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LINKING ADVERBIALS IN ESTONIAN SCHOOL- LEAVER'S NATIONAL ENGLISH EXAMINATION ESSAYS

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Aims of the study

- linking adverbials in Estonian school-leavers' National English Language Examination essays
- an overuse of connectors and a frequent application of the structural formula of enumerative conjunctives (e.g. *firstly, secondly, thirdly, in conclusion*)

Cohesion

- Text is any stretch of language that forms a unified whole; it is “ a unit of language in use”.(Halliday and Hasan 1976: 1)
- Cohesion refers to the meaning relations in the text, the relations which define the text as such.
- Cohesion is primarily realized by cohesive devices, which can be both grammatical and lexical.
- Grammatical cohesion involves reference, substitution and ellipsis, while lexical cohesion involves the choice of words.
- Conjunction is mainly grammatical but has a lexical component in it.

Conjunctive elements

- Conjunctive elements achieve cohesion indirectly through their specific meanings. They are not primarily about linking to preceding or following text but express meanings that presuppose other discourse components (Halliday and Hasan 1976: 226).
- Linking adverbials, a subcategory of cohesive elements, are adverbials that are used to link ideas and clauses in the spoken or written text.

Taxonomies: Quirk & Greenbaum (1973), Halliday & Hasan (1976), Biber et al. (1999), Sinclair (2005), Carter & McCarthy (2006)

Commonalities

Apposition: *namely, for example*

Additive: *also, furthermore, in addition*

Contrast/Concession: *however, yet*

Causal: *so, therefore, thus*

Enumeration: *first, second, lastly*

Result/Inference: *therefore, thus*

Summative: *in conclusion, to sum up*

Temporal: *then, next, afterwards*

Transition: *then, eventually, meantime*

Differences

Antithetic: Q&G (1973): *instead*

Inferential: Q&G (1973): *else, otherwise*

Equative: Q&G (1973): *equally, likewise*

Reformulatory: Q&G (1973): *rather*

Reinforcing: Q&G (1973): *also, furthermore*

Meta-textual: C&McC (2006): *namely, so to speak*

Conjunctions: Sinclair (2005): *and, but, yet*

Shots of Earth

The astronaut Rusty Schweickart made a spacewalk **in order to** test an emergency procedure, **in case** the Apollo capsule and lunar module failed to connect. **However, as** the test began, there was a delay **due to** a technical problem, and **as a consequence**, Rusty had five minutes in space on his own **whilst** it was being fixed.

Although the astronauts hadn't been briefed to take photographs, **when** Rusty saw the Earth hanging in space, he was **so** awestruck **that** he immediately captured it on camera. **Not only** did these images affect the astronauts deeply, they **also** had a profound effect on the rest of mankind.



Soars, Hancock. 2015. *New Headway Advanced*. 4th ed. p 100

Time	Addition	Contrast	Reason	Result	Purpose	Condition
as soon as	as well as	(even) though	owing to	so	so that	if
after/before	in addition to	whereas	because of	therefore	so	unless
until/till	furthermore	while	as	as a result	so as to	so/as long as
once	what's more	nevertheless	since	thus	_____	otherwise
by the time	too	despite/in spite of	seeing as	_____		provided that
meanwhile	_____ (but) ... _____	yet	_____			supposing
in the end		all the same	_____ ... _____			_____
while / _____		_____				
_____		_____				

Previous studies

- **Granger and Tyson 1996:** French L1; overusing connectors with particular functions; unawareness of stylistic restrictions
- **Altenberg and Tapper 1998:** Swedish L1; overusing appositive conjuncts; underusing resultive and contrastive conjuncts; replacing formal connectors with informal ones
- **Tankó 2004:** Hungarian L1; using fewer adverbial connector types more frequently than native speaker writers; overusing enumerative adverbials
- **Narita et al 2004:** Japanese L1; overusing enumerative/additive and appositive connectors; underusing contrastive connectors
- **Appel and Szeib 2018:** Arab, Chinese and French L1; each L1 group overused a different group of linking adverbials; relying on the top 10 most frequently occurring linking adverbials

Data

- school-leavers' National English Examination essays from years 2015, 2018, 2019, 2022 and 2023
 - Estonian L1
 - total 35,368 running words
 - divided into three proficiency groups CEFR
 - A2 (4,739 running words)
 - B1 (11,012 running words)
 - B2 (19,617 running words)
- the Louvain Corpus of Native English Essays (LOCNESS)
 - 60,209 words of British A-level argumentative essays

Methods

- digitised, keyboarded and checked essays
- AntConc Word, N-gram and KWIC tools
- normalised frequency per 10,000 words, distribution across proficiency levels, unique tendency patterns
- issue: how to extract?

Results: Frequency I

Estonian school leavers	
for example/instance	20.357
in conclusion	11.926
also	11.592
(in/on/from) the other hand	11.406
firstly	11.027
secondly	9.048
however	7.917
therefore	6.22
furthermore	5.372
first of all	3.422

Native speakers	
however	24.173
for example/instance	10.178
therefore	10.1
although	8.278
also	6.457
thus	3.311
despite	2.98
so	2.98
in my opinion	2.65
firstly	2.484

Results: Frequency II

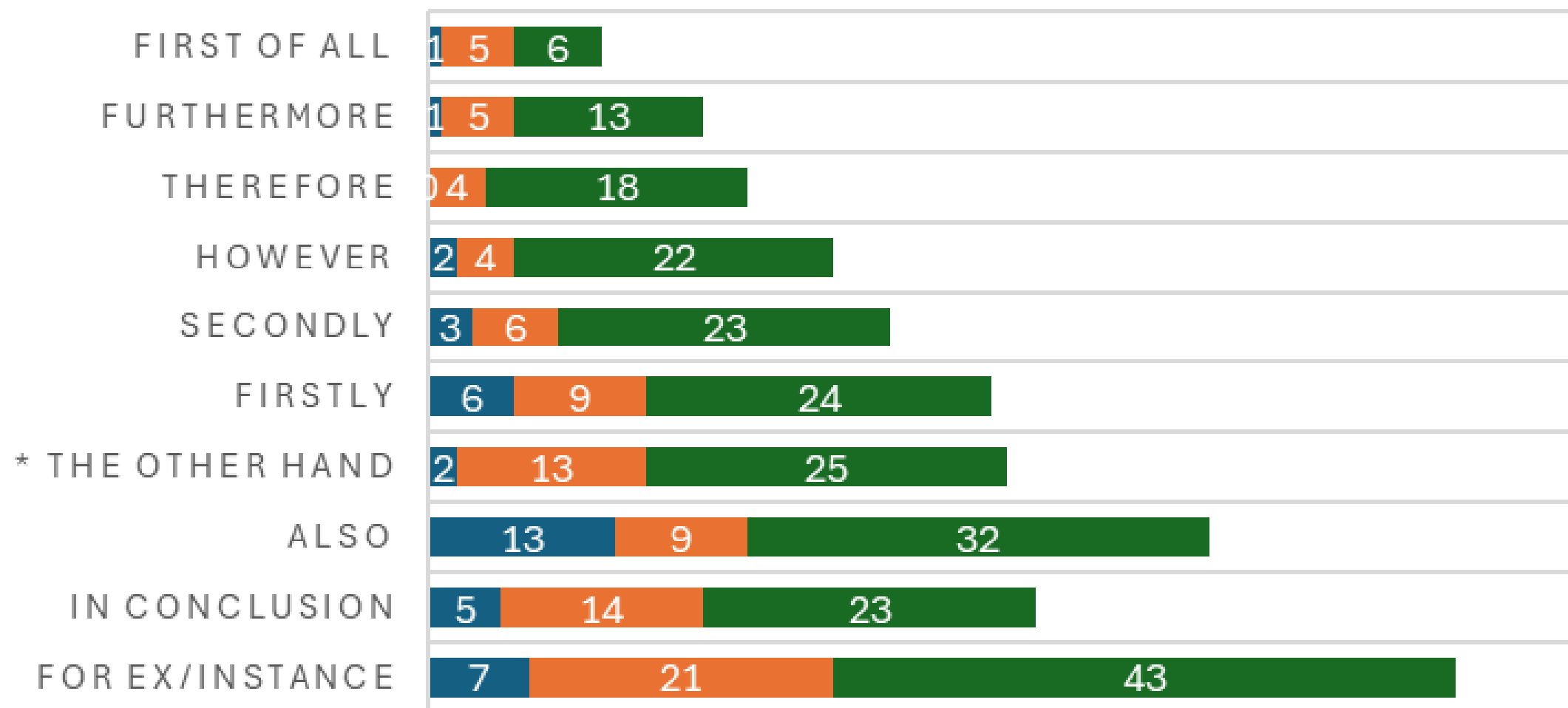
A2	
also	27.432
for example	14.846
firstly	12.661
in my opinion	10.659
in conclusion	10.604
secondly	6.330
on the one hand	4.285
however	4.220
first of all	2.132
in fact	2.132

B1	
for ex/instance	15.505
in conclusion	12.769
in my opinion	11.909
on the other hand	9.201
also	8.173
secondly	5.449
first of all	4.580
furthermore	4.541
however	3.632
therefore	3.632

B2	
for ex/instance	19.448
also	16.312
firstly	12.234
in conclusion	11.771
secondly	11.725
on the other hand	11.350
however	11.215
in my opinion	10.277
therefore	9.176
furthermore	6.627

RESULTS: DISTRIBUTION ACROSS THE THREE LEVELS

■ A2 ■ B1 ■ B2



Results: examples (A2)

Nowadays many Estonian people /- - -/.

In my opinion to return to Estonia people just need maybe small motivation because on the others countries they see any good perspectives. People just know about concurence and they do that what they can to be feel happy and workships.

Firstly, our country need to do a good Universities and Colladges and some schools on the Russian languages because many Russian people live from Estonia. Also, our goverment need to do any with economic.

Secondly, a good motivation for our students is schools where we can like and study too. I think it can be change motivation for young people because they everytime think that without parents can be all good.

Finally, for the stop migrate our country need to do somethink because now is hard days and people just have to live good and firstly is just to go to the other country because is very easy to do this.

Results: examples (B1)

In nowadays many young people dream /- - -/.

I do not really following now /- - -/. But **on the other hand** people, who do sports also became popular and famous.

Firstly, I think why many young people want to become famous – it is money and a big part of attention. But many young people does not want to work. I mean, if you want becoming famous, you should work hard, you need to be interesting for another people and if you be, so many people will belive in you.

Secondly, if you becaming famous, you also will have a many challenges in yours own life, like people will come near you step by step, every day you have attention, poparation and so on. This all get you tired.

In conclusion I want to say, that yeah, many young people dream about becoming famous, but some time /- - -/.

Results: examples (B2)

It is known, that most of the young Estonians leave their native country to study or work abroad. /- - -/. **In my opinion** this is a big problem for the country and for those who stay behind and do not leave.

Firstly I would say that one thing that will motivate them to return would be bigger paychecks in every working place. If people leave to get more money, /- - -/.

Secondly, when people leave to get a better education, I think it is a big thinking space there. Every country can hire better teachers and professors for different study subjects. **Therefore** I see, if there could be more good or even excellent professors, Estonian people would not leave the country.

Thirdly I think that the prices of real estates are very high as well. So when people leave because they are not satisfied with their income and earn more money abroad, **I think** that Estonian real estate companies could lower /- - -/.

There can be so much more different opinions about this topic. /- - -/

Results: native speaker

Genetics is one of the fastest growing fields of science /- - -/.

Most people believe that the ability to erase genetic `flaws' is a good thing, but the key to the problem is knowing when to stop. **I believe** that in some areas there may be a case for genetic manipulation, **for example** the case of Duchenne /- - -/

Another `disease' with proven genetic links is Manic Depression. /- - -/ **Obviously** the traits of such people are not wholly genetic, but there must be some genetic influence in the way their minds work.

Any scientist who works in genetics /- - -/. **However** the scientist is also the first line of defence against the misuse of his discoveries. If a scientist /- - -/.

All of these considerations are continually growing more important as people look to science, almost as a new religion. As people find religion harder to stomach (often due to scientific discoveries - **for example** there is no heaven in the clouds /- - -/

The Gay Gene Theory was `proved' over two years ago /- - -/

Overall, I believe that the `major burden' of responsibility for scientific discoveries /- - -/

Conclusion

- The most frequently used linking adverbial in Estonian Learner English is *for example (instance)*.
- The most frequently used linking adverbials in native-speaker English are *however* and *for example (instance)*.
- There are considerable similarities across proficiency levels.
- Learners on A2 level use fewer types of linking adverbials. More complicated linking adverbials appear on B1 and B2 levels.
- Learners frequently apply the structural formula of enumerative linking adverbials (*firstly, secondly, in conclusion*).

To be done:

- Manual tagging of the corpus.
- Analysing the cohesion of the whole texts.

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Thank you for listening!