a speaker considers himself "as speaking bluntly or in a potentially offensive way" , as in :

Is it a fact that you have refused to take any fee for the work you are doing , if I may say so , here in Washington ?----- (122)

In this sense , Murcia et. al. (1999 : 707) agree with Biber et. al. (ibid) in that such employment as in ( 113 ) may be used to mark politeness or as a means of softening an expression that would otherwise become too direct as in :

I wonder if I could ask you a question . ----- (123)

Could I ask you a question ? ----- (124)

### Section Three : The Test

#### 3.1 Background

In order to reach the required aims of the present study , a test has been made to identify the aspects of difficulty encountered by Iraqi EFL students in using stance adverbials and to diagnose the causes of their errors . The test consists of two questions . The first question measures the subjects' responses on the recognition level. The second question , however , is specialized to measure their responses on the production level (Appendix I) .

The first question falls into twenty – five items that are designed to measure Iraqi EFL subjects' ability (a) to identify the stance adverbials and (b) to tell their kinds . The second question contains twenty – five items that are intended to measure the extent to which they can employ the stance adverbials in meaningful and grammatical sentences depending on sample sentences given by the researcher.

The test has been applied to a sample of twenty Iraqi EFL university students at their third stage from the department of English, College of Basic Education, University of Babylon. The third year students are chosen to apply the test because , in this year of study at the university , they are supposed to have a full mastery of English adverbials . What seems worth mentioning in this respect is that the entire test has been scored out of 100 by means of giving two scores for each correct answer and zero score for the incorrect one . In addition, the items that are left by the subjects without any answer have also been given a zero score because they indicate lack of required knowledge in stance adverbials.

#### Discussion of Test Results

In this section, an attempt is made to present the result of the subjects' performance regarding the test . The degree to which they master stance adverbials is , thus , conditioned by their correct responses . These responses are very important to verify or refute the hypotheses proposed in section one .

As mentioned in the above section , the first question of the test is constructed to measure the subjects' performance at the recognition level . It falls into two branches (i.e. a and b) . In question one (a) , the students are asked to identify the stance adverbials in the sentences given by the researcher , whereas in (b) , the students are asked to tell the kinds of the stance adverbials used in this question .

In brief , the subjects' total performance of question one (a and b) is presented respectively in the following tables :

**Table (1)**  
**Subjects' Total Performance at the Recognition Level**  
**In Question (1 a)**

No. of Question	No. of Correct Responses	%	No. of Incorrect Responses	%	No. of Avoided Items	%
1 a	401	64.16	206	32.96	18	2.88

**Table (1)**  
**Subjects' Total Performance at the Recognition Level**  
**In Question (1 b)**

No. of Question	No. of Correct Responses	%	No. of Incorrect Responses	%	No. of Avoided Items	%
1 b	244	39.04	378	60.48	3	0.48

As table (1 a) shows , the total number of the correct responses in question (1 a) is (401 , 64.16%) , while that of incorrect responses (in addition to the avoided ones) is (224 , 35.84%) . The rate of the correct responses reflects the subjects' ability in identifying the stance adverbials in the first question of the test . Nevertheless , the rate of the incorrect responses , indeed , reflects that some of them have encountered difficulty in identifying the stance adverbials employed in this question . Table (1 b) shows that the total number of the correct responses is (244 , 39.04%) , whereas that of incorrect responses (in addition to the avoided items) is (381 , 60.96%) . This reveals the subjects' incompetence in telling or identifying the kinds of the stance adverbials employed .

To summarize , the results reveal vividly that , at the recognition level , the subjects have faced no considerable difficulties in identifying the stance adverbials , but they , indeed , have faced difficulties in distinguishing their kinds .

As for the question of the subjects' performance at the production level , table (3) summarizes the results :

**Table (3)**  
**Subjects' Total Performance at the Production Level**  
**In the Second Question**

No. of Question	No. of Correct Responses	%	No. of Incorrect Responses	%	No. of Avoided Items	%
2	211	33.76	382	61.12	32	5.12

Depending on the results presented in table (3) , it can be concluded that most of the subjects are incompetent in employing the stance adverbials in meaningful sentences because most of their responses to the second question are incorrect (414 , 66.24%) when compared with their correct ones (211 , 33.76%) , and validating by this the second hypothesis which predicts that such learners , indeed , encounter difficulties in employing the stance adverbials in meaningful and grammatical sentences .

Finally , the subjects' performance of the entire test with respect to the recognition and production levels can be revealed in the following table :

**Table (4)**  
**Subjects' Total Performance at the**  
**Recognition and Production Levels**

No. of Question	No. of Correct Responses	%	No. of Incorrect Responses	%	No. of Avoided Items	%
1 (a)	401	64.16	206	32.96	18	2.88
1 (b)	244	39.04	378	60.48	3	0.48
2	211	33.76	382	61.12	32	5.12

### 3. 2 Error Analysis

#### 3.2.1 Sources of Errors

Depending on the analysis of the subjects' errors, this section is specialized to identify the strategies employed by learners in learning the foreign language. In this sense, Brown (1987:177-8) says that errors made by the learners may be attributed to: interlingual transfe, intralingual transfer, context of learning, and communication strategies.

##### 3.2.1.1 Interlinguas Transfer

This means that many errors are attributed to the influence of the mother tongue (i.e. Arabic language) . Wittig (1981 : 179) states that the basis of interference is the fact that

learning a given material may inhibit the retrieval of some other learned materials . Thus, learners may recourse to the structure of the native language in their attempt to make up the deficiencies of their knowledge of the foreign language . Ellis (1994 : 48) and Yule (1996: 195) add that such errors take place when the patterns of the native language differ from those of the target language . This factor is revealed also by Johnson and Johnson (1999:110) who put the rule that " where the L1 and the L2 differed , the learner would transfer inappropriate properties and learner errors would result : a case of negative transfer."

At the production level of the present test , some of the errors reveal aspects of interlingual transger . This influence is illustrated in :

\* I believe that kind of sentence correct .

Which corresponds to the Arabic sentence

أعتقد ان هذا النوع من الجمل صحيح .

### 3.2.1.2 Intralingual Transfer

These errors occur due to the structure of the foreign language itself and , according to Brown (1987:81-3) and Chanier et. al. (1992: 134) may be attributed to the following factors:

1. Overgeneralization : This means the incorrect application of a previously learned material to a present foreign language context . Errors caused by overgeneralization may be illustrated in :

She said the fact honestly .

I can late in short times .

that do not function as stance adverbials when they are compared with stance adverbials in sentences as:

Well , honestly , I think that she said the fact .

In short , to feel better , you need to have a good rest .

that express speakers' feelings and intentions .

2. Ignorance of rule restrictions : By this , learners tend to apply a given rule to a category to which it is not applicable .

This can be illustrated in (Q2 Item 2) :

\* Rejecting all our plans was astonishingly .

Where the use of the stance adverbial "astonishingly" renders the sentence ungrammatical.

3. Incomplete applications of rules : This happens where a learner fails to learn a rather complex structure because he (i.e. the learner) thinks that he can achieve effective communication depending on rather simple rules . This can be illustrated in (Q2 Item 7) :

\* He was not able evidently this rule .

Where the incomplete application of rules concerning the employment of stance adverbials renders the sentence ungrammatical when compared with :

Evidently , he'll not be able to attend this lecture .

4. False concepts hypothesized : This occur due to the incorrect comprehension of a distinction in the target language . For example , in (Q2 Item 5) , learners think that the adverb of place "here" could be used as a stance adverbial :

Fortunately , during my first few months here , I kept a journal .

Whereas the stance adverbial is carried out by the use of "fortunately" .

### 3.2.1.3 Context of Learning

Richards (1974 : 178) believes that certain errors may also occur due to the influence of the following factors :

1. The situation of learning (the classroom)
2. The misleading explanation by the teacher.
3. The textbook writer who focuses on certain aspects of the target language and neglects others depending on his experiences and thoughts.

### 3.2.1.4 Communication Strategies

These strategies refer to the ways learners use when they express their aims . In other words, communicative strategies , as Farch and Kasper (1983 : 14) mention , are the plans employed by the learners to solve the problems that may arise in a given communicative situation .

These strategies include :

1. Avoidance : This reflects subjects' inability of saying what they want to say . This vividly expressed in (Q2 Item 5) which is avoided or left unanswered :

Not surprisingly , errors in complex systems tend to be more catastrophic .

The same fact is similar in (Q2 Item 18) .

According to later reports , Gerard Harte was suspected of triggering the bomb . in which the stance adverbial is "according to later reports" .

2. Circumlocution : This , simply , means that learners tend to paraphrase using the words they actually know .

3. Coinage : This occurs when learners make new words to reach the intended idea or answer.

4. Guessing : This refers to the clues used by learners in order to guess or predict the meaning. It occurs when learners have no complete knowledge of target language elements or structure. Errors attributed to guessing can be illustrated in :

\* As might be expected , they got lost coming here and they had to ask somebody the way . in which learners think that the stance adverbial is carried out by "here" not "as might be expected" .

5. Approximation : It refers to the process of giving a word for a similar or related meaning instead of the intended one .

6. Appeal for repair and confirmation: This strategy refers to learners' aims at seeking help from another person or source . (Oxford, 1990: 18 – 20) (Scholfield and Katamine, 2000:2)

رقم الإيداع

في دار الكتب والوثائق ببغداد

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